



AAEE Citation for Outstanding Early Career Contribution to Engineering Education

Citation for Outstanding Early Career Contribution to Engineering Education recognises and rewards the diverse contributions made by individuals to the quality of engineering student learning and teaching at the early stages of their career, preferably sustained over a period of 12 months minimum or equivalent.

This award is intended to encourage early career academics (within 5 years of gaining PhD or equivalence) or academics new to engineering education (less than 5 years in engineering education) to pursue a sustained interest in engineering education research and/or scholarship. The five years can be non-sequential and must be counted on a semester basis. This includes all tutoring and part-time teaching.

Nominees must select ONE (1) of the following criteria for assessment, as appropriate to their particular contribution. Nominations will be assessed on evidence provided in relation to the selected criterion (adapted from the Australian Awards for University Teaching - Citations).

Criterion 1 - Approaches to teaching and the support of learning that influence, motivate and inspire engineering students to learn. This may include:

- Fostering student development by stimulating curiosity and independence in learning.
- Assisting students from equity and other demographic subgroups to participate and achieve success in their courses.
- Inspiring and motivating students through effective educational design and delivery.
- Enabling others to enhance their approaches to learning and teaching.
- Developing and/or integrating assessment strategies to enhance student learning.

Criterion 2 - Development of engineering curricula, resources or services that reflect a command of the field. This may include:

- Developing and presenting coherent and imaginative resources for student learning.
- Implementing research-led approaches to learning and teaching.
- Demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning.
- Providing support to those involved in the development of curricula and resources.
- Contributing professional expertise to enhance curriculum or resources.



Criterion 3 - Evaluation practices that bring about improvements in engineering teaching and learning.

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include:

- Showing advanced skills in evaluation and reflective practice.
- Using a variety of evaluation strategies to bring about change.
- Adapting evaluation methods to different contexts and diverse student needs and learning styles.
- Contributing professional expertise to the field of evaluation in order to improve program design and delivery.
- Dissemination and embedding of good practice identified through evaluation.

Criterion 4 - Innovation, leadership or scholarship that has influenced and enhanced engineering learning and teaching and/or the engineering student experience. This may include:

- Innovations in service and support for students
- Innovations in coordination, management and leadership of courses and the student learning experience.
- Conducting and publishing research related to teaching.
- Demonstrating leadership through activities that have broad influence on the profession.
- Providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort.
- Influencing the overall academic, social and cultural experience of higher education.

Submissions are limited to THREE (3) A4 pages (12 point font) and must describe the nominee's contribution to student learning in line with the selected criterion, providing evidence to support claims. It should comprise the following elements presented in order.

1. Citation criterion addressed by the application.
2. Overview of the contribution and its context which should also include the teaching philosophy of the nominee.
3. Statement addressing the selected assessment criterion and providing evidence of the contribution and resulting impact on student learning and teaching.
4. Reference list: nominees should use their preferred recognised reference style throughout and include a reference list within the three (3) pages. Links to reference lists online will not be reviewed by assessors.

Applications should be submitted to AEE@engineersaustralia.org.au by COB Fri, 4th October 2019.



Submissions will be evaluated according to the following:

- Focus and relevance - state clearly the initiatives addressed and the outcomes achieved, focusing on significance of the work to engineering education practice at a course, program, or institutional level.
- Context - situate the work within relevant bodies of knowledge and describe how it draws on this to address our understanding of teaching and learning in your context.
- Evidence of monitoring and evaluation - present original ideas and results of significance supported by clear reasoning and compelling evidence over an initial period of evaluation.
- Clarity and readability - exhibit clear, concise, and precise exposition of engineering education research and/or scholarship, and provide tables and figures, as needed, that meaningfully add to the narrative (useful illustrations).

Prize - \$1,000 plus a framed certificate (up to 3 citations will be awarded in 2019)