

Selection Criteria of the 2021 UGC Teaching Award

All nominees for the Award were assessed based on the following three criteria -

- (a) **Adoption of learner-centred approaches, ability to engage/inspire/impact on students and demonstration of superior acumen in teaching**, which may include a good understanding of pedagogy, understanding how students learn and adopting suitable teaching and assessment approaches that can achieve better student learning outcomes; being able to interact with students and engage them in learning with enthusiasm; inspiring and supporting students, with respect for their diverse learning needs, to build confidence and capability (including critical thinking, analytical skills, values, *etc.*); and outstanding classroom teaching (in face-to-face, virtual or hybrid settings).
- (b) **Course/programme/curriculum design that can reflect a command of the field**, which may include demonstrating up-to-date knowledge of the field of study in the design of the curriculum and student learning resources (e.g., textbooks, e-learning resources) and adopting complementary research-informed teaching practices; and developing appropriate student learning outcomes and adopting innovative approaches to teaching and assessment which can facilitate students' achievement of the learning outcomes *etc.*, at/within an institutional, inter-institutional or sector-wide level.
- (c) **Past/present achievement(s) and leadership in teaching and potential scholarly contribution to and impact on the development of effective teaching practice within the nominee(s)' own university and/or in other institutions**, which may include demonstrating educational research and innovations in the field of study; and demonstrating leadership in the promotion of teaching excellence within the university and/or in other institutions. In the case of early career faculty nominations, the focus will be on the nominees' potential of leadership in teaching as well as their past achievements. In the case of team nominations, the impact of the collaborative work of the team on the development of effective teaching practice will also be considered.

The three criteria carry no specified weighting. The Selection Panel considered each nomination on its own merit with reference to the criteria.

## **Composition of the Selection Panel**

### **Professor Marilee Bresciani Ludvik (Chair)**

*Member of the Quality Assurance Council  
Professor and Chair,  
Department of Educational Leadership and Policy Studies,  
The University of Texas at Arlington, USA*

### **Professor Chris Brink**

*Member of the University Grants Committee  
Emeritus Vice-Chancellor,  
Newcastle University, UK and  
Former Rector and Vice-Chancellor,  
Stellenbosch University, South Africa*

### **Mrs Belinda Greer**

*Member of the Quality Assurance Council  
Chief Executive Officer, English Schools Foundation*

### **Professor Carmen Wong**

*Awardee of the 2020 UGC Teaching Award  
Associate Professor of Practice in Family Medicine and Medical Education, The  
Jockey Club School of Public Health and Primary Care, The Chinese University of  
Hong Kong*

### **Professor Simon Bates**

*International Expert of the Selection Panel  
Associate Provost, Teaching and Learning, The University of British Columbia,  
Canada*