

**APPLICATION FORM FOR SDR SCIENTIFIC EDUCATION AWARD**

A. Formatting: A4 paper setting, double-spacing and 12 point Times New Roman font.

**Any application failing to comply with formatting requirements and maximum specified space limits (see below) will be removed from further consideration**.

B. Supporters: Each applicant must ask two supporters (with one external supporter i.e from an institution other than the candidate’s institution) to each provide confidential reports.

 The report by each Supporter is to contain an evaluation of:

 i. the Applicant’s educational achievements in terms of the selection criteria for the Award

 ii. the quality of the proposed activity for which the Award is sought.

C. Application Details: Applicants should submit their Application containing their details, numbered in the following order, and **not exceeding the maximum specified space limits**.

1. Application Form. Complete the online application form which includes uploading you application document to include:

2. Applicant’s educational qualifications.

3. Applicant’s context (e.g. previous appointments and positions, description of any career disruption) and teaching philosophy [**maximum 1 page**]

4. Applicant’s previous achievements, honours and awards.

5. Statement. **[maximum 4 pages]**

*In this Statement, you should set out your achievements, as well as providing details of the purpose for which the Award is sought. In each case, address the selection criteria listed on the following page.*

6. Complete list of the applicant’s publications (can be single-spaced).

*A. List published research papers, reviews, books, book chapters and conference papers.*

*B. List separately those publications which are of special significance for education. Include abstracts for these publications.*

7. Any other evidence that you feel will enhance your case **[maximum 1 page]** .

##### Selection Criteria

Candidates for the SDR Scientific Education Award will be assessed on the basis of evidence (may include: formal and informal evaluation, student data, institutional student surveys, references and selected teaching materials) that supports their claims against four broad criteria*:*

1. Approaches to teaching and/or support of learning that influence, motivate and inspire students to learn. [This could include; fostering student development / assisting students from equity and other demographic subgroups to achieve success / provision of support services that improve the student experience and enable learning / developing and or integrating assessment strategies to enhance student learning].
2. Development of curricula, resources or services that reflect a command of the field. [This could include developing and presenting resources for student learning /design of curricula and the creation of learning resources /implementing research-led approaches to learning and teaching / providing support to those involved in the development of curricula and resources / contributing professional expertise to enhance curriculum or resources].
3. Evaluation practices that improve teaching and learning and continuing professional development. [This could include using a variety of evaluative strategies to bring about change / adapting evaluative methods to different contexts and diverse student needs and learning styles / demonstration of advanced skills in evaluation and reflective practice / contributing professional expertise to the field of evaluation to improve design and delivery]
4. Innovation, leadership or scholarship and research that has enhanced learning and teaching. [This could include; participating in and contributing to professional activities related to learning and teaching or SoTL / conducting and publishing research related to teaching / demonstrating leadership through activities that have broad influence on the profession i.e. beyond host department/institution]

In addressing the above criteria, applicants are required to make a case that they have:

* Impacted on student learning, student engagement or the overall student experience for a period of no less than two years, not including time taken for development or trial of any activity.
* Gained recognition from colleagues, the institution and/or the broader community.
* Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.
* Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

 [*The proposed activity must be directly relevant to new developments in education in biochemistry and molecular biology, or more generic educational developments that will be applied to biochemistry and molecular biology.*]