Arqus Teaching Excellence Award - Evaluation Rubric 2026

Criteria	1 - Minimal Implementation	2 - Emerging Implementation	3 - Effective Implementation	4 - Exemplary Implementation
Student-Centered Teaching: Consistent use of student-centered approaches that cater to the diverse needs of learners, fostering inclusive education practices	Teaching is predominantly teacher-centered, with little to no active student participation. Instruction is mostly lecture-based, offering minimal engagement and rarely considers diverse learning needs. Activities lack personalization, inclusivity, or differentiation. (Ex: Traditional lectures without interactivity.)	The educator makes occasional attempts at student-centered learning but applies it inconsistently or at a surface level. There is some differentiation to address diverse learning needs, but it is not a primary focus. Group work or discussions may be sporadically used, but without strong impact on engagement or inclusivity. (Ex: Limited use of interactive activities, such as small group discussions, with minimal adaptation.)	The educator regularly applies student-centered approaches, promoting active engagement and collaboration. Strategies consider individual learning styles, offering some differentiation in instruction. Inclusive practices are visible, but may not be fully integrated. (Ex: Use of project-based learning, interactive discussions, or problem-solving activities to enhance engagement.)	Teaching is fully student-centered, consistently fostering autonomy, inclusivity, and active learning. Instruction is tailored to individual needs, incorporating differentiated instruction, inquiry-based learning, and student feedback. Consistently applied across different contexts, promoting critical thinking, self-discovery, and the application of knowledge. (Ex: Individualized learning plans, adaptive teaching strategies, strong emphasis on student voice, and fostering independent learners.)
Assessment that drives students' learning: Consistent use of assessment strategies and feedback methods that supports learning and development, encouraging meta-reflection on and facilitating dialogue about learning processes.	Assessments are primarily summative, with minimal or unclear feedback. Few or no opportunities are provided for reflection or dialogue about learning. Feedback, if given, is vague, lacks specificity, and does not encourage student improvement. Ex: Traditional exams or standardized tests with no reflective elements or guidance for improvement.	Limited use of formative assessments, with feedback that is generic or lacks depth. Opportunities for reflection are present but sporadic and not integral to the learning process. Ex: Basic rubrics or occasional feedback sessions without fostering dialogue, self-assessment, or meta-reflection. Standardized feedback methods with limited personalization.	A balanced approach to formative and summative assessments is evident. Feedback is specific, timely, and constructive, generally supporting students' learning. The educator actively promotes meta-reflection and dialogue about learning through structured opportunities like peer assessment, self-assessment, and clear rubrics. Ex: Regular use of rubrics, interactive discussions for feedback, peer-reviewed projects, and structured self-assessment practices.	Assessments are predominantly formative and designed to foster continuous improvement and deep learning. Feedback is detailed, constructive, and tailored to individual needs, encouraging deep reflection and intellectual growth. Students are actively engaged in assessment processes, such as setting criteria or participating in collaborative feedback. Ex: Portfolios, reflective journals, collaborative feedback sessions, and student-led assessment design. Meta-reflection and dialogue about learning are seamlessly integrated into the course structure.
Research-informed teaching and learning approaches: Use of research-informed didactical approaches to enhance learning outcomes.	Teaching methods are traditional and not informed by current research. There is little to no use of evidence-based strategies to improve learning outcomes. Teaching methods are traditional and show no evidence of being informed by research. Ex: Conventional teaching methods with no rationale based on educational research.	Some research-informed methods are used, but there is limited integration of educational research into teaching practices. The impact of these methods on learning outcomes is not well-monitored. Some elements of research-informed practice are included, but their use is inconsistent. Ex: Mention of relevant research or methods, but limited integration into teaching practices.	Teaching practices are clearly informed by research, and there is evidence of applying theories or evidence-based approaches to improve learning. The educator occasionally engages in reflective practices to assess the effectiveness of these strategies. Research-informed approaches are consistently used to enhance learning outcomes. Ex: Use of proven methods, such as spaced repetition, active recall, or collaborative learning, supported by research.	The teaching approach is fully informed by current research, and the educator actively applies, evaluates, and adapts evidence-based practices to enhance learning outcomes. There is continuous reflection, and the educator contributes to research in teaching and learning, possibly sharing best practices. Teaching practices are fully grounded in research and show clear innovation and measurable impact. Ex: Development of new teaching methodologies, publications on pedagogical research, or systematic evaluation of classroom practices.
Integration of the international perspective: Incorporation of an international perspective to enrich the learning experience and foster cross-cultural understanding. This may include, but is not limited to, integrating international case studies, collaborating with international partners or experts, facilitating cross-cultural exchanges or discussions, incorporating global issues and perspectives into the curriculum or other activities that prepare future graduates to thrive in a globalized world.	Little to no effort to integrate international perspectives into the curriculum. The teaching content and examples are primarily local or national, with minimal emphasis on global issues. No or minimal integration of international or cross-cultural elements. Ex: Lack of global case studies, examples, or activities that promote cross-cultural understanding.	Some attempts to include international perspectives, such as case studies or guest speakers from other countries, but these are sporadic. The international component is not well-integrated into the overall curriculum. Some references to international perspectives, but these are limited and not meaningfully integrated. Ex: Sporadic use of international case studies or discussions without clear connection to learning goals.	The curriculum integrates international perspectives in a meaningful way, with structured opportunities for cross-cultural learning and discussions. Students engage with global case studies and are encouraged to consider multiple cultural viewpoints. International perspectives are regularly and meaningfully integrated into learning activities. Ex: Structured discussions on global challenges, collaborative projects with international peers, or use of diverse case studies.	The course consistently and seamlessly integrates an international perspective, with activities like international collaborations, study abroad opportunities, or projects addressing global issues. There is a strong emphasis on cross-cultural understanding, preparing students for a globalized world. International and cross-cultural perspectives are central to the learning process, fostering deep cultural understanding and global readiness. Ex: International collaborations, virtual exchanges, integration of global challenges into curricula, or partnerships with foreign institutions.
Transferability and adaptability: Development of teaching initiatives that are transferable and adaptable to further educational contexts, promoting scalability and sustainability of the initiative.	Teaching initiatives are highly specific to one context and cannot be easily adapted to different settings. There is no evidence of scalability or consideration of broader applicability. The initiative is highly context-specific and shows no evidence of being transferable or scalable. Ex: Lack of documentation or consideration for adaptation in other contexts.	Some aspects of the teaching method are adaptable, but significant modifications would be needed for application in different contexts. There is limited evidence of scalability. The initiative shows some potential for transferability but would require significant adjustments to be applied elsewhere. Ex: Basic descriptions of methods, but no structured guidance for replication.	The project has several transferable elements and has been adapted or tested in different educational contexts. There is evidence of planning for scalability and sustainability of teaching practices. The initiative is clearly transferable and adaptable to various educational settings. Ex: Well-documented methodologies, instructional guides, or workshops designed for other educators.	Teaching initiatives are highly transferable, with documented success in multiple educational settings. There are established frameworks or resources for easy adaptation, and the program has a clear strategy for scaling up or sustaining its impact over time. The initiative is highly scalable and has already demonstrated success in multiple contexts. Ex: Dissemination through networks, publications, or replication in diverse settings with consistent results.
Relevance and impact: Reflection by the teacher on the relevance and impact of the project on students' learning, demonstrating its significance in enhancing teaching and learning practices.	Limited or no reflection on the relevance or impact of the project. Ex: Lack of data or feedback from students to support claims of impact.	Some qualitative or quantitative data are presented, but analysis is shallow. Ex: Basic observations of student progress.	Regular reflections demonstrate the project's clear impact on student learning. Ex: Data-driven analysis of improvements in student outcomes or testimonials.	Evidence includes both qualitative and quantitative analyses, and findings are shared widely. Ex: Published case studies, institutional recognition, or broader dissemination of impact findings.