

Transforming the curriculum of a Graduate Certificate in Tertiary Education course to help transform teaching practices at an Australian university

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We acknowledge the Gadigal people of the Eora Nation, the traditional custodians of the land on which we meet today, and pay respect to their Elders past and present.

We also acknowledge the Ngunnawal people, the traditional custodians of the land on which the University of Canberra is situated, and pay respect to their Elders past and present.

We extend that respect to all Aboriginal and Torres Strait Islander people here present.

Transforming Curriculum – Some Challenges

from the *NMC Horizon Report: 2017 Higher Education Edition*

- Advancing progressive learning approaches requires cultural transformation
- Real-world skills are needed to bolster employability and workplace development
- Collaboration is key for scaling effective solutions
- Processes for assessing nuanced skills at a personal level are needed
- Online, mobile, and blended learning are foregone conclusions
- Lifelong learning is the lifeblood of higher education

These apply as much to professional development of our academic teachers as to the education of our students

Provenance

Previous GCTE – 4 standard semester-subject units, PT over 2 years:

- Tertiary Teaching and Learning (also a stand-alone certificate for probation for new teaching staff) – blended
- Assessment and Evaluation – online
- Design for Learning Online – online
- Scholarly Inquiry - online

Some Issues:

- Low numbers of participants (10-14 average at any time) largely due to concurrence with their own teaching cycles
- Practice-based assessment tasks, but no requirement to actually apply, evaluate and reflect on new practices
- Not much institutional encouragement to complete it

Genesis

Redesign in 2014 of Tertiary Teaching and Learning (TTL) unit:

- Flipped workshops on key topics (also open and promoted to all university staff as one-off PD sessions)
- Dissociated from strict semester timelines
- Portfolio-based assessment required participants to actually implement change in teaching practice, and evaluate and reflect on it

Outcomes:

- Some increase in participation and completion rates
- Actual transformation of teaching practice
- Decision to redesign the whole course along similar lines

New GCTE Design Precepts

- No standard semester subjects
- Flexible, personalised, self-paced, self-directed (with scaffolding), online or blended
- Enrol at any time (not aligned to official teaching periods)
- Authentic work-integrated experience based on application of learning in participants' own teaching contexts
- Evidence-based portfolio assessment against course learning outcomes
- Reflective narrative – Account of Professional Practice

Participant experience is more like a supervised research project than traditional coursework

Course Learning Outcomes

To complete the Graduate Certificate in Tertiary Education, you will be need to provide sufficient evidence to demonstrate that you have met the following learning outcomes:

1. Take stock of your own teaching capabilities and development needs, and articulate trajectories for the future;

2. (a) Demonstrate your understanding of educational theory, principles and scholarship and be able to draw upon these to critically reflect on and analyse your own educational practice; and

(b) Plan, design, implement and evaluate strategies for the enhancement of student learning; in the following focus areas:

Assessment; Flexible learning environments; Curriculum design; Student engagement; Leadership, management and supervision.

3. Synthesise and curate evidence into a coherent and holistic account of professional practice.

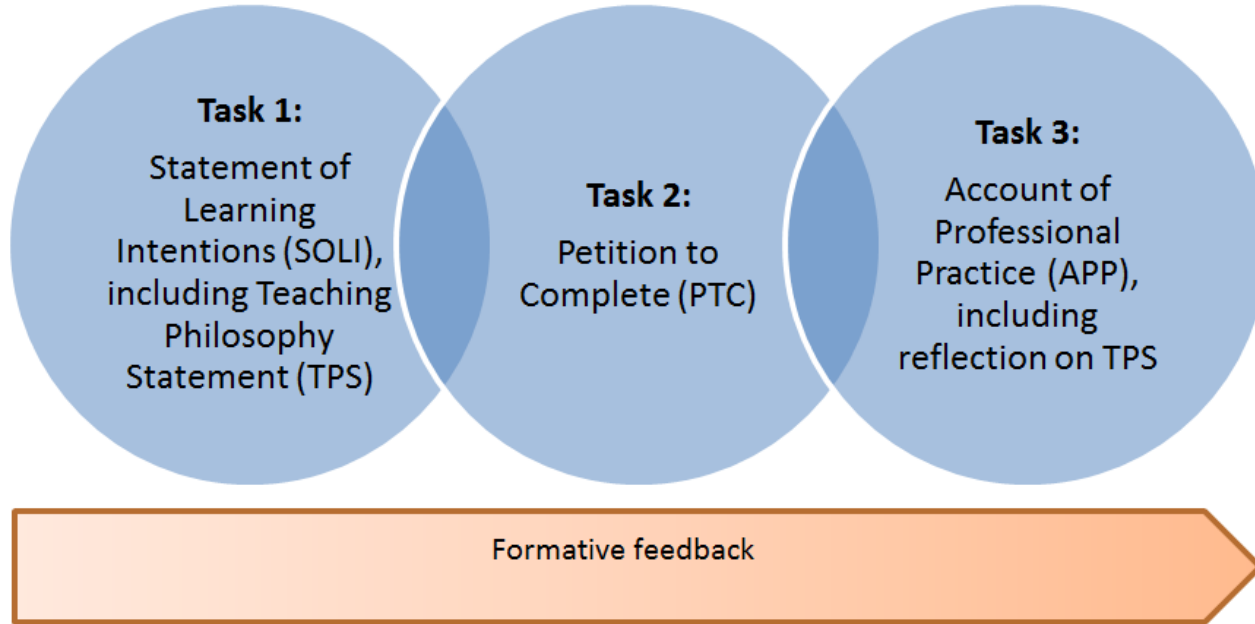


GCTE

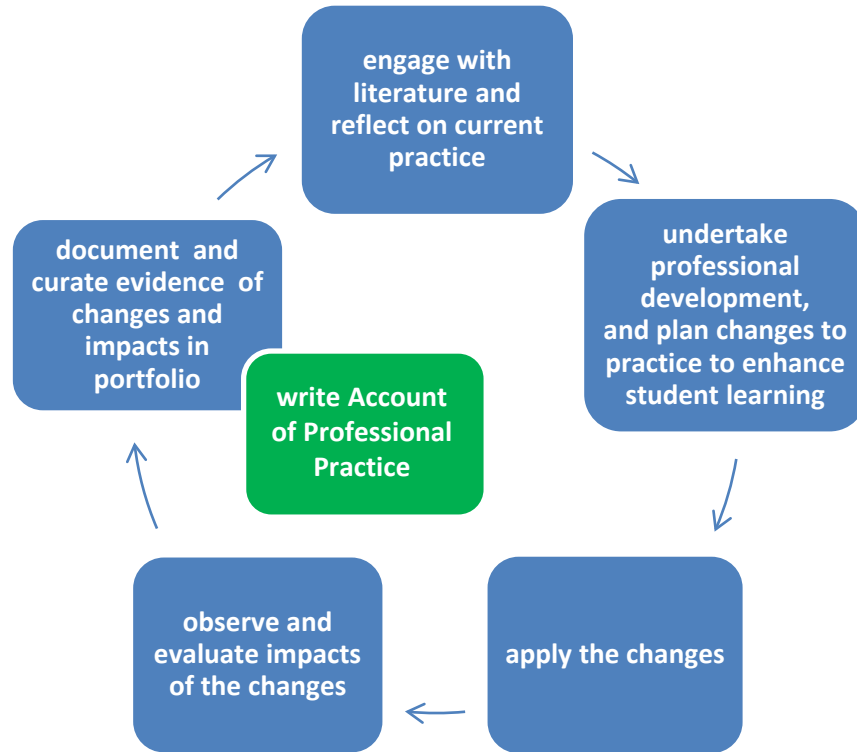


- GCTE Learning Outcomes are mapped to the UK Professional Standards Framework.
- The GCTE Account of Professional Practice is aligned with the requirements for Level 2 Fellowship of the Higher Education Academy.
- Participants therefore graduate with a submission-ready draft HEA application (direct application – the GCTE is not yet HEA accredited).

Assessment Tasks



Learning Activity Framework



Constituency

- Potentially all teaching staff but especially those with relatively lower teaching experience e.g. early career academics, sessionals, clinical educators.
- Possession of a GCTE or equivalent is now a performance expectation of education-focused academic staff.
- Also highly encouraged for:
 - other academic staff with teaching roles;
 - teaching and learning support staff e.g. educational designers, learning support staff, library staff.

Course fees are waived for approved staff at UC, UC College, and some UC partner institutions.

One Year In

- 68 enrolled participants
- Mostly relatively inexperienced academic teachers (e.g. assistant professors, sessionals, casual tutors including HDR students)
- A few highly experienced academics (e.g. a Head of Discipline, an Associate Dean Education)
- 14 teaching and learning support staff
- 6 ACT Health clinical educators who support our Health students on clinical placements
- Varying levels of engagement

Contact Activities & Resources

- Face-to-face and online synchronous workshops on understanding the course processes and expectations.
- Regularly scheduled face-to-face 'Salons' (drop-in advice sessions).
- Face-to-face workshops on specific educational topics (including some by external 'visiting experts') with spinoff resources such as videorecorded interviews.
- MOOC - *Stepping Up: Exploring Frontline Leadership in Higher Education*.
- Workshops-on-demand for specific cohorts (e.g. ACT Health group).
- One-to-one appointments with solo participants (or occasionally two or three at a time).

Summary Results from Recent Evaluation Survey

Anticipated completion time

- Most respondents anticipate completing in a two-year timeframe (a few within around one year)

Motivation to enrol

- 90% because they wanted:
 - To improve teaching practice in a systematic and supported way
 - To gain a recognised tertiary teaching qualification
- 50% attracted by the HEA Fellowship opportunity
- 40% attracted by the self-paced, self directed course design

Summary Results from Recent Evaluation Survey

Level of activity up to time of survey

Frequently active	0%	Intermittently active	33%
Somewhat active	28%	Generally inactive	39%

Spurs to activity

Strong desire to learn/improve
Dedicated support workshops
Sense of learning community
Approachability of course staff
To finish before contract expires

Barriers to activity

Other workload priorities
Lack of time; work/life balance
Novelty of self-directed learning
Complexity of course LMS site
Other concurrent studies (e.g. PhD)

Summary Results from Recent Evaluation Survey

Most favourable aspects of course experience

Ease of application/enrolment

Quality of course resources

Availability of course staff

Supportiveness of course staff

Least favourable aspects of course experience

Lack of course process clarity

Lack of course assessment clarity

Incoherence of course LMS site

What participants want more of

F-2-F workshops on specific topics

Online workshops on specific topics

Short videos/podcasts

There was nothing they wanted less of!

Summary Results from Recent Evaluation Survey

Impact of the course so far on participants' teaching ideas and practice

A fair bit	12%
A little	76%
None	12%

Opportunities for Improvement

- Improve the clarity and coherence of the LMS (prime opportunity with forthcoming change from Moodle to Canvas)
- Scaffold the self-directed learning processes more clearly
- Provide more workshops (f2f & online) on specific educational topics
- Provide more chunked videos/podcasts on specific educational topics
- Assist participants to plan and organise their engagement with the course

Next Steps

Near future

- Focus groups to elaborate and calibrate the survey results
- Make changes to LMS site, resources and course activities based on the feedback

Longer term

- Consolidate the central place of the GCTE in the current UC Curriculum Review Program, and in performance review processes
- Open the course to external fee-paying students (North South University in Bangladesh currently under negotiation)
- Continue regular surveys with participants to obtain longitudinal data on the impact of the GCTE studies on their teaching practice, including after completion

Thanks for your attendance and attention

Questions or Comments?