UNIVERSITY OF TECHNOLOGY SYDNEY

Graduate Certificate in Higher Education Teaching & Learning 2013

UTS: INSTITUTE FOR INTERACTIVE MEDIA & LEARNING

About this Course Guide

This course guide contains information you will need to find your way around the course, **Graduate Certificate in Higher Education Teaching and Learning**. It will help you structure your learning by providing information relevant to all the subjects.

As the course is structured as a series of related subjects, this guide provides the information that is common across subjects. It should be referred to in conjunction with the shorter separate subject outlines for the four subjects in the course:

Foundation subjects
010042 Student learning and teaching approaches
010043 Course design and assessment

Project subjects
010044 Scholarly teaching and learning project
010045 Reflective academic practice

The general assessment processes, assessment criteria and teaching and learning activities described in this guide apply to all of these subjects. In each subject, you will be given a brief outline containing learning objectives, learning activities, suggestions for assessment evidence that could be included in your portfolio and relevant additional references.

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Graduate Certificate in Higher Education Teaching and Learning (GradCertHEd)

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Course Staff

Academic staff from IML teach in the course and act as advisers to participants. Each of you will have an advisor who is the current or past liaison person for your Faculty or Division/Unit:

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Course Aims and Graduate Profile

The course aims to help you to reflect critically on your teaching and subjects in ways that are underpinned by your own experiences, the experiences of your students and colleagues, and by the research on learning and teaching in higher education. It will encourage you to develop:

1. an understanding of different ways of thinking about university teaching and their consequences for student learning, to enable you to make informed decisions about your approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students;
2. an ability to reflect critically on and evaluate your own teaching and subjects and make changes aimed at improving your students' learning;
3. a commitment to scholarship in teaching and to self-directed continuing teaching development;
4. a broader awareness of the higher education, university and academic career contexts in which you work, to assist you to develop your academic potential more effectively.

Relationship to the Graduate Profile and Graduate Attributes

The aims describe the professional, intellectual and personal attributes of scholarly university teachers that you will develop or enhance through the course. The first two aims relate professional attributes to some of the intellectual attributes of university teachers, in particular understanding different ways of thinking, capacity for scholarly inquiry, reflecting critically and making informed contextual decisions. The third and fourth aims relate professional attributes to the personal attributes of being committed to scholarship and continuing professional development.

How the course is designed

This course takes an integrated, practice-oriented approach to work-based learning. You are encouraged to achieve the course aims through critically reflecting on and improving your own teaching and your students' learning. The four subjects focus on learning about and collecting evidence on different aspects of your teaching and learning context.

The **reflective teaching portfolio** is the major assessment component of the course and you will build your portfolio as you complete the subjects and engage in your everyday academic work. The portfolio will contain evidence about aspects of your teaching, subjects and context, and reflection on this evidence. There are several ways of developing a portfolio and more information can be found in the *Assessment* section of this course guide.

Course philosophy and values

The course focuses on enabling you to develop the attributes of scholarly, professional university teachers. The features of the course which encourage you to achieve these aims include:

A focus on critical reflection on how your teaching relates to student learning
A professional, scholarly conception of university teaching is student-focused, meaning that you focus on students' learning and teach in ways that are more likely to encourage learning. This course focuses on broadening your awareness of differences in conceptions of teaching, with the aim of encouraging you to develop or deepen your own student-focused conception and engage in teaching practices that support meaningful student learning.

Informing reflection on experience with theory and research on university teaching and learning
The course is underpinned by a framework of ideas which connects teachers' understandings or conceptions of teaching and approaches to teaching with students' approaches to learning and the quality of their learning outcomes (Ramsden, 2003; Biggs & Tang, 2007; Prosser and Trigwell, 1999). This framework is based on an extensive body of research in higher education teaching and learning. Most past participants have found it useful and relevant to understanding their own teaching. Aspects of this research may also challenge your assumptions or practices, and we expect you to think critically about this research and your own ideas. As this is a university course, we expect you to support your views using the research literature in higher education as well as your own experience. While we mainly introduce one framework of ideas, you may make use of different research-based perspectives on learning, provided you inform your work with recent scholarly literature from higher education and/or teaching and learning in your discipline.

Relating teaching strategies to intentions for students' learning
You will have a variety of opportunities to learn about practical teaching strategies and how these can be used in student-focused ways. Many of the strategies will be modelled in the methods we use during face-to-face sessions, others will be talked about by your course colleagues, referred to in books or resources, illustrated with video examples or discussed in class. Our overall aim is not to give you recipes for teaching, but to help you to choose and adapt strategies to help your students to learn in your particular teaching contexts.

Opportunities for peer learning
Your course colleagues are a valuable source for learning in the course, as they will have a variety of teaching experiences and come from a range of disciplines. Most past participants have strongly valued the opportunity to learn from others in the course. We expect that you will share your own perspectives and recognise that different disciplines may offer new insights into your own disciplinary practices.

Subjects

Each subject requires 24 hours of concurrent work experience in a higher education institution. Suitable workplace activities are negotiated with your Faculty Advisor.

010042 Student learning and teaching approaches (SLTA) 6 cp (Foundation)

Participants in this subject develop their understanding of key ideas from research on student learning and teaching in higher education to enable them to reflect on and review their teaching from the perspective of this research. They develop their understanding of a model that relates teaching to student learning and is underpinned by empirical research on student learning and teaching in higher education, so that they become more aware of students' approaches to their learning, the influences of the learning environment on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome. Participants relate this to their approaches to teaching, the nature of good teaching and teaching strategies which encourage high quality student learning.

010043 Course Design and Assessment (CDA) 6 cp (Foundation)

This subject aims to develop university teachers' ability to design courses and subjects that provide an environment for meaningful student learning in higher education. The subject looks at the context within which subjects and courses are developed and how course design policies shape the development of course goals and subject objectives. Participants in the subject develop an understanding of the principles of constructive alignment (Biggs & Tang, 2011) as a method for achieving consistency between objectives assessment and teaching and learning activities. Participants relate the features of effective assessment to their own subject design, with attention to issues of equity, validity, the involvement of students in assessment choices, marking efficiencies, and the provision of effective feedback on student work.

010044 Scholarly teaching and learning project (STLP) 6 cp (Project)

This subject draws together and builds on what participants have learned in other course subjects and their previous teaching experience. It involves participants in undertaking a scholarly project focused on understanding and improving selected aspects of their teaching and learning. Participants choose an area that they would like to investigate, and undertake one plan-act-observe-reflect cycle in which they plan a change to their teaching or subject, implement the change, collect information about its effects, and reflect on the information. The project is informed by scholarly literature related to higher education in general and/or to teaching and learning in the participant's discipline. Participants may choose to develop their project further and communicate it to achieve publishable outcomes.

010045 Reflective academic practice (RAP) 6 cp (Project)

This subject enables participants to extend their awareness of the broader context of academic work in a practice-oriented university. Participants have the choice of exploring a wide range of topics relevant to their academic work, including research supervision or research-led teaching in their discipline. Credit can be gained towards subject completion by participating in professional development activities offered in the University such as the LEAP modules on entrepreneurship or project management. The subject also provides an opportunity for participants to reflect on their learning over the course as a whole and identify practical learning outcomes for their own practice.

Participating in the course

The course is designed to encourage you to participate in a range of different teaching and learning experiences.

Face to face sessions

Face to face sessions in the course are usually structured as interactive workshops where we engage in a range of activities as a group. Past participants have found this time particularly valuable for discussing and comparing teaching ideas with their colleagues in the course, so each session includes some activities where this is the focus. Pre-reading or other activities will be suggested for some sessions.

Readings

We expect you to read some literature about teaching in higher education, to inform your reflections and help you to develop a considered framework for your continuing teaching development. At a minimum we would expect you to read the set text (Ramsden, 2003) and relevant chapters from Biggs & Tang (2011) as well as other articles or book chapters provided for class sessions. We would anticipate that you will read around either or both the general teaching and learning literature or the literature on learning and teaching in your discipline, especially on negotiated projects. The IML bookshelf (http://tiny.cc/IMLBookshelf) contains a range of different kinds of books and other reference materials, many of which can be borrowed from the IML for short periods of time.

Online learning

We will be using UTSOnline as one way of maintaining ongoing communication and enabling discussion in between face-to-face sessions. UTSOnline is a web-based learning management system and can be accessed by most web browsers from inside or outside the university.

Course announcements will be posted on UTSOnline and you may also use it for sending messages to course staff. Participation in online discussions or contribution to group blogs will be an integral part of the learning experience for some subjects.

Handouts from face-to-face sessions will be made available on UTSOnline (subject to copyright limits which differ between print based and electronic contexts). Audio files of components of some sessions, e.g. guest seminars, may also be made available.

How do I log in to UTSOnline?
The URL for the UTSOnline log in page is: **http://online.uts.edu.au/**

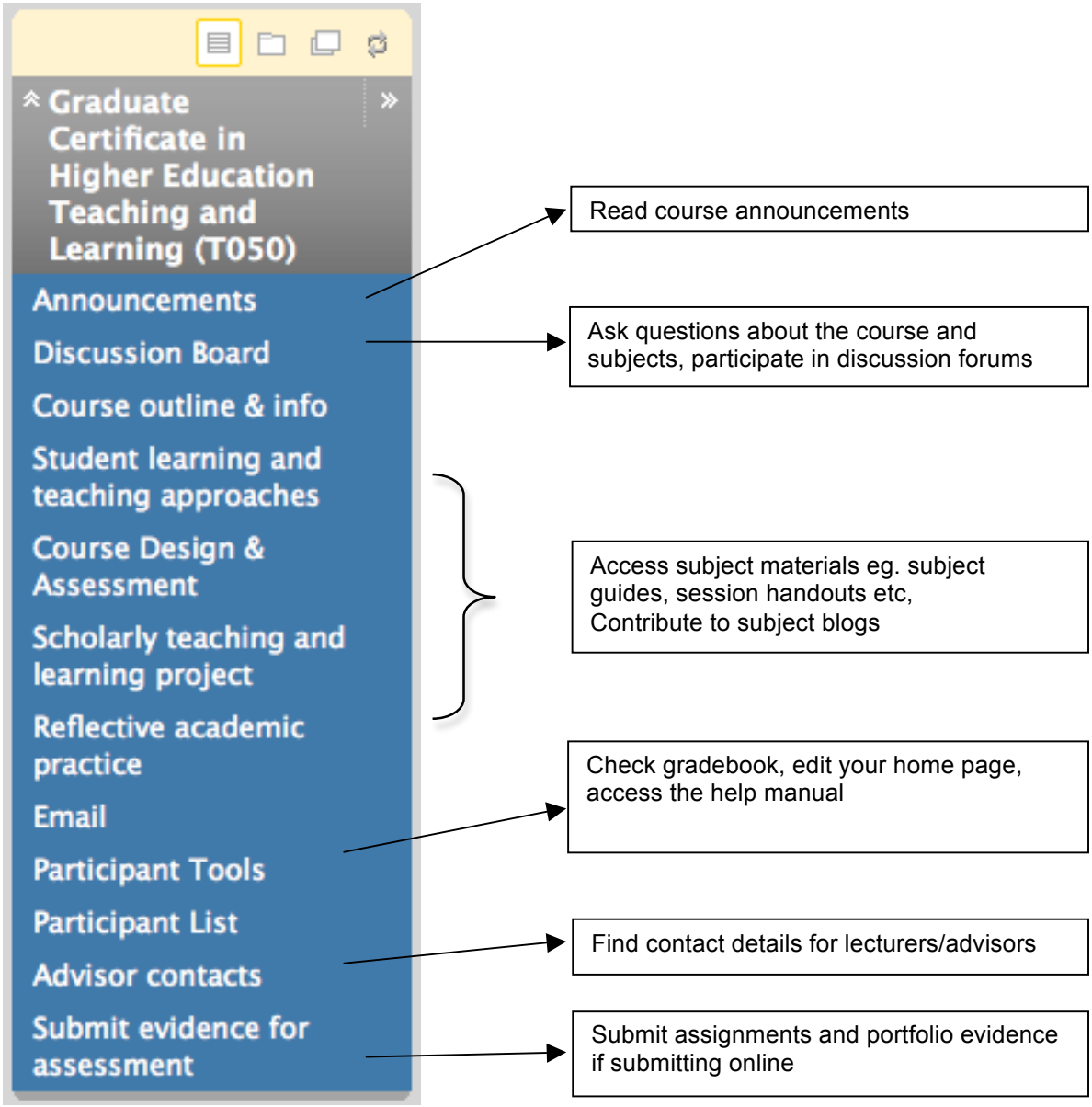
To log in to UTSOnline you will need to have an activated UTS email account. You can do this at http://email.itd.uts.edu.au/webapps/activation/

Then you can login to UTSOnline.

- Your user name is your UTS staff or student number
- Your password is your UTS email password

- **If you are having problems logging on or forget your password, contact the IT Service Desk on x2222 or log a request for assistance at https://servicedesk.uts.edu.au/**

After you've clicked on the course, your screen will show the following buttons down the left-hand side.



How do I learn more about UTSOnline?

- UTSOnline will be available on the first day of the course.
- You can find information for staff and students on the IML website at: http://www.iml.uts.edu.au/elearning/utsonline.html
- As a UTS staff member, you can participate in UTSOnline workshops. Check Staff Notices for details.

Assessment

Assessment in the course involves some required and some negotiated tasks and encourages you to focus on the learning goals and activities that are most related to your work, interests and needs. You will provide evidence of your learning for assessment by developing a **reflective portfolio**. You will develop your portfolio as you progress through the course and will receive feedback on the work you submit for each subject.

Your final reflective portfolio will contain a statement of how you met the requirements of the course and evidence of learning related to each of the subjects that you are doing. Your portfolio may also contain other reflections or documents related to your teaching or other aspects of your academic role. It may therefore contain a record of your learning both in the course and in your teaching and other academic work.

Relationship between the portfolio and assessment of subjects

The **reflective portfolio** is the collection of evidence that shows that you have achieved the overall course objectives, which include the learning objectives and work experience for each subject.

You will negotiate the portfolio evidence that you will provide with your course adviser. If you wish to use a more formal learning contract approach for negotiating your plans, a learning contract template and some examples can be downloaded from UTSOnline.

The course introduction session includes time for discussing expectations of reflective portfolios. This will include a question/answer session for raising and discussing common questions and issues.

What if I'm only doing the two foundation subjects required for the Development program for new academics (SLTA and CDA)?
The GradCertHEd has a review session in which you can review the concepts and principles introduced in the two foundation subjects in the course. The review includes a self-assessment by participants and feedback on what they have learned over the course of the year. To claim credit for your learning in these subjects your portfolio will contain at minimum the evidence of your learning relevant to these subjects, and you can choose to include other material if you wish. If you decide to complete the course (as part of the elective component of the Development program or later on) you will add material for the other two subjects to your portfolio.

What sort of evidence do I include in my reflective portfolio?
Evidence of learning will vary for each individual, but is likely to include at least three kinds of material:

1. Material that you've developed as part of your normal teaching. This could include samples of: subject outlines; assessment handouts and marking guides; course materials; resources produced for students; peer or student feedback on teaching; examples of online tasks or discussions; examples of student work, evaluations of teaching etc. This type of material will vary considerably depending on the types of teaching you do and what you are most interested in learning.
2. Evidence of learning more about the effects of your teaching and subjects on your students and their learning. This material will include the student

learning interviews and evaluations of your teaching that you'll collect in the Student Learning and Teaching Approaches subject and further evidence you'll collect as part of your Scholarly Teaching and Learning project.

3. Reflections on the evidence. Some reflections will be done in class or as small required tasks (for example reflecting on your aims for student learning). Others will relate to your negotiated tasks or overall teaching experience. Reflections are likely to address important questions for teaching and learning. For example: What do you think teaching and learning mean? Why did you design the teaching, subject or assessment that way? What were you hoping students would learn, and how did your teaching etc help them to do so? How do you know? What is the evaluation evidence you've collected telling you? What changes to your teaching or subject would you suggest and why? How are your suggestions for change informed by your reading and research evidence? Your reflections would show how you've critically reviewed your evidence in the light of your intentions for students' learning and some literature in higher education teaching and learning.

How can I create and present my reflective portfolio?
Every participant in the GradCertHE will have different learning goals and expectations and will therefore produce a unique portfolio. Your portfolio will be presented whenever you want to claim credit for the work you have done in the course. Normally this would be after completing the two foundation subjects for the new staff program and then again when you have completed the two project subjects. The examples given below are an indication of the diverse ways in which portfolios can be developed.

Example 1: A 'reflective journal' approach You could choose to make regular entries in your portfolio, based on your reading and reflection on your teaching and subjects. Your projects could then focus on a particular issue that you've identified from your reflections

Example 2: An action research project You could choose to complete the whole course by undertaking an action research project with several cycles of planning, action, observation/evaluation and reflection. For example, you could collect and reflect on evidence about students' approaches to learning and your teaching in a subject for Student Learning and Teaching Approaches, collect and reflect on evidence about the design and assessment of the same subject in Course Design and Assessment, implement and evaluate a change to the subject for your Scholarly Teaching and Learning project and review what you have learned about the processes of implementing a subject innovation, negotiating with colleagues etc for Reflective Academic Practice. You may choose to do this with the intention of developing a publishable paper on aspects of teaching and learning innovation in your subject.

Example 3: An issues-based approach You could choose to focus your work on a particular issue for each subject, for example encouraging student engagement in class (SLTA), improving assessment in a subject (CDA), and complete small 'assignments' for each issue .

What if I'm doing the course over more than one year? You will begin your portfolio at the beginning of the course and add to it progressively as you complete subjects and activities. You will submit the evidence you've prepared for each

subject at the end of that subject. The entire portfolio is submitted at the end of the course.

How does the reflective portfolio relate to the Academic Portfolio I'm developing as a new academic? The reflective portfolio can form part of your Academic Portfolio. (Your Academic Portfolio will contain additional material, such as your CV, disciplinary research papers and so on.) It may also be used to provide evidence of your teaching and other achievements for the purpose of probation, performance review or promotion. As part of your negotiation with your adviser, you may choose to focus on developing your portfolio with this in mind.

Assessment submission and deadlines

Student Learning and Teaching Approaches and Course Design and Assessment include some required tasks and their deadlines are specified in the relevant subject outlines. Other portfolio evidence, including negotiated tasks, will be submitted for formal assessment and feedback once during each semester of the course. Typically these submissions will relate to the subject(s) you've been enrolled in during that semester. There are two ways you can submit your portfolio material:

- Materials in print-based form are to be submitted to Enza Mirabella, the course administrator.
- Material in electronic form is submitted via UTSOnline unless you've negotiated to submit in an alternative form. (For example, one past participant developed a portfolio in the form of a blog, and you may develop your portfolio as an e-portfolio if you wish). You will be informed about specific submission requirements in the individual subjects.

PLEASE DO NOT SUBMIT MATERIAL BY EMAIL unless specifically requested to by your course adviser. Our mailboxes are very likely to overflow if you submit large files, which means that your submission may not be received.

Deadlines for submission of portfolio material

Autumn semester 2013	19 July 2013
Spring semester 2013	6 December 2013 to complete by end December or by the end of January 2014

Portfolios and other submitted work will be returned with feedback within two weeks if submitted by these deadlines.

If you wish to negotiate alternatives to these deadlines, or would like an extension, please email your request and suggested alternative submission dates to your course adviser.

If you submit work in UTSOnline by an alternative date, please send an email notifying your course adviser of your submission (don't include the submission in the email), so that we can check in UTSOnline.

Assessment criteria

The course is assessed on a satisfactory/not yet satisfactory basis.

Satisfactory work in the course overall shows that you have reflected critically and in an informed way on your teaching, assessment, course design etc in relation to your students' learning. This means that you have gone beyond simply describing what you or your students do. You have provided evidence that you have thought about, questioned and collected evidence about how different aspects of your practice are likely to affect students' learning and considered alternatives, based on your reading of some relevant literature. You have probably identified changes you'd like to make to improve your students' learning and are able to justify why you believe that they will be effective. You are able to describe how your own understanding of teaching has developed and changed and it is likely that you have questioned some of the assumptions that you took for granted before you began the course. Your portfolio clearly describes for the reader how you have achieved the learning objectives of the course.

Evidence relating to each of the subjects will need to meet two essential assessment criteria:

- critical reflection on the aspects of your practice addressed in the subject, in relation to your students' learning (SLTA, CDA, STLP) or your own learning as an academic (RAP). For example, to meet the criteria for the Course design and assessment, you need to reflect critically on the relationship between your subject design and assessment practice and your students' learning. You may choose to do this separately for each subject or by integrating your work across several subjects;
- informing your reflections with evidence from evaluations of or research into your practice, use of relevant literature, and other sources as appropriate.

The "Asking the Students" assignment in the Student learning and teaching approaches subject has specific criteria which are outlined on the assignment self assessment sheet.

Work which is not yet satisfactory simply describes your practice or presents some data that you have collected with little or no evidence of critical reflection. The work shows little or no evidence of considering your students' or others' perspectives and little understanding of any literature on teaching and student learning. Often there will be one or more of: unquestioned or unsupported assumptions; little consideration of alternative explanations; rationalisations about why nothing can change; claims for which there is no evidence; poor use of literature. Your portfolio leaves the reader feeling that you have learned little or nothing from the course, or that if you have learned something you have not provided adequate evidence.

If you submit evidence of learning which is "not yet satisfactory", you will be given feedback and an opportunity to make changes and resubmit, or submit supplementary pieces of work.

Academic referencing conventions
As this is a university course, the work that you submit in your portfolio is expected to be scholarly and properly acknowledge the external sources that you have used. Work that contains excessive paraphrasing of referenced sources, or a lack of connection between these sources and your reflections on practice, tends to suggest a lack of understanding, and you will usually be asked to resubmit the work. Failing to acknowledge your sources is plagiarism and is unacceptable. At minimum you will be asked to resubmit, however penalties for plagiarism may include failing the piece of work or the entire subject.

All participants in this course are teaching at university and as such are expected to be familiar with western academic conventions of acknowledging the intellectual contributions of others. If you are uncertain about the academic conventions that generally apply, you may wish to refer to the UTS guidelines on good academic practice at: http://www.gsu.uts.edu.au/policies/academicpractice.html

As different disciplines and journals have different referencing styles, you may use either a style which is used in refereed journals in higher education, or one which is used in refereed journals in your own discipline. (If your referencing is in a style which is unfamiliar to the course teaching team, we may ask you to provide an example of a journal which uses the convention you have chosen.) If you need a refresher on referencing conventions (or would like a site to which to refer your own students) an online referencing guide is available on the library web site:
http://www.lib.uts.edu.au/help/referencing

More advice on avoiding plagiarism and using sources effectively can be found at:
http://www.iml.uts.edu.au/assessment/plagiarism/

A turnitin assignment link is available in the course for you to check your own work before submitting. If you are uncertain about interpreting your turnitin report, please contact your course adviser.

Reasonable accommodation
Because of the negotiated nature of most of the assessment in the course, most requests for **alternative assessments** for participants with disabilities or other special needs are considered within the negotiation process. Requests for alternatives to core requirements, such as the “Asking the students” assignment, will be considered according to the Policy for the Assessment of Coursework Subjects, 2009 (and updates). Please contact Jo McKenzie as the ALO equivalent for this course.

What is Reflection?

All subjects in the course require critical reflection. Critical reflection involves reviewing our activities, thinking critically about them, challenging our assumptions and justifying changes. It is part of the process of researching our own teaching, and includes thinking about what teaching means to us, what our intentions are for teaching and learning, why we teach in particular ways or whether things have gone as intended and why. An important part of critical reflection is asking ourselves "why" questions about teaching and learning, considering possible reasons why we think a class, assignment etc went well, or didn't, and considering alternatives for how and why we might do things differently.

Reflection is defined in multiple ways by multiple authors, but there are some common themes. Brookfield (1995, p. xii) describes reflective teaching as follows:

> "*Critically reflective teaching happens when we identify and scrutinise the assumptions that undergird how we work. The most effective way to become aware of these assumptions is to view our practice from different perspectives. Seeing how we think and work through different lenses is the core process of reflective practice."*

In the case of teaching, the different "lenses" that Brookfield refers to include that of your own prior experiences along with the perspectives gained from students, colleagues, and reading the literature. Throughout the course, you will be encouraged to reflect critically on your views on teaching and learning through looking at them from this range of perspectives.

Advice on reflective writing

Reflective writing is different from the descriptive writing used in diaries, records of meetings or casual notes about what seemed to work well or didn't in a class session. Kember, McKay, Sinclair & Wong (2008) provide one useful way of recognising different types of writing. They describe four levels of reflection:

- Habitual action/non-reflection
- Understanding
- Reflection
- Critical reflection

Writing that describes **habitual action** is not reflective. It simply describes practices and does not make connections, consider alternatives or draw out any implications. Descriptive writing about practice is useful for recalling what happened, and we'd expect that your reflections would include it, but description alone is not adequate for the critical reflection we expect in your Reflective portfolio.

eg: "The lecture today dealt with the structure and function of a part of the body. I had just heard about the idea of buzz groups so I broke students up into buzz groups twice and it seemed to go OK. I managed to get through the lecture but the students still talked a lot."

Note that the writer doesn't comment on their thinking about why things happened in the way they did - for example, why buzz groups were used, why they thought students talked, why they thought that the lecture went OK despite the talking. The writer also doesn't include anything which suggests that they are looking from different perspectives eg. that of the students or the literature.

Writing that shows **understanding** demonstrates a grasp of the concepts or ideas discussed in classes, but at a theoretical level that is not related to practice or interpreted using your experience.

eg: “Students are more likely to understand what they are learning in lectures if they are given opportunities to do activities or talk with others (x, 2003; y, 2006). Buzz groups involve asking students to talk about a topic in small groups and then report back. Buzz groups can be useful for …”

Note that the writer talks about buzz groups in the abstract, but not in a way that relates to her/his own teaching or students’ learning.

Reflection relates what’s been understood from the literature to your own teaching experiences and practices. It is not quite the critical reflection we would like to see, but it’s closer:

eg: "Since the students that I interviewed reported that they often took surface approaches to learning in lectures, I’ve been trying to increase the level of meaningful student engagement. Last week I read a paper (Trigwell, 1995) and it commented on using buzz groups to help students compare their understandings. So this week I tried breaking students into buzz groups because I wanted them to explore what they thought were the relationships between the structure and function of the part of the body we were dealing with. They seemed to think quite a bit about it and mostly came up with good answers but one of the buzz group questions seemed to work better than the other. I was also hoping that the buzz groups would reduce the talking during the rest of the lecture but students still talked quite a lot and didn’t seem particularly motivated.”

Note that this writer has gone further than the first, by asking questions about why things are happening. The writer is commenting on whether they think students are learning, but hasn’t yet made connections with the literature or other perspectives and hasn't begun to question assumptions about student talking.

Critical reflection involves a greater stepping back from events, exploring alternative explanations and challenging assumptions. The writing will show that you are making more connections with a range of perspectives from the literature and other sources, and you might begin to reflect back on earlier reflections and challenge earlier assumptions. This is characteristic of the level of **critical reflection** that we hope your Reflective portfolio would include, especially towards the end of the course.

eg: "After reading Ramsden (2003) and discussing Jane Stein-Parbury's video lecture (CLT, 1992), I’ve found I was making too many assumptions about students talking. I assumed that it meant that students weren't motivated or had short attention spans and that there wasn't much I could do about it apart from constantly stopping and telling them to be quiet. I then suspected that one reason why my students talk is that I've lost them - if they don't understand or they’re bored then they just switch off and start talking. This might be why they always seemed to talk the most when I was trying to rush through things - especially at the end of lectures! Some students have also told me that just get lost or they're overloaded and need some time to think about things. The buzz groups I used this week helped them to compare their understandings and helped me to know what they were thinking, and students were interested (and didn’t talk so much afterwards!) so I should try to find more ways of achieving these things. Looking back on my earlier reflections and reading things like Ramsden (2003) and Biggs & Tang (2007), I've found that I now think differently about large lectures and I want to find more ways of helping students to

understand the main ideas and grasp the bigger picture. I feel now that I understand the difference between Biggs' (2003) level 1 and level 3 theories of teaching. Motivation isn't necessarily something that students bring with them or don't. What happens in the class can help them to understand and be motivated, or can make them switch off. I'm coming to agree that focusing on what students are learning is more important than focusing on what I'm doing although obviously what I do affects what they do. I don't think I can deal with student talking as a separate problem, and I suspect, like Jane said in the *Teaching Matters* video, that I need to interpret talking more contextually and find out more from the students about what's going on."

Note that this writer has begun to challenge their assumptions and make use of different sources to inform their thinking. They are becoming aware of how their focus on teaching and learning is changing over time. Kember *et al* (2008) see critical reflection as necessarily involving a significant perspective transformation. This recognisable transformation may be an outcome of the course for you, but for some participants, challenging assumptions results in a more gradual shift in focus or a broadening and elaboration of their core perspectives on teaching and learning.

Some of you may find this style of writing unfamiliar or uncomfortable, particularly if you come from a discipline which values objective and dispassionate writing. An alternative to this style of personal critical reflection that you might do in a research paper when you analyse evidence that you have collected or interpretations that you've made, consider alternative explanations and put forward an evidence-based argument for the most convincing explanation. However, you still need to reflect on evidence of *your own* teaching and subjects so a level of subjectivity is unavoidable.

While reflective writing is expected, formality is not and there is no single right way to develop a Reflective portfolio. Some participants have preferred to develop parts of their "portfolio" in loose leaf pages, others have typed notes into a computer file, some have kept reflections with the materials from the subjects they teach, others have completed work in the form of specific assignments for each subject, others have developed an e-portfolio and others have written a more major conference paper or journal article.

References

Brookfield, S. (1995) *Becoming a critically reflective teacher.* San Francisco: Jossey Bass

Kember, D, McKay, J., Sinclair, K., & Wong, F.K.Y. (2008) A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education, 33* (4), 369-379.

Summary of minimum course requirements

As a participant in this course, you need to meet the following requirements:

1. engage in course learning activities. Activities are designed to assist you to meet the course learning objectives, so evidence of engagement is required unless you have negotiated with your Faculty Advisor to meet course requirements through equivalent prior or concurrent learning. Activities can be offered in a variety of alternative forms.

   Engagement means at minimum:

   - participating in required online activities within subjects AND
   - preparing for and participating in scheduled face-to-face course sessions, OR
   - completing alternative independent learning activities and including relevant evidence in your portfolio.

2. satisfactorily complete your reflective portfolio, to provide evidence that you have met the course learning objectives.

We hope that you choose learning tasks which are useful to you in your current teaching and future academic career, and that you will find the course both enlightening and useful.

Books and resources

Course Text
Ramsden, P. (2003) *Learning to Teach in Higher Education*. London: Routledge.

In this book, Paul Ramsden creates a coherent argument for how teachers can improve their teaching and their students' learning, based on an extensive body of research into student learning in higher education. The research and perspectives on which the book is based also underpin the Graduate Certificate course. The vast majority of past participants who have read Ramsden and thought about it have found it extremely worthwhile.

Optional additional text
Biggs, J. & Tang, K. (2011). *Teaching for Quality Learning at University.* Buckingham: SRHE and Open University Press.

This book is a very readable synthesis of John Biggs' decades of scholarship and more recent work with Catherine Tang. It focuses on what the student does and develops the theme of alignment between objectives, teaching and learning activities and assessment. It is a good complement to Ramsden, particularly if you would like a very practical approach. It has useful chapters on teaching large groups and international students.

The **IML bookshelf** contains a wide range of books and other publications on teaching and learning and higher education. The bookshelf catalogue is online at **http://tiny.cc/IMLBookshelf** Publications are categorised by subject and call number to assist you to find relevant material. You are welcome to borrow most

books, with the exception of those on the reserve shelves. Please let Enza know if you wish to borrow books or materials.

Useful additional texts include:

Kandlbinder, P., & Peseta, T. (Eds.). (2011). *Higher Education Research and Development Anthology*. Milperra, NSW: HERDSA.

This book provides an introduction to the 5 main concepts discussed in Graduate Certificates in Higher Education Teaching and Learning in Australasia and the UK. Each chapter has a brief introduction to the main tenets of the concept and how it has evolved over time. This is followed by a re-print of the three high impact *Higher Education Research & Development* articles focused on the concept. The selected articles are followed by suggestions for further reading designed to provide a guide to university teachers wishing to pursue their own research in these areas.

Newble, D. and Cannon, R. (2000). *A Handbook for Teachers in Universities and Colleges*. London: Kogan Page

This is a straightforward practical guide to teaching and learning strategies in a range of contexts, with a range of examples. Many past participants have found it accessible and useful.

Marton, F., Hounsell, D., & Entwistle, N. (1997). *The Experience of Learning*, Edinburgh: Academic Press. 2nd Edition.

This book is a coherent edited collection of papers from many of the original researchers in the field of student learning in higher education. Copies can be found on the IML bookshelf.

Prosser, M. and Trigwell, K. (1999) *Understanding Learning and Teaching: The Experience in Higher Education.* Buckingham: SRHE and Open University Press.

This book extends the ideas introduced in the previous book and in Ramsden and will be of use to staff interested in pursuing the scholarship of teaching.

Relevant university assessment procedures and policies can be found at:
http://www.gsu.uts.edu.au/policies/assessment-coursework.html

GradCertHEd Subject Timetable 2013

Date	Class session or commencement of online equivalent
Friday Feb 15, 1.30-4.30	Introduction and developing your reflective teaching portfolio
Friday July 26, 1.30-4.30	Introduction and developing your reflective teaching portfolio

Student learning and teaching approaches (Foundation subject)

Friday March 1, 1.30-4.30	Introduction to student approaches to learning
Friday March 15, 1.30-4.30	Teaching for understanding
Friday April 5, 1.30-4.30	Approaches to teaching
Friday April 19, 1.30-4.30	Gaining and interpreting feedback on your teaching
Friday May 3, 1.30-4.30	Seeing yourself as students see you
Friday May 24, 1.30-4.30	Responding to your students' approaches to learning

Course design and assessment (Foundation subject)

Friday August 9, 1.30-4.30	Defining graduate attributes, course goals and subject objectives
Friday August 23, 1.30-4.30	Aligning teaching methods and learning outcomes through course, subject and assessment design
Friday Sept 6, 1.30-4.30	Understanding assessment criteria and standards
Friday Sept 20, 1.30-4.30	Assessment marking and how to improve student learning with constructive feedback
Friday Oct 4, 1.30-4.30	Evaluating courses and subjects; and changing subject design
Friday Oct 18, 1.30-4.30	Reflection on learning, and review session for Grad Cert foundation subjects