THE UNIVERSITY
OF ADELAIDE
AUSTRALIA

External Review

Graduate Certificate in Education (Higher Education)

The University of Adelaide

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August 2007

External Review of the Graduate Certificate in Education (Higher Education) at the University of Adelaide

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EXECUTIVE SUMMARY

A formative review of the Graduate Certificate in Education (Higher Education) (GCHE) offered by the Centre for Learning and Professional Development (CLPD) at the University of Adelaide was conducted by the author of this report at the request of the Program Convenor, Dr John Willison. Costs of the review were covered by the Centre.

In a short time the GCHE program has achieved a high level of participant satisfaction and can demonstrate tangible and highly desirable outcomes at the level of improving teaching within the University and at the level of impacting on the wider communities of participants' own disciplines and on the discipline of higher education.

Working together, the Program Convenor and this reviewer have identified some issues to be considered further in order to continue the development and improvement of what is already an excellent program.

It is outside the terms of reference of this review to consider funding issues, but given the benefits the University is already reaping from the GCHE, this reviewer strongly believes that University authorities should continue to pay fees for University of Adelaide staff to ensure that academics from all Faculties continue to complete the GCHE.

Commendation 1: All sources of information revealed high levels of participant satisfaction with the program in general.

Commendation 2: The outcomes of study in the GCHE described by graduates are a very impressive contribution to higher education and to discipline-based education.

Commendation 3: There is no doubt that the Program is fully aligned with the institution's teaching and learning goals, and indeed, with the institution's research goals.

Commendation 4: The Graduate Attribute Continuum is effective as the Program's conceptual framework.

Commendation 5: Print materials provided to participants in the GCHE are appropriate and professional.

Commendation 6: Participants in the University of Adelaide GCHE are working at a high standard on assessment tasks that are meaningful and appropriate.

Commendation 7: The workload for the GCHE is appropriate for postgraduate coursework study at this level.

Recommendation 1: That the Convenor consider re-wording particular SELT items to tailor them to elicit specific information relevant to this Program.

Recommendation 2: That the Convenor re-consider (as discussed) uses of the on-line environment for the Program.

Recommendation 3: That the Convenor consider requiring participants to keep and share with each other a journal summarising and commenting on their reading during this Program.

Recommendation 4: That the Convenor consider strategies (as discussed) to enhance the benefits participants may derive from the final course, *Research-based Learning and Teaching.*

Recommendation 5: That the Convenor consider increasing coverage of research methods in higher education, writing for publication in higher education, and increasing the depth at which key concepts are studied.

Recommendation 6: That the Convenor continue to recruit presenters for class sessions from a range of disciplines, and continue to seek additional readings from under-represented discipline areas to add to recommended reading lists.

PURPOSE OF THE REVIEW

This review aimed to
1. Identify strengths, weaknesses, and missing elements at the level of session, assessment task, online environment, course, and program;
2. Determine the efficacy of the Graduate Attribute Continuum as the program's conceptual framework;
3. Determine the degree of alignment of the program with institutional learning and teaching goals;
4. Determine benefits and detriments of the GCHE's articulation with a Graduate Diploma and Masters by coursework.

METHOD OF THE REVIEW

The Convenor provided
1. A general description of the Program (see Appendix 1);
2. An article by the Convenor, "Two Vital Characteristics of Academic Development Programs: Vision & Choice", which is under review by the *Journal of University Learning and Teaching Practice;*
3. Handbooks for all courses in the Program;
4. Portfolios of completed assessment tasks by three graduates of the Program;
5. Copies of participants' self-assessment at the beginning of Course 2 – Personal Program Aims - using the Graduate Attribute Continuum (GAC) (see example Appendix 2);
6. Copies of participants' self-assessment at the end of the Program – Personal Program Results – using the GAC (see example Appendix 3);
7. Copies of participants' evaluation of the usefulness of the GAC;
8. Copies of Student Evaluation of Teaching and Learning (SELT) questionnaires for courses and the program;
9. Email addresses of GCHE graduates.

After reviewing print materials, the reviewer emailed all graduates asking two open-ended questions:
1. Please describe your experience of participating in the program. (At the time you were enrolled, what did you think of the course?)
2. Please describe the outcomes of participating in the program. (Most importantly, how has it affected your teaching practice?)

During a site visit, the reviewer
1. interviewed 10 graduates, selected to represent a wide variety of discipline background, different levels of academic appointment and experience in higher education, gender and culture (see Appendix 4 for interview schedule which was designed to follow up on matters identified by the email survey);
2. engaged in extensive discussions with the Convenor;
3. briefly examined the online materials available to participants.

A draft of the review report was circulated to all respondents to the email and interviewees for correction and comment.

FINDINGS

Participant Satisfaction as Reported to Reviewer

The majority of emails and interviews elicited a great deal of praise for the Program in general and for the professional and congenial contributions of the Convenor. This is a major achievement when one considers that the participants ranged from new academics to people with many years experience, from associate lecturer to head of discipline, and from disciplines such as English to Chemical Engineering. One graduate emailed some quite strong negative comments; this individual cited very positive achievements but thought the Program was not demanding enough and commented that

> *while the Grad Cert provided the impetus for some of these achievements, I do not think that it substantially assisted me to achieve them.*

A more typical comment is

> *Aside from the value of confidence building for me, the exposure to sophisticated and different ways of thinking about education - on a far deeper level than I anticipated - has been a revelation. A significant component of the success of this was the input of John. He has a wonderful perspective that embraces diversity of thought and experience. He sees possibilities and can help people channel their thoughts towards more concrete considerations.*

Data on drop-out rates from the Program do not suggest there is a problem with the Program. Of six who have discontinued, 5 have left employment at the University of Adelaide. There have been a few deferments due to changes in work responsibilities and/or personal factors.

One interview question was "why did you enrol?" Interest in teaching and personal commitment to improving their own practice topped the list.

> *I enrolled in the program initially because I was starved of discussion and I was unable to interest anyone in the discipline about teaching apart from the couple of hours a year we spent at the teaching retreat planning who was to give which lectures.*

Also mentioned often was the desire to move from being an intelligent committed amateur to being a genuine researcher in higher education within a discipline. There was a belief that getting the credential validates one's interest in education in others' eyes, since all-too-often teaching is not valued in a research-oriented university. And finally, it was believed that making the commitment sets an example to others.

When interviewees were asked if the Program met their goals/ expectations, they responded positively with many enthusiastically adding that it far exceeded their expectations.

There were some aspects of the Program about which opinions were divided. These will be discussed in some detail later. It should be stressed that none of the issues raised lessened the majority of participants' appreciation of the Program overall, and comments about possible improvements were offered constructively and with the expectation that the Convenor would respond positively.

Other Evaluative Data Provided by Program Convenor

The GCHE Program Convenor has conscientiously sought feedback from students about individual courses and about the program as a whole. He has used the University's SELT questionnaire as well as instruments of his own design, particularly one to assess the degree of impact of the GAC on learning and teaching development. These results were provided to the external reviewer, and, once again indicated a high degree of participant satisfaction.

In discussion, the Convenor and reviewer considered some responses to individual SELT items where one or two participants rated an aspect of a course or the program quite differently from the majority. SELT-type questionnaires can be useful in helping teachers identify matters about which they want more feedback, but particularly when numbers of students surveyed are small, as in this case, a discrepant oddity can stand out.

For instance, we wondered why the majority would say that the program helped them develop skills in teamwork, when there was a "strongly disagree" response to that item. One possibility, of course, is that the respondent already was accustomed to working in research groups and did not believe that the GCHE made any difference to her/ his practice. It is possible to modify the wording of specific items on the standardised SELT form. Where there has previously been a response or two which seem out of line with the majority, the Convenor should consider re-wording particular SELT items to make clear exactly what he wants to know. In the case of the teamwork item, for instance, the item could ask whether participants felt better able to collaborate on teaching developments and/or research in higher education.

Recommendation 1: That the Convenor consider re-wording particular SELT items to tailor them to elicit specific information relevant to this Program.

Commendation 1: All sources of information revealed high levels of participant satisfaction with the program in general.

Outcomes

The GCHE has been based on the University of Adelaide's statement of eight attributes it expects to be achieved by all graduates, and then developed by identifying a continuum of levels at which these attributes may be achieved by participants in the Program (See Appendix 5: the Graduate Attribute Continuum). In this way, the Convenor has planned a program which is completely aligned with the University's goals. He has developed an assessment strategy which requires participants to identify specific personal aims for their study within the Program (see Appendix 2 for example). Each individual must provide indicators which demonstrate that they have achieved all of eight attributes at the level of impact on their own students' learning. In addition, at least one of eight attributes must be taken to the level of influencing colleagues/ programs, and at least one must be taken to the level of broader impact through innovation on, for example, the participant's own discipline or the higher education community (see Appendix 3 for example).

The reviewer was most impressed with the many and varied outcomes of participants' study in the GCHE which reflect much credit on the commitment and energy of the participants as

well as on the Program and on the University which has funded places in the Program for its staff.

Participants described many thoughtful examples of changes to their own teaching practice, which have been evaluated by students and judged to be beneficial. For example, (as described by different graduates):

1. One course in the GCHE stresses reflective practice and models ways of providing structure and coherence to what is often a less than rigorous activity. One graduate now uses these techniques to debrief role plays about professional practice.
2. In order to increase student involvement in lab exercises and deepen their understanding, students are paired and one is asked to explain to the partner the theory behind an experiment and the other is asked to explain the mechanics of it.
3. Students in a Masters program design an ideal School of the Future. Their report must utilise technologies other than print – for instance, a website, a multimedia presentation.
4. In a technical discipline usually very focussed on quantitative methods, Honours students are using research methods imported from social sciences to determine employers' and graduates' assessment of the achievement of desired graduate attributes.
5. In a more generalised outcome, some graduates spoke of being able to approach teaching in any course or program in a more "scholarly" way, asking what are the characteristics of the students, how to help students achieve the desired outcomes of their study, how best to assess that achievement, etc.

Participants also described influencing others:

1. Some in leadership positions (course coordinator, associate dean, head of discipline) believed that as graduates of this Program, they now provide more persuasive leadership, both in the sense that they act as role models demonstrating their commitment to teaching and learning by graduating from the Program and also in that they can now cite appropriate sources and speak credibly about the theory of the discipline of higher education.
2. A Coordinator of Teaching and Learning is offering tutor training, has established a Learning Centre and employs peer tutors, among a range of other developments.
3. A leader of a major project to develop and disseminate best practice in lab teaching for a discipline says that he can now make what was a good idea simply to share practice into an intellectually demanding, research-driven project not just to share resources but to refine and enhance them.
4. A very large majority is offering conference papers on teaching and learning in their own discipline, and many are publishing in international refereed journals of discipline-based education or in higher education journals.

> *By the end of the Grad Cert I was presenting my educational research internationally and developing quite a strong network of colleagues in [discipline] pedagogy. I am now actively researching the process of learning and becoming increasing[ly] interested in the field of cognitive science, specifically the process of conceptual change.*

A constant theme in discussions with graduates was how important have been the networks and collaborations formed during their enrolments. One formal network, the Education Research Group of Adelaide (ERGA), was formed by participants in the first cohort of the

GCHE. ERGA will host its second conference, this one with an emphasis on assessment, in September 2007.   The conference will include people from all Adelaide universities. Other project-oriented collaborations continue with work such as collecting models of assessment strategies for dissemination on a website.

Considering the youth of the GCHE and the relatively small number of graduates so far, the extent and significance of these outcomes (those listed above are only a sample) is most impressive.

Commendation 2: The outcomes of study in the GCHE described by graduates are a very impressive contribution to higher education and to discipline-based education.

Commendation 3: There is no doubt that the Program is fully aligned with the institution's teaching and learning goals, and indeed, with the institution's research goals.

Aspects of the GCHE Program

Use of the Graduate Attribute Continuum

The Continuum, as observed above, provides a structure and rationale for the program which places it in alignment with the University's goals. It also seems to work quite well for participants in the Program, giving them targets and encouraging self-review and reflection. It models how a program can address an institution's declared goals. Having experienced the GAC as students, some participants are using these Graduate Attributes or others set by professional bodies for accreditation in similar ways to plan and organise courses and/or programs. Suggesting that there is a continuum of achievement, not just a single 'competency' seems to be a particularly useful concept.

Participants' evaluation of the GAC suggests that there is, for some, a little confusion and/or discomfort at first when the idea is introduced, but that by the end of the Program, it all makes sense and really helps the majority appreciate how much they have achieved.

Commendation 4: The Graduate Attribute Continuum is effective as the Program's conceptual framework.

Print materials

Subject guides, marking rubrics, handouts, etc. seen by this reviewer demonstrate the coherence and careful planning of this Program. Participants had no negative comments about these materials. Conversations with the Convenor indicated that he will, nevertheless, continue to refine all materials.

Commendation 5: Print materials provided to participants in the GCHE are appropriate and professional.

Use of MyUni

The University of Adelaide web software, MyUni, is used in this Program to moderate discussions. Participants are asked to read materials which are available on-line and to discuss these materials prior to class meetings. These on-line discussions are not universally popular. Many comments were received to the effect that since there are face-to-face meetings where these discussions will occur in a much more enjoyable and lively environment, this use of the discussion board facility is redundant.

MyUni is also used as a repository for extensive readings as well as information for Program participants. For instance, the Convenor has made available the first chapters of some one hundred books to enable participants in the Program easily to identify materials which may suit their own needs. Subject handbooks and general information about assessment tasks and so on are also available on-line. No one identified any problems with this use of MyUni.

Graduates of the Program include people with significant technical expertise. These experts are quite critical of the software itself, finding it somewhat cumbersome: *it takes six clicks to get anywhere…* Nevertheless, it is appropriate for the Convenor to use the system the University expects Program participants to use, and participants seem to appreciate the opportunity to experience the software as students.

The Convenor and this reviewer discussed other possible uses of MyUni. Since participants are often reading independently and discovering materials others may not see, posting reading logs could be a better use of the facility. Also since the subject *Reflective Practice in Learning and Teaching*, is designed to encourage structured reflection on practice, it is possible that participants could be asked to keep an on-line journal which would be shared with others in the program.

Recommendation 2: The Convenor should re-consider (as discussed) uses of the on-line environment for the Program.

Class meetings

In three of the four courses comprising the GCHE, there are eight three-hour class meetings. Contact time in the fourth course is scheduled to be six two-hour meetings, but is negotiable. Participants value the opportunity to meet colleagues from a range of disciplines and to build collaborative networks. Many spoke of the value of hearing about work done by previous or current participants in the Program, finding these reports both informative and inspirational. The majority found contact time well-spent. However, a minority requested more substance and structure, particularly in the earlier courses; such comments sometimes mentioned an unnecessary rehashing of on-line discussions.

> *I think much more demanding reading needs to be required of participants. While not everyone needs to read everything, I think that participants should be required to read at least two substantial articles or book chapters for discussion each week. Each group member could be asked to read different material – so as to generate informed and critical debate.*

Because of the (minority) criticism of the use of the discussion board to respond to set readings, combined with the (minority) request for more substance and structure in early subjects, the Convenor and this reviewer discussed the possibility of using the MyUni facility in a different way. One possibility, mentioned above, is to require participants to keep a reading log and to share those records on MyUni. The Convenor will consider providing a slightly more extensive list of required readings, plus a list of recommended readings, and requiring a participants to keep a journal of their personal responses and evaluations of these materials which will be shared with others and maintained for the duration of the Program.

Recommendation 3: That the Convenor consider requiring participants to keep and share with each other a journal summarising and commenting on their reading during this Program.

The fourth course, *Research-based Learning and Teaching*, is designed to confirm participants' autonomy, to promote their ability and self-confidence in continuing to engage in well-reasoned and appropriately evaluated teaching development throughout their career. Hence, it is a very open-ended and student-directed course. This is totally appropriate. However, some participants, including those who had valued the support and interaction in previous courses, felt rather cast adrift. This reaction seems to depend to a large extent on the group dynamics of the cohort of participants; it seems that some cohorts choose to meet regularly or form sub-groups which continue to collaborate and others do not.

The Convenor and this reviewer discussed strategies for dealing with this sense that, at least for some participants, there is no real fourth course. The final decision will be negotiated with each group, but possibilities include: one-hour lunchtime meetings to hear reports of work-in-progress, and/or the use of the MyUni discussion board to share information about useful readings and resources and on-going projects.

Recommendation 4: That the Convenor consider strategies (as discussed) to enhance the benefits participants may derive from the final course, *Research-based Learning and Teaching.*

Assessment

For the most part, an individual chooses the way to address each required attribute in assessment tasks. Early courses are designed to concentrate on specific attributes. In the final course, as noted previously, participants choose which attributes to address. The further into the Program, the more it is up to the Participant to set their own task. Hence, assessment tasks are personalised and meaningful opportunities to put ideas into practice and to have support from colleagues as participants evaluate the success of innovations. Participants may continue to develop a strategy or extend their efforts to address one area of their students' needs, or they may explore different issues over the course of the Program. The opportunities presented by the required assessment tasks are highly valued by participants in the Program.

> *The course was more about exploring individually how each of us can improve in the areas that we want to, either due to personally indentifiable weaknesses or due to a specific interest area. The course was extremely flexible and encouraged each of us to engage in reflective practices to self-diagnose and allow continual improvement. The assessment procedures also catered for individuals and their different needs and interests.*

The portfolios of participants' work provided by the Convenor represented work done in disparate disciplines and at a range of quality from acceptable to excellent. The reviewer agreed with the Convenor's judgment of quality and found all work to be of an appropriate standard for postgraduate coursework undertaken by students unfamiliar with the formal study of higher education.

Indeed, it is clear that at least some graduates from this Program will be leaders in education within their disciplines and in higher education. Conference papers and publications are resulting from work done in this program.

Feedback on assignments is provided via assessment rubrics which help make clear what is expected and give some structure to negotiations about tasks. Additional comments seen by this reviewer are insightful and encouraging. However, there were suggestions that more feedback would be welcome. One participant commented that it would have helped to have more comment about what might be done next and how to improve and extend their study in the field.

Commendation 6: Participants in the University of Adelaide GCHE are working at a high standard on assessment tasks that are meaningful and appropriate.

Workload

The Program of four courses and the tasks set within each seems to be consistent with expectations in similar programs. When asked about the workload, participants often commented that they thought they made it heavier and more demanding than they really needed to. That is, because they were able to set their own agenda for many assessment tasks, and because they were interested and committed to what they were doing, they chose to extend themselves.

> *I found that - as with most courses - you got out what you put in. As each assessment task was, at least in part, defined by the individual student, you were able to select areas that you were most interested in. At times it was tempting to spend much more time than was necessary on each part. I think that this was one element in the workload being high, as the bounds or expectations for each assessment component were a little vague. However, if I spent more time on something I received the reward of learning more, so it wasn't really a problem.*

Most participants have no decreased teaching load while they study for the GCHE. They spoke with great appreciation of the Convenor's willingness to be flexible about deadlines. Many were amused to find themselves "acting like students" and thought they might be a little more understanding in dealing with their own students after the experience of coursework study in a new discipline.

Many participants spoke of the difficulty of learning the style and vocabulary of a new discipline. Readings in the field of higher education were less congenial than readings in the area of education within their own discipline. Consequently, for many the requirements of the Program seem difficult. On the other hand, for participants from disciplines where the style and vocabulary overlap higher education, the workload seems less onerous. While a majority

evaluated the Program as quite demanding, a minority asked for more required reading and more direction to the key literature of higher education. In discussing this feedback, the Convenor and the reviewer agreed that the strategy of requiring a reading log to be shared with other participants might help extend the coverage of the literature without overloading participants.

Commendation 7: The workload for the GCHE is appropriate for postgraduate coursework study at this level.

Suggestions for Development

Interviewees were asked whether there were any topics which were inadequately covered or which should be introduced into the Program. Several responded that they would appreciate more coverage of research methods in higher education. Others asked for more help with writing for the discipline. Finally, there was a suggestion that some topics (such as linking assessment to desired outcomes) might be revisited during the final course to consider them in greater depth once initiation into the field has progressed.

Recommendation 5: That the Convenor consider increasing coverage of research methods in higher education, writing for publication in higher education, and increasing the depth at which key concepts are studied.

One other matter was raised by respondents to the reviewer's questions. It seems that the GCHE program has had a disproportionate number of participants whose discipline backgrounds are in science or technology. In addition, the Convenor's own background is in science education. Consequently, there were a few comments about participants from the humanities or professions feeling that examples of practice and discussion in general tended to be skewed toward the majority's interests and that others felt somewhat "left out". The Convenor is aware of this concern and is actively building networks of graduates and their colleagues from a wide range of discipline backgrounds to contribute to the Program.

Recommendation 6: That the Convenor continue to recruit presenters for class sessions from a range of disciplines, and continue to seek additional readings from under-represented discipline areas to add to recommended reading lists.

EXTENSION TO GRADUATE DIPLOMA AND/OR MASTERS LEVEL

The Convenor also wanted to know whether there was interest in study towards a Graduate Diploma and/or Masters degree. About half of the interviewees were at least willing to consider continuing; a few were enthusiastic.

> *The impression of most of the class was that the workload was substantial for a graduate certificate. Though nobody was particularly worried about the title, there could be scope for adding another unit and extending it to a diploma.*

There is little doubt that individual academics who have the interest in higher education would benefit from continuing formal study; their faculties and the University would also

benefit from having a pool of highly qualified people concentrating their energies on teaching and learning. On the other hand, it is difficult for a unit like the CLPD to offer study in a range of subjects at Masters level, especially if the demand is from only a relatively small number of participants.

It is beyond the scope of this review to recommend for or against a development which has many resource implications. The reviewer wondered whether the Adelaide universities might be able to collaborate to offer extensions of their Graduate Certificate programs.

ACKNOWLEDGEMENTS

APPENDIX 1

Description of Graduate Certificate in Education (Higher Education) (GCHE)
As provided by Dr John Willison

A. Rationale

Experts from the disciplines becoming experts of learning and teaching in their discipline. The Graduate Attribute Continuum devised to facilitate the scaffolded autonomy required to enable this

B. Participants

Internally: Academics at all levels, from all the University of Adelaide's disciplines, including casual tutors
Externally: 1 lecturer from TAFE.
Pre-requisite is an undergraduate degree.

C. Course and Program Overview

Four courses articulate together towards the GCHE.
- Course 1: *University Teaching for Effective Student Learning*
  - (Offered Semesters 1 & 2)
  - *24 hours face-to-face teaching (8x3 hour blocks)*
  - This course is compulsory for all academics new to the university, and has run for over 12 years. It was re-engineered to explicitly fit into the Program conceptual framework.
- Course 2 : *Curriculum Design, Assessment and Evaluation*
  - (Offered Semester 1)
  - *24 hours face-to-face teaching (8x3 hour blocks)*
- Course 3: *Reflective Practice in Learning and Teaching*
  - (Offered Semester 2)
  - *24 hours face-to-face teaching (8x3 hour blocks)*
- Course 4: *Research-based Learning and Teaching*
  - (Offered Semesters 1 & 2).
  - 12 hours *face-to-face teaching (6x2 hour blocks)*

The courses may be completed in the order 1, 2, 3, 4 or 1, 3, 2 ,4. This enables participants to finish the program without a break in their study. The courses are run during semester time.

D. Assessment Regime Summary

- *University Teaching for Effective Student Learning*
  - One Project-based inquiry into a L&T issue of the academic's concern. Attendance at the teaching sessions is required..
- *Curriculum Design, Assessment and Evaluation*
  - Three assessments: a 750 word, literature-based rationale for a curriculum document or draft journal article; a report on promoting higher order learning with contemporary technology; and the final assessment is a curriculum document or

draft journal article, being a synthesis of earlier assessments and further learning and literature.

- *Reflective Practice in Learning and Teaching*
  - o Two assessments; a small group inquiry, based around a negotiated topic and presented to the whole group, and an assessment that prepares participants to launch into the final course utilising the reflective surfaces of self-reflection, students, peers, and the literature, all together informing action research.
- *Research-based Learning and Teaching*
  - o This course is an open-ended inquiry done individually or collaboratively, with the requirement to have determinable impact on colleagues and broad impact though innovation.

Thus the assessment regime begins and ends with an open inquiry, with the difference being the degree of rigour, engagement with the literature, and degree of impact on colleagues and broadly. Assessments in-between scaffold the necessary movement.

Curriculum Design, Assessment and Evaluation
Session 1

APPENDIX 2

8 March 2005

Example of Participant's Self-Assessment
at Beginning of Program
Personal Program Aims

Personal Program Aims

Name _____Lou Wilson_____ **Date_22/03/05**_____

Please complete the following table and submit to John by 15 March.

Graduate Attribute	Present Belt	Indicators	Target Belt
1. Knowledge and understanding of the content and techniques of a chosen discipline at advanced levels that are internationally recognised.	Yellow belt	I have delivered courses using strategies that seem to work for students (and some that have not) but I am keen to develop more knowledge of why strategies work or do not work.	Red
2. The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner (ie information literacy).	Yellow belt	I am familiar with some teaching and learning concepts and have evaluated, synthesised and applied them to course design and assessment but I am interested in evaluating further the outcomes from the students point of view, and develop a student information literacy agenda throughout the course and more broadly.	Brown
3. An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.	Yellow belt	I have implemented solutions to known problems as an individual in courses I have taught. I wish to work towards cooperatively devising, implementing and evaluating solutions to problems within courses as well as conducting primary research with students, towards creatively resolving current and future discipline specific teaching/learning issues of national/international concern independently and cooperatively	Black
4. Skills of a high order in interpersonal understanding, teamwork and communication.	Brown	Almost all courses that I have taught at University (more than 20 since 1996) have involved facilitating student communication and teamwork utilising inclusive group work strategies. Moreover I have taught group work techniques to social science, international studies, occupational therapy, physiotherapy, social work and social policy students as part of various courses. This has taken place in teaching teams with colleagues, on occasions working together in the classroom. I have also coordinated an undergraduate and postgraduate course on professional communication (BA and Graduate Diploma in public relations).	Brown
5. A proficiency in the appropriate use of contemporary technologies.	Red	I have used contemporary technologies to enhance my own teaching, and designed and re-written web sites for teaching online but I am not convinced that this has promoted effective higher order learning for students and I wish to examine this further	Red
6. A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.	Yellow	I work in social science and most social science teaching models involve reflective practice, which I of course have to practice in order to teach using these models. I would like to develop more understanding of how students learn explicitly informs teaching methodology and make an appraisal of this which promotes intellectual curiosity amongst students and staff.	Brown
7. A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.	Yellow	I discuss issues with colleagues in any teaching team I am part of and offer reciprocal support but I would like to extend this to focus more on aspects of teaching and learning.	Red
8. An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.	Black	As a sociologist I have taught classes which discuss ethical, social and cultural issues for nine years to students in professional degrees, mostly at the University of SA. The aims of these courses almost always includes raising awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.	Black I am reluctant to claim black belt status

Hitting Brown and Black Belts

Attribute	Graduate Attribute Belt Description (cut and past from the GAContinuum)	Your proposed Indicators (see example list below)	Indicators
Brown belt	**Ethical, Cultural and Social Awareness** An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.	**Developing colleagues' awareness of T&L issues eg graduate attributes, ethical and cultural issues.** The development of a new programme of support systems and policies for our international postgraduate students: • A review of best practice support systems for this group of students (both nationally and internationally) • A review of research literature to prepare a guide to relevant cultural and social issues for staff. • Define a set of programmes and policies for the School of Computer Science to be run by a new International Student Matters Coordinator position in Semester 2, 2006.	Review completed and provided to John. Recommendations presented to school and approved for semester 2, 2006. Recommendations to be used as the basis for position specification for International Student Matters Co-ordinator. (Currently interviewing).

		• Prepare a report containing this information, which will be used as a handbook for staff and, in particular, the new International Student Matters Coordinator.	
Black Belt	**Endeavour and Leadership** A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.	**Change in department T&L practice attributed to you** • Convenor of the new Computer Science L&T committee. • Defining new role of L&T coordinator within the School, with the aim of introducing innovative L&T programmes, and quality assurance policies. **T&L leadership with a wide range of educators** • School representative on the ECMS Faculty L&T Committee. • Member (Co-treasurer) of ERGA. • Organising committee of the ERGA 2006 conference.	In 2006, I established the School's L&T Committee as inaugural convener. The L&T committee has been responsible for: • Implementing peer and staff mentoring schemes. • Identifying areas in SELT and CEQ feedback that need immediate attention. • A review of assessment feedback and timings (ongoing in 2006). • Implementing and monitoring Faculty and School-level policy. In my role as convenor, I have presented progress in L&T issues to the Vice Chancellor as part of a presentation on current issues within the School; represented the School on the Faculty L&T committee; and participated in Faculty programmes, such as the Women in Technology student mentoring scheme. As a member of the Faculty L&T committee, I have been responsible

for a review of the Faculty's student mentoring scheme.

As a member of ERGA, I am assisting in establishing the group as a vibrant and effective education research group. Most of our efforts have been focused at the ERGA 2006 conference, which I am assisting in as a member of the organising committee.

APPENDIX 4

Interview questions

Interview

Why did you enrol?

Did you get what you were looking for?

Please describe a change or innovation in your teaching which has resulted from your study?

Other outcomes?

Tell me about the class meetings.

What did you think of the My Uni discussion board?

Other web materials/ resources?

What was the most important thing (for you) that you learned?

Is there some topic which was not covered adequately?

Compared to post-graduate coursework programs in your own discipline, how would you describe this one in terms of its intellectual challenge?

What was/ is your reaction to the use of the Graduate Attribute Continuum?

Talk to me about the assessment tasks.
    Workload?
    Clarity of assignments?
    Feedback?
    Meaningfulness?
    esp. the final project – what did you do?

Would you be interested in further study now that you have had this sample?

Best aspect of the program?

Worst aspect?

Graduate Attributes Continuum
a conceptual framework for the
Graduate Certificate in Higher Education, The University of Adelaide

APPENDIX 3

← DEGREE OF IMPACT OF PARTICIPANT →

Graduate Attributes	Awareness — Personal awareness of the participant, who ...	Involvement — Personal involvement of the participant, who ...
Research Skill The ability to locate, generate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.	Is aware of sources of information that deal with teaching and learning in the context of the discipline.	Demonstrates familiarity with some teaching and learning concepts, evaluating, synthesising and applying these to their course design and assessment.
Knowledge & Understanding Knowledge and understanding of the content and techniques of a chosen discipline at advanced levels that are internationally recognised.	Is aware of strategies that enable students to access and understand discipline specific knowledge.	Provides a range of strategies to students for them to access and understand discipline specific knowledge.
Problem Solving An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.	Is aware of strategies to independently and cooperatively develop solutions for current and future problems.	Implements effective and innovative solutions to known discrete problems in own courses.
Teamwork and Communication Skills of a high order in interpersonal understanding, teamwork and communication.	Is aware of the need for interpersonal understanding, teamwork and communication.	Actively involved in small groups in a variety of roles. States awareness of the need to facilitate student involvement in small groups and to utilise inclusive group work strategies.
Use of Technology A proficiency in the appropriate use of contemporary technologies.	Is aware that contemporary technologies have a role in learning and teaching, can be interactive, may supplement traditional learning or be used as an alternative to it.	Utilises contemporary technologies in a manner that enhances own teaching.
Lifelong Learning A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.	Is aware of the need for life long learning.	Demonstrates reflective practice. Asks and seeks to answer educational questions posed from own experiences and the literature.
Endeavour & Leadership A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.	Is aware of the need for collegial support systems as a significant factor in facilitating quality teaching and learning at university	Seeks collegial support within discipline/ area or broader university community.
Ethical, Cultural & Social Awareness An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.	Is aware of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities	Demonstrates understanding of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

The University of Adelaide is research-intensive, providing an environment where students are encouraged to take responsibility for developing as graduates with attributes of international distinction.

Developed by the Centre for Learning and Professional Development, the Graduate Attribute Continuum informs the aims, objectives, assessment, curriculum and evaluation of the Graduate Certificate in Higher Education.

Designed by John Willison. ©The University of Adelaide, August 2006. Available online at: www.adelaide.edu.au/clpd/lta/attributes/

DEGREE OF IMPACT OF PARTICIPANT ⟶

Students	**Colleagues**	**Broad Impact**
Impact on student learning, where the participant ...	**Impact on colleagues/programs by the participant, who ...**	**Broad impact through innovation by the participant, who ...**
Analyses, evaluates and synthesises teaching and learning articles, course documents and student evaluation to inform learning task provision.	Plans, implements and evaluates student research skill development throughout a course and more broadly.	Formulates student research skill development pedagogy which influences practice in the education and/or the research within the discipline.
Demonstrates an understanding of the knowledge of learning and teaching within the discipline context and utilises this in courses taught.	Demonstrates scholarship in discipline education with knowledge of learning and teaching within the discipline the starting point and an outcome.	Demonstrates high-level knowledge of learning and teaching at the forefront of their discipline by being accepted for publishing in refereed journals, presenting at conferences, etc., or of a publishable standard.
Identifies problems with own course(s), individually and cooperatively devises, implements and rigorously evaluates solutions e.g. in Action Research-type spirals.	Conducts individual and collaborative primary research on students determining present and potential future problems, course specific and broader, and develops appropriate solutions.	Creatively resolves current and future discipline-specific teaching/learning issues of national/international concern, independently and cooperatively.
Facilitates student communication and teamwork utilising inclusive group-work strategies. Evidences teamwork with colleagues.	Demonstrates at a high level a large repertoire of communication techniques in different forums. Adopts multiple team and interpersonal roles in relation to course design.	Participates, and is recognised, as a valuable team-worker and is sought for collaborative educational projects and as a speaker on educational issues for conferences.
Utilises contemporary technologies to promote effective higher order learning for students.	Uses contemporary technologies integrated throughout programs, informing and inspiring a community of practice.	Evaluates and researches use of contemporary technologies including integration with face to face modes, publishing results in refereed journals and conference proceedings, or of a publishable standard.
Demonstrates that understandings of how students learn explicitly inform teaching methodology, e.g. in course rationale and curriculum. Makes explicit own preferred modes of learning.	Critically appraises teaching methodology by utilising a variety of understandings of how learning occurs. Promotes intellectual curiosity amongst students and staff.	Synthesises perspectives on how students learn into a coherent framework that informs educators.
Involvement in a collegial support system within discipline, focusing on aspects of teaching and learning.	Adopts a leadership role in collegial support system within or beyond the discipline, utilising a built in evaluation component.	Demonstrates leadership with a wide range of practitioners by developing a network with a focus on innovative learning and teaching issues.
Explicitly facilitates students' awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.	Explicitly facilitates colleagues' awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.	Facilitates broad awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.