

GCTE

a national graduate certificate in tertiary education



Final Report 2009

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Vision: To develop a National program that provides opportunities for academics across the tertiary sector to develop as educational professionals who are deeply informed and sensitive to ways in which to respond to and enhance the student learning experience.



Executive Summary

Most Australian universities recognise the need to improve teaching and learning within their institutions through professional development programs for academic staff. Some make a Foundations Course of teaching and learning a requirement for probation for all new staff, whilst others require a full Graduate Certificate Course in teaching and learning to be completed by new academic staff. These programs, and the requirement for staff to complete them, are an important recognition of the need to value and improve teaching in tertiary education, and are generally valued by the academic staff as a means to achieving improved learning outcomes in their student cohorts.

The problems arise however, when there are small numbers of enrolments and courses become unviable.

The vision of the GCTE project group was to devise a means of delivering the best possible Graduate Certificate in Tertiary Education for new academic staff, creating viable cohorts, and increasing the number of students in each aspect of the program, through a collaborative GCTE offering across five universities. This aimed to create a vibrant cross-institutional community where the course was shared, and efficiencies made the course viable.

This report details the road travelled by the project partners over the two years of the project. Part one describes the vision of the project leaders in 2007 and what they believed were the project aims and the outcomes which could be expected from the project. The leaders aimed to have eight universities involved in the collaborative program, but hoped to have at least six universities participating by the launch of the program in 2009. This proved to be a little ambitious, and five universities have signed Collaborative Teaching Agreements, and begun the cycle of offerings in the GCTE collaboration.

The section on project methodology of this report is divided into three parts. The initial section describes how the cross-institutional program was envisaged at its outset, and examines how professional development programs are offered in sixteen universities in Australia and New Zealand. The second section of this part of the report tells the story of how the collaborative GCTE evolved over the two years of the project – the good, the bad, and the people who helped it all come together and how the cross-institutional GCTE will operate. This includes the aims of the Core Unit which is unique to each institution, but has shared aims and learning outcomes, one assessment item which is the same in each university, for the purpose of moderation processes. All of the elective units on offer are also described in this section, showing the range of choice in elective offerings those five universities have been able to achieve.

Part three of this report reviews the literature around Graduate Certificates in general, and places a particular emphasis on the literature surrounding working collaboratively in tertiary contexts, and developing joint programs of study cross-institutionally.

In part four of this report, the successes, achievements, challenges, and recommendations of the project partners are discussed. This includes using the words of the collaborative partners to illustrate their perceptions on the successes and challenges in developing the cross-institutional program. The project partners also make recommendations for others contemplating developing a program cross-institutionally, which the participants in the project hope will be of value to others.

Many people across all of the institutions involved in the GCTE program put in a great deal of work and time to bring the program to fruition. For some it can be seen as a success, but for others who have not been able to continue with the program, we hope that their involvement in the project has increased their understanding of both the joys and difficulties of participating in

a collaborative project. All of the participants, no matter how great or small their contribution, are acknowledged throughout the report and at the end of the report.

This report has been prepared using the ALTC guidelines for reporting on project completion, but has also tried to tell the story of working collaboratively to achieve a goal. The report is divided into sections so that a reader may seek ideas on working collaboratively or developing cross-institutional programs. The project partners believe that they have made a start to changing how professional development programs are offered within the tertiary education sector, and hope that the program will continue to grow, attracting more participants and students. We have built the foundation, now it should be easier for others to join, and to create an even more outstanding program that meets the needs of our staff.

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Part One: The proposal for a Cross-Institutional Graduate Certificate in Tertiary Education

‘Developing Our Staff’ was an innovative project aimed to develop a shared Graduate Certificate in Tertiary Education (GCTE) across eight participating universities. The universities originally involved in the project were:

- University of New England
- University of Canberra
- Flinders University
- Central Queensland University
- The University of Newcastle
- University of Ballarat
- Edith Cowan University
- Murdoch University

The project intended to promote shared conceptual frameworks about teaching and learning and support strategic change in how graduate certificates of tertiary education (GCTE) contribute to the professional development of academic staff within a fast changing higher education context. It was intended to investigate and negotiate the core content and approach for Australian higher education award programs across the eight universities. By the end of 12 months, an agreed public document, The GCTE Course Document (Appendix I), resulting from a curriculum mapping process, developed cooperatively by the project partners was produced and disseminated. This document made explicit an agreed curriculum approach, levels of achievement and types of assessment practices in GCTE programs at each institution, as a starting point for developing and monitoring academic standards in this discipline now and in the future.

By the end of 24 months the intention was to develop and implement a collaborative model of cross-institutional delivery of a program for tertiary teaching in all of the universities, but at least in six, in order to obtain efficiencies of delivery, core curriculum and capitalise on the strengths of individual universities in the formal professional development of academics.

Project Aims

The aims of the project were to:

- Map and then agree to the core content and approach of postgraduate learning and teaching programs across the GCTE’s in eight universities through curriculum mapping and agreement on core approaches and knowledge;
- Investigate and develop sustainable, scalable and curriculum frameworks for subjects with small enrolments in a variety of institutional contexts;
- Develop and agree on a model of development and delivery of such programs across eight universities;
- Build on current university offerings and their diversity in order to co-develop and deliver a postgraduate program across all but a minimum of six of these universities;
- Enhance national and international comparability of higher education postgraduate degrees and standards;

- Promote a model of collaborative development and delivery for small enrolment programs that draws upon emerging models within the sector; and
- Enable staff across the sector to draw upon a wider community of practice in teaching.

Outcomes and Deliverables Proposed

By the conclusion of the project, those responsible for development and delivery of higher education programmes within the named institutions will have:

- Reviewed the research literature regarding collaborative models for delivering higher education programs;
- Evaluated other models of collaboration within the sector;
- Identified other sources of information ('grey data') that inform the understanding of higher education programs within the eight institutions;
- Proposed a model for delivery of a sustainable and scaleable collaborative higher education award program;
- Developed disciplinary standards across the eight institutions for higher education award programs;
- Provided general guidance for the alignment of appropriate teaching and learning outcomes, especially work place embedded assessment, to achieve comparability;
- Developed core and shared units for inclusion in the program; and
- Evaluated the implementation of a model of delivery for a small disciplinary area.

By the conclusion of the project, the project team will have:

- Evaluated the implementation of the formal qualification across those universities in agreement with a view to assessing its generalisability across the sector;
- Formulated recommendations regarding the model that will assist those who deliver higher education programs, or other small enrolment programs, to maximise their efficiency.
- Developed an ePublication detailing the model and processes of collaboration, which will be publicly available on the Web;
- Demonstrated cross-institutional model for development and delivery of a small disciplinary area;
- Provided a report and presentation to Executive level management and other staff within each university detailing the model;
- Case study documentation and reporting of the work-in-progress at appropriate venues such as HERDSA Conferences, Carrick Institute Fora, Foundations Colloquium and CADAD meetings and fora;
- Improved joint higher education curriculum improvements across the eight universities; and
- Produced academic papers, conference sessions and research reports which will document the process (es) and practices of the model and programme itself.

Part Two: Project Methodology

The methodology for the project was an action learning and research cycle combined with a structured approach to curriculum development. Such an approach facilitated the natural cycles of curriculum development, the waves of project activity related to institutional and regulatory timelines and the ebb and flow of collaborators. The project leaders believed that the action cycle would also be iterative in that there would be some information flow back and forth between institutions and the data so that all decisions can be verified. There were many issues to be addressed in developing a multiple-institution award and these issues will be discussed as the story of the project is described and also in Part Four of this report.

Prior to the funding of this project, institutions with an interest in a collaborative GCTE program were identified at the Foundations Colloquium held in Brisbane in October 2006. Eight institutions agreed to join the project as partners in the collaboration and the proposal was submitted to these universities for consideration and consultation with managers at each institution. All P/DVCA's or equivalents provided their support. An example of a letter of support can be found in Appendix II.

In May 2007, the University of New England hosted a Carrick Institute National Forum directly relevant to this project regarding collaboration for small courses and disciplines. At this event known examples of models of collaboration were showcased. This provided the team in this project an additional opportunity to discuss with colleagues from other disciplinary areas the issues, constraints and opportunities of collaboration programs of study. Each of the institutions initially in this project attended the Forum enabling the main issues in the initial stage to be identified by the participating institutions.

A survey of the professional development courses offered in Australian universities was also carried out prior to the commencement of the project. Fifteen universities from Australia and one from New Zealand voluntarily offered information about the GCTE type programs in which their staff could participate. As Table 1 below shows, as at 2007, GCTE courses at the institutions which offered information on the programs meant many different things at each of the universities.

Common characteristics included:

- Ten of the universities who provided information about their programs required new academic staff to complete the initial part of the program as a part of their induction.
- Eight of the respondents were considering connecting all or part of their programs to probation and/or promotion.
- Seven of the institutions waived fees for their staff to participate.
- Only two universities offered an academic development program for teaching and learning in higher education for students who were not already staff members of the institution.
- Ten of the universities required the first unit of their programs to be completed as a part of their induction or Foundation program for new staff.

As can be seen from Table 1, the number of units offered in the institutional GCTEs varied from three to five (of the eight institutions who answered the question).

Table 1: Components of GCTE Courses 2007

Institution	GCHE Offered	No of Units	Length	Staff Only	General enrolment	Probation Requirement	New Staff /level Requirement	1 st Unit Mandatory Induction	Load Reduction	Promotion Requirement	Fees Waived	Staffing
UniSA	No											
CQU	Yes	4					Yes				Yes	3
UNE	Yes	4	1 FTE		Yes	Yes	Yes		Probation		Yes	2
ECU	Yes		1 FTE					Yes			Yes	
UC	Yes	4				Yes						3
UnitechNZ	Yes	120 cp	1 FTE			Yes		Yes				
UoN	Yes					Yes	Yes					
SCU	Yes			Yes			Yes					
UWS	Yes					Yes	Yes		Probation			
Monash	Yes					Yes		Yes			Yes	
UTS	Yes	5					Yes		Levels A & B		Yes	
UNSW	Yes							Yes			Yes	
UTas	Yes	4					Yes	Yes	Yes		HECS	4
JCU	Yes				Yes	Yes		Yes		Yes		
UoW	Yes	3				Yes		Yes				
UAdel	Yes	4				Yes	Flexible	Yes			Probation	
USyd	Yes	4				Yes	Yes	Yes			School Index	4

Table 1: Components of GCTE Courses 2007

Initial vision of the model for collaborative curriculum development and delivery

An iterative process was used to develop the joint program and to resolve issues that emerged during the project. Negotiation between universities is very important and there were many issues to be resolved. The initial model proposed at the meeting at Flinders University in July 2007 (Figure 1) showed the elective units which each university were interested in developing.

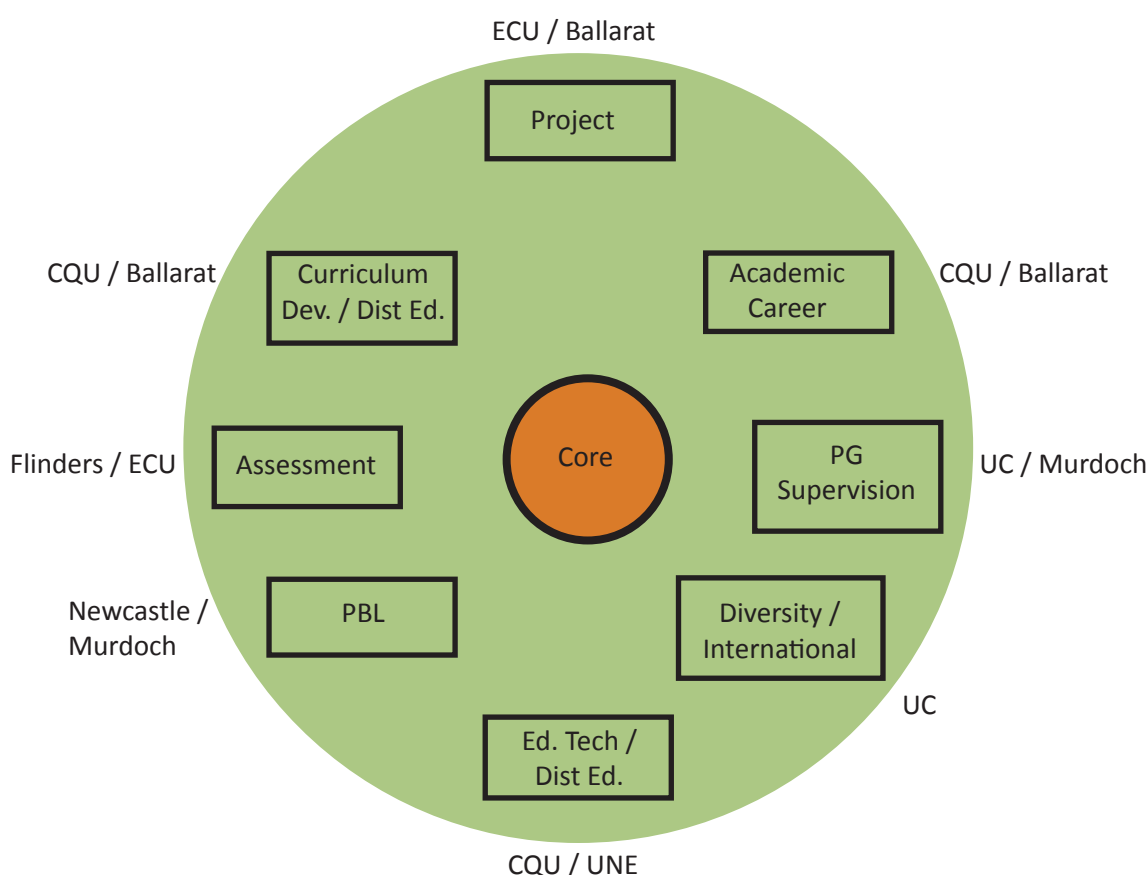


Figure 1: Model of delivery of GCTE – July 2007

The project group had not discounted the possibility of various models emerging as the project progressed, but had a starting point. The vision for the group was a proposed model where each institution developed one introductory core module meeting agreed curriculum guidelines but delivered separately therefore, reflecting the contextualisation which enabled each institution to recognise the importance of local milieu in introductory subjects. The rest of the program involved each institution providing one shared unit (which was compulsory at the home institution) to the pool of units that academic staff across the participating institutions could then select from to make up the remaining three units of their program. In this model, two units (core + one elective) are delivered by the home institution and a further two selected from the pool. Efficiency would be gained in this model as each institution is only responsible for two units of study instead of four. Positively, staff have more units to choose from.

Building the model relied on agreement from each institution of its identified strengths. For example UNE has strength in distance education and could therefore provide a unit relevant to distance education/online learning or perhaps one on planning and curriculum design. Each university offered a unit in a study area that they felt they excelled in. Units which the group

wanted to include in the program initially included Disciplinary Contexts, Curriculum Planning, Emerging Social Technologies and Assessment. However, these were only starting points. It was very important to the project that each institution was able to negotiate strengths and needs for the program.

Enrolment criteria were another point of negotiation with agreement that the program consisted of Commonwealth Supported places at each institution and that participants, who are staff members, be funded by their institutions. A further point of discussion was how the degree was to be awarded. Would it be a joint award or awarded by the home institution with units undertaken outside of the institution recognised as prior learning or advanced standing? In the end, it was decided that individuals would be conferred the award from their first enrolled institution and that the Diploma Supplement would record details of units approved for APL/RPL. This was further defined within each institution's rules and regulations.

It was intended that a minimum number of students be set for delivery of each unit and that units would rotate over semesters to ensure adequate choice of elective units for the students. This would take advantage of possible efficiencies and spread the teaching load across the participating universities. This would also increase the attractiveness of the program in that students can select pathways of interest and importance to their institutional and disciplinary context.

A core principle was that delivery of all but the core unit will be undertaken in an online format. Various practical considerations were negotiated within each institution and this is a significant aspect of the model and the purpose of this project.

In describing the methodology of the project we will divide the process into two parts. Even though the project had timelines for achievement of goals and action plans, bringing together a project of this nature could not always run to the best laid plans. We will therefore tell the story of the project, and then follow with describing how the collaborative GCTE will work.

The Project Story

The Australian Learning and Teaching Council funded the project 'Developing Our Staff: An eight university collaboration for mapping and delivery of a shared professional development programme for tertiary educators' in 2007. The project was to be undertaken over two years with Belinda Tynan (UNE), Heather Smigiel (FU) and Yoni Ryan (UC) as project leaders. In the next section of this report the story of the project will be told through the stages, both as required by the project funding, and also through the events which occurred along the way. A narrative/historical approach is taken in telling the story of the project to best illustrate the evolution of the GCTE programme.

The Initial Meeting of the Project Partners

The universities represented at the first project meeting held at Flinders University, Adelaide, in July 2007 were:

University of New England (Belinda Tynan and Robyn Smyth);
Flinders University (Heather Smigiel and Leone Maddox);
University of Canberra (Yoni Ryan);
Edith Cowan University (Jim Millar and Heather Sparrow); and
Central Queensland University (Leone Hinton).

One representative from each institution presented a brief overview about the staff strength in their respective department for their GCTE program, brief details about the various components of their GCTE course, what has worked and what doesn't in their current program, what were the expectations of this project, and what would be the possible challenges and potential benefits of this whole project. The similarities found amongst all of the GCTE programs represented were:

The programs are mostly nested within a faculty, usually with School of Education;

Low enrolments and high number of deferrals; and

Funding and staffing constraints.

The major differences in the GCTE programs offered in the represented institutions were:

- UNE – The Foundations course is a probationary requirement for those who have no university teaching experience, and the GCTE program is extended to external and non-academic students
- FU – The Foundations course is mandatory for all new academic staff and exemptions need to be approved by DVCA; only FU academic staff with minimum 2-year tenure could enroll.
- ECU – The content of the GCTE program is customised to suit the needs the students, but they still have to meet the course outcomes. The program can be accredited to Masters Education program – and uses a fourth and fifth level grading system to determine eligibility
- Canberra and CQU – Currently the course is offered to internal academic staff only
- At this point in the project all of the universities have different names for their Foundations course

It was decided that the potential benefits of a collaborative GCTE program would be:

- Students (academic staff) would have a wider choice of elective units through collaborative teaching;
- The program would enable discipline, cross-discipline and cross-institutional networking among teaching and learning staff;
- The program would promote a strong collaborative network amongst the partner institutions;
- The program would be more cost-effective; and
- The program would provide different perspectives, and cater for different needs of the students.

The project partners represented at the meeting also identified a number of issues and concerns about participating in the offering of a collaborative GCTE program, which would need to be addressed as the project progressed:

- The maximum duration allowed for completion of the program by a student;
- The time allocation for load;
- The criteria for, and the maximum length for deferment;
- Entry requirements to qualify for the program;
- Enrolment procedures;

- Would there be a conflict between PhD candidature and probationary requirements – that is, time constraints for staff;
- Mapping each of the universities graduate attributes to the program attributes;
- The logistics of who will run the program in the long-term;
- Any terms in the Enterprise Bargaining Agreement that can enable the staff to take study time off to complete the program;
- Any information on staff's entitlement on paid and unpaid time off for doing the program; and,
- The possibility of formalising some aspects of the program as part of the yearly Performance Review report.

The project partners agreed that some standards for the project and the GCTE program would need to be agreed upon:

- The expectations of, and the commitment from each institution;
- The expected objectives and outcomes of the program;
- The title of the course;
- The scope of elective units;
- The scope of the technology to be used;
- The criteria for eligibility for enrolment;
- The criteria for assessment; and,
- The program attributes.

Though everyone present unanimously agreed on the model of presenting a collaborative GCTE program, they all also agreed that it would need to be approved by the respective DVCA's and perhaps by their institution's finance departments as well. The main problem foreseen was how to address the issues about funding and the fee structure, which could also be a government/regulation issue. As there was no extant literature on multi-university course structures similar to this program, it was suggested that a memorandum to be set and forwarded to all DVCA's for discussion in the near future. It was also decided to investigate whether Foundations courses are a national priority, how this funding was allocated and whether the funding could be used for the GCTE program. It was also decided to investigate how the Commonwealth assisted funds are distributed/ allocated for teaching and learning programs.

Over the two days of the meeting much discussion took place about how the model of the operation of the collaborative program, including the elective units which would be allocated to each partner institution. However, most of the outcomes of the meeting required further investigation of the issues which had arisen at the meeting by the partners at their home institutions. The participants were involving themselves in a new way of offering professional development to the staff at their universities, and recognised in part that it would take a lot of information and support from each of the collaborating partners to achieve the outcomes of the project.

At this meeting the group confirmed project goals, aims, tasks, responsibilities and the communication plan. The project leaders also outlined the Reference Group responsibilities, confirmed reporting and established data collection and publication protocols.

Getting started with the project management

In October 2007, a half-time project officer was appointed at UNE, allowing the management processes of the project to be confirmed. These included, establishing a communication strategy which would allow all of the members of the project team to keep up to date with the project stages and the work which was required of each of them. Financial and executive office management processes were established, and the legal office at UNE was asked to draw up a Collaborative Teaching Agreement between UNE and the seven other partner universities. The project officer was also to be the research assistant, and the review of literature was begun with the aim of having an extensive annotated bibliography completed by the next project meeting planned in December 2007. The project officer was to maintain meeting records, organisation aspects of the project (management and financial responsibility) and update the project management tools. It was envisaged by the project leaders that the group would meet monthly, however this proved to be a little too ambitious, and the group met both by teleconferencing, videoconferencing, and with two face-to-face meetings after the initial meeting. An online wiki site was established for accessing all information and data by the project team. This proved to be of little use as the project partners found it too difficult to access, and in the end all meetings notes, action plans and documents were sent to the whole group by email.

A risk assessment plan was drawn up by Jim Allen from ECU (Appendix III). The risk assessment covered areas of governance, finance, logistics and course enrolments, and how problems in each of these areas could be dealt with by the project partners. The roles and responsibilities for the Reference Group were drawn up. The key objective of the Reference Group for the GCTE Project was to review material at both the developmental and final stages of the project and advise the project partners. The project managers were to liaise with the Reference Group at stages during the project where their expertise may be required. In addition, members of the Reference Group were to act as 'critical friends' to the project. The role of critical friends was to provide 'external' sounding boards for discussion of issues as they arise within the project. They were also to provide informal benchmarking of the project, thereby providing invaluable perspectives for the project leaders.

Just prior to the second meeting, we were advised that The University of Newcastle had to withdraw from the project for reasons relating to the implementation of a new structure for the University's strategic teaching and learning directions.

However, the project partners were undeterred, and the second project meeting was planned as a face to face meeting in Sydney in December 2007, at which seven of the original eight universities were represented.

The second project meeting

All seven of the universities remaining in the project attended the second project meeting in Sydney, and this was an extremely fruitful event with many matters being discussed and decided upon. The Collaborative Teaching Agreement was distributed to all present. This was to be signed by their universities and returned to UNE.

One of the major decisions was to change the name from the Graduate Certificate in Higher Education to the Graduate Certificate in Tertiary Education. This may seem like a small matter, but by changing the term from 'higher' to 'tertiary' this resulted in inclusion for the universities in the project which have Technical and Further Education establishments as part of their higher education campuses.

Timetabling of the collaborative GCTE was discussed, with the model which offered a staggered start and each institution teaching one unit per semester agreed as the most workable and efficient. Four of the universities would offer their core unit in the first semester, and then offer their elective unit in the second semester. The remaining universities would offer their core unit in the second semester and their elective unit in the following first semester. This model would offer more choice for students in selecting electives and lessen the teaching load on the lecturers. It was decided that all elective units would be offered online, whilst it was up to each institution how they offered their core unit, as this would be studied by their own students.

The principles, rationale, minimum qualification requirements and aims of the collaborative GCTE course were discussed and agreed upon (Appendix I). The course outcomes underwent considerable discussion, but the group finally agreed upon six encompassing outcomes which they believed would provide the best possible achievements for the students in understanding teaching and learning.

On successful completion of this course it is intended that students will be able to:

1. Demonstrate knowledge of education theories and practices in tertiary education generally, and in particular disciplines and contexts;
2. Apply knowledge of educational theories and practices contextually to particular disciplines;
3. Critically reflect on and evaluate a range of ways of thinking about teaching for learning from a scholarly perspective;
4. Expand professional educational networks both within disciplines and across disciplines in your university as well as across the sector;
5. Identify and engage with the changing nature of teaching and learning in tertiary education in Australia and globally;
6. Articulate a personal and autonomous identity of a tertiary educator.

The title of Tertiary Teaching and Learning was decided on for the core unit, again because the use of the term 'higher education' infers only university teaching. The topics which should be included in each individual institution's core unit brought about much discussion, along with the outcomes and the reading list. Agreement was reached and these items were able to be added to the Course Document (Appendix I).

Core Unit Learning Outcomes

1. Develop and apply knowledge about learning theories, the premise on which they are based, and their implications for teaching practice and enhancing student learning;
2. Reflect critically and in a scholarly manner on their own practice as a tertiary teacher;
3. Identify, develop and articulate a shared understanding of core common terms and references relevant to tertiary education;
4. Describe the characteristics of your student cohort and variety of learning environs, and use this information to reflect on the implications for teaching these students in your context;
5. Articulate an informed philosophy of tertiary teaching and Engage collaboratively in a professional community of practice.
6. Demonstrate a knowledge and understanding of key institutional policies and practices in relation to your role as a tertiary educator.

On the second day of the meeting, the participants discussed the role of the Reference Group, a plan for formative evaluation of the project, the need for a memorandum of understanding along with the Collaborative Teaching Agreement, and a research agenda. The participants then discussed which elective units each should offer, and if they should be paired with another institution. As a starting point, elective units were allocated in the following manner, and then left open for further discussion and research before making the final decision:

FU	Assessment in Higher Education and/or Independent Learning and Teaching Project
CU	International Students and/or Postgraduate Supervision
MUR	Course Design and Evaluation and/or Teaching Activities
UNE	Education Technologies and/or Course Design and Evaluation for all environs
CQU	International Students and/or Education Technology
ECU	Independent Learning and Teaching Project

The meeting closed with a short discussion on how we could encourage another institution to join the project as a replacement for The University of Newcastle.

First progress report: January 2008

By the time the project's first progress report was due in January 2008, we were able to report on substantial progress in the project, detailing the decisions that had been taken at the two project meetings. We also wished to record the lessons we had learnt from the initial stages of the project. At this stage we believed that communication was one of the major issues, email is great, but sometimes it is better to pick up the phone and speak directly. We have also found that it is easier to allocate a task to one person and then send it out to all of the others for discussion. This way the task is usually completed within an adequate timeframe.

The project group met again by teleconference on the 21st February 2008 and some major changes to the personnel in the project had taken place. Yoni Ryan, from University of Canberra, had taken a new position with the Australian Catholic University in Brisbane, and had handed over the collaborative GCTE program to Coralie McCormack. Though we still had the University of Canberra in the project, we had lost one of the project leaders. Flinders University had to withdraw from the project, which meant we were down to six institutions, and only one project leader.

Critical friends

At this point we would like to acknowledge the part played in the project by individuals who we can only describe as critical friends. The project members had planned on using a Reference Group as a means of gaining advice and feedback on the progress of the program and the project. The Reference Group however was not really needed as the amount of feedback and advice being received from within and across the institutions involved in the project was close to overwhelming, and any more feedback may have jeopardized the whole project. Everything to do with developing the cross-institutional program had to be scrutinized intensely by Academic Boards, Program Committees, Academic Managers, Education Developers, not to mention Student Centres and Finance Departments.

However, we did rely on advice from some important friends to the project. Although Professor Yoni Ryan withdrew from her role as a leader in the project, she also remained a critical friend to the project, participating in teleconference meetings and offering advice and support to the remaining project leader and all of the partners. As already mentioned, Professor Neil Haigh gave us valuable feedback in developing the GCTE Course Document. This feedback enabled to identify the gaps in the framework of the course. Tai Paseta and Peter Kandelbinder attended the project meeting in Sydney and discussed the development of frameworks for academic development courses, answered many questions and made a valuable input to the development of the program. At the June teleconference we welcomed Professor Owen Hicks to our meeting. Owen had been asked by the ALTC to act as an observer to the project, and to enlighten the project members of any overlaps or benefits which may be useful to us from other ALTC academic development projects. We were very grateful to Professor Hicks for his kind words and encouragement, especially at times when we felt the project was floundering. Some of his comments will be included in the story as they were invaluable to us when all around seemed to be putting up roadblocks and making the development of the course very difficult indeed.

New partners

Flinders University had always only had three units in their GCTE, and a change to a four unit GCTE appeared insurmountable for Flinders. Heather Smigiel tried very hard to resolve the problem, but institutional rules and regulations could, or would, not be changed.

On a brighter note, the Swinburne University of Technology and The University of Queensland expressed a very high interest in joining the program, which they eventually did, for some time anyway. This would bring us back to the eight university model, and we hoped that the project could move on smoothly even with a change of personnel.

The withdrawal of Yoni Ryan and Flinders University and the addition of Swinburne and The University of Queensland meant drawing up new Collaborative Teaching Agreements. Again we tried to use one agreement with UNE, and sent these out to be signed. The UNE legal office also informed the project that memorandums of agreement were not legal documents, and they advised against drafting one.

At this stage of the project the project officer was waiting for all of the partners to send their drafts of their elective units. It was decided that even though there had been some technical problems connecting to everyone, it would be a good idea to have frequent teleconference meetings.

Between the teleconference in February and the next meeting in April, the draft Course Document had been sent to Neil Haigh who was a member of our reference group for comment upon. Professor Haigh thought the program was well conceptualised, however he asked for some elaboration of the Principles, the Graduate Attributes, and the assessment, which were provided.

At the next teleconference meeting, held on the 30th April 2008, groups of project participants formed small working parties and the sections of the course document on the principles and the graduate attributes. It was decided that the common assessment assignment in the core unit would be discussed at the next face-to-face meeting. The project members also welcomed Peter Ling from Swinburne and Mia O'Brien from The University of Queensland to the project.

All seemed to be going very well for the project at this stage. We now again had eight partner universities contributing to the program, and contracts and memorandum of agreements were in place or in the process of being drawn up. The course outline and the modelling for the offering of a collaborative GCTE had been agreed upon, and each partner institution was working on their elective units. Posters and brochures had also been designed and printed for advertising the program.

In May 2008, Belinda Tynan, the remaining project leader, moved to a new position within UNE as Academic Director for the Faculty of the Professions. UNE had been undergoing a major re-organisation from four faculties to two. Thus began a long process of the GCTE progressing through many levels of administration at UNE. The partner universities had also had to undergo these processes, which often proved to be extremely trying for many of the participants. This will be discussed more fully in this report in Part Four.

The June teleconference meeting continued with further discussion on the Memorandum of Agreement (which would soon be changed to a Joint Procedures Manual) and what this document should contain. It was decided that the JPM should contain clearly defined definitions, a transition plan for students moving from their present professional development courses to the collaborative GCTE, quality assurance issues such as plagiarism and assessment, policies on computer access, and student fees. It was also felt that the JPM should contain a termination plan and transition arrangement should one of the partners decide to withdraw from the program once it was launched. It was suggested that there should be a management group or governance body for the ongoing operation of the program. Issues of 'advanced standing' and cross-institutional enrolment should also be addressed in the document.

At this point in the project all of the parties were working on the instructional design for their core and elective units. Most of the partners were using their own instructional designers employed by their own universities. Only one of the partners had requested assistance with finance for instructional design, though this had been offered to all, and anyone requesting assistance was asked to provide a budget for the work required.

We were a little concerned at this stage that our formative evaluation had not been as effective as it could have been. Everyone had been so busy with getting contracts through their respective institutions, and all that was required by departments, schools and academic boards to have the new program approved. It was decided to look into this aspect of the project and have the evaluation questions revised by the next meeting.

In July 2008, Professor Yoni Ryan, a critical friend of the project, co-presented a paper with the project officer at the HERDSA Conference in Rotorua, New Zealand. The paper, 'Learning While Teaching: a collaborative GCTE', focused on the importance of the need for staff development in teaching and learning in higher education and gave an overview of how the collaborative GCTE project was progressing:

Many in the sector cling to the notion that the academic role is primarily to 'speak to their research'. However, it is clear that the increasing focus in universities on vocational courses taught by practising professionals, and the emergence of Mode 2 knowledge (Gibbons et al., 1994) as an epistemology, with its emphasis on interdisciplinarity, context and problem-oriented learning, has brought a new 'type' of academic the 'pracademic' as one of our students describes himself. The academic who considers that a doctorate and specialised research knowledge (Mode 1 knowledge) is a proxy for teaching abilities is less common on the modern university campus.

Each institution will offer the Core or Foundations Unit for the staff at their own institution, ensuring that a 'community of learners' could develop at the local level, and in recognition that institutional contexts differ. The group agreed core topics of this first unit including:

1. Key concepts and theories
2. Student learning and assessment
3. Reflective practice skills
4. Learning environments;
5. Articulation of an informed pedagogy/philosophy/epistemology
6. Institutional context
7. Contribution to a community of practice.

This framework is to assure quality, and ensure students in the elective units were equipped with a common set of reference points. All universities will also agree a 'core' reading list to be incorporated into the unit. Each Academic Development Unit will only be responsible for developing and teaching two units each year. Apart from sharing resources, each university will offer elective units which mirror their strengths in teaching, resulting in the optimal choice of electives (Brindley & Paul, 1993; Jobling, 2007; Moran & Mugridge, 1993a). The collaborative approach also puts all partners on an equal foundation, with each member being able to offer their specialised knowledge for the benefit of the entire project (Kristoff, 2005; Lucas, 2005).

The paper also discussed the lessons learned from working in a collaborative project.

The lessons learned to date incorporate many more issues than providing a GCTE program across a number of diverse universities. 'Developing Our Staff' is an ambitious project, which is being examined closely by many people in the tertiary education sector; it is a huge responsibility for the project leaders, and all involved. Though it is frequently difficult, it is important to be flexible and inclusive, whilst maintaining consistency across all of the universities involved in the program. It is also important to constantly ask ourselves the question 'are our expectations unrealistic?' The strength of this program has to be that it is developed for the institutions involved and not for the individuals leading it.

The paper and the following poster presentation was very well received, with a lot of interest being shown by the conference attendees. This confirmed the project partners' belief that there was a great need amongst the higher education sector for new ways of tackling the problem of often poorly attended staff development programs in universities as a means to improving teaching and learning outcomes. The HERDSA paper can be found in Appendix IV, and a PDF copy of the poster presentation can be found in Appendix V.

The First Year Report

The Stage 1 report was submitted to ALTC on the 31st of July 2008. At this stage of the project we had proposed that we would have achieved:

1. Survey, literature review of sustainable, scaleable and pedagogical practices;
2. Map the content of the GCTEs or equivalents across the eight universities;
3. Agree and establish core curriculum outcomes, strategies and assessment and identify lobes/electives;
4. Compare models and then propose a model of delivery;
5. Promote and deliver the program to two cohorts between the eight institutions
6. Propose and develop online content for shared units; and
7. Conduct external peer evaluation.

We believed that we had met all of our targets at stage one of the project except for delivering the program to two cohorts of students. The survey of literature, although ongoing as new articles were identified, was near completion, and the content of GCTE programs across the institutions involved in the collaborative program had been mapped. The parties to the collaboration had agreed on the core curriculum outcomes and an assessment strategy which would allow for moderation of the Core unit of the program. Each of the institutions had agreed on the elective unit which they would offer to the pool, and the group had decided on the model of delivery of the program.

Because of the number of people involved in the project, often two or three from each institution, ongoing evaluation of the program was being carried out by members of the project itself. As documents were circulated through the group, the feedback, in effect, became evaluation of the project. Also, in the development of the Joint Procedures Manual, we were receiving unexpected evaluation and feedback from institutional managers, heads of schools, and Academic Boards, to name a few. This feedback gave extensive assistance in refining, not only the document, but also the program itself.

All seemed to be going rather well by the time that the group met by videoconference on the 29th August 2008. At this point we were able to report to the group that the student brochures (Appendix VI), which would allow each institution to place their own branding on the front of a tri-fold, were being developed by a graphic artist, as well as the website. Peter Ling and Robyn Smyth had expanded the Principles of the course and these were presented to the group (Table 2). The Graduate Attributes working group had been overtaken by other heavy workloads, so the project officer had summarised the graduate attributes from seven of the institutions (Appendix VII), and the group was able to compare the similarities. It was decided that each institution would need to comply with their own Graduate Attributes, but as there were so many similarities across the institutions, this should not be a problem for the collaborative program. There was a discussion on evaluation and decided that as so much formative evaluation was occurring during the project thus far, an external evaluation to review the processes and outcomes of the project should be sufficient.

There appeared to be some problems with some of the institutions involved at this stage, mostly with dealing with institutional bureaucracy. At this stage only three of the institutions had signed the Collaborative Teaching Agreement.

But we preferred to believe that these problems could and would be solved. We were discussing developing a course 'text' book for the program, in which Yoni Ryan was giving much assistance. We also were planning to hold a group meeting in Armidale in October, at which time we believed we would be able to tidy up any last issues before the program was launched in 2009.

Principles of the Collaborative GCTE Program

The Graduate Certificate in Tertiary Education (GCTE) program is underpinned by four key principles:

1. Theoretical Understandings
2. Scholarship of Teaching and Learning
3. Community of Practice
4. Life-Long and Self-Directed Professional Learning

The GCTE is designed to enhance the learning and teaching experience for students in Australian universities by its principles derived from current literature, the output of scholarship, engagement in a community of practice and modelling of self-directed and life-long learning skills.

1. Theoretical Understandings

- The GCTE promotes the constructivist view that the intent of learning is the construction, individually or in groups, of developed understandings about learning and teaching.
- The approach to learning design reflects a student centred orientation and provides opportunities for interaction to support deeper learning.
- Assessment and evaluation are integral aspects of the learning design which encourage reflective practice and provide formative feedback mechanisms for learners and teachers.

2. Scholarship of Teaching and Learning

- A nexus between scholarship, research and facilitation of learning will be explicit in the learning design of units within the GCTE.
- Practices embedded in the GCTE learning design reflect ongoing scholarship in the discipline of teaching and learning in higher education.
- Learners are encouraged to apply understanding gained through participation in the GCTE to the design of learning within their own discipline/subject areas and contexts.
- Learners develop scholarly practice in the discipline of teaching and learning in higher education through engagement in the learning design and reflection on practice.

3. Community of Practice

- Learners will be encouraged to form communities of practice as they journey through the GCTE and to use these productively to support their learning.
- Membership of Communities of Practice is intended to enhance and deepen learning experiences and to extend scholarship beyond narrow discipline/subject boundaries.

4. Life-Long and Self-Directed Professional Learning

- Within the GCTE professional learning is facilitated by the learning design through flexible approaches to the scope, sequence and assessment of learning.

Learners are encouraged to extend their scholarship in teaching beyond the GCTE and into discipline/subject areas in purposeful ways.

Major Difficulties

Between the meeting at the end of August 2008 and October 2008, some major difficulties occurred within the project. Swinburne University of Technology put some proposals concerning their involvement in the project which were unable to be accepted by the project partners. For internal institutional reasons, Murdoch University and The University of Queensland decided to withdraw from the project. If that weren't enough, there were issues with the provision of CSPs at the university of Ballarat, and doubts arose about the allocation of CSPs at Edith Cowan University. The departures of universities from the original consortium also raised issues with the status of the original contract between the partners, and with the Collaborative Teaching Agreement (MoU). On the positive side, Charles Sturt University were very interested in becoming a member of the group. This all came together in a single day, which was a lot to deal with.

However, we received an encouraging message from Professor Hicks, just when we thought we were going to fail in our objectives to develop the cross-institutional program:

It was good to get your updates and can I congratulate you on your perseverance. Whatever happens with the project, I'm sure the lessons learnt will be valuable and worth recording – apart from the more obviously positive outcomes, case studies of universities that have withdrawn should provide useful information for others in the future. (O. Hicks 18.11.09)

The project team at UNE worked very hard over the next two months to resolve the other issues facing the project. We spoke to Deans, Heads of Schools and Departments at Ballarat and ECU in order to gain their support and assistance in resolving the issues of fees and Commonwealth Supported Places. The UNE legal services was asked to draw up individual agreements with the remaining four universities, as it became apparent that one agreement between eight (or any number for that matter) was unworkable.

We also had discussions with Charles Sturt University who had shown great interest in joining the program. This would have given us six universities in the program: the minimum number of partners we felt would make the scheme workable in the project proposal. However, after much discussion, and sending of information, CSU decided not to join the project. At this stage, and becoming more aware of institutional hurdles that could be placed in the path of achieving the collaborative program, we decided not to invite any other institutions to join the program until it was up and running, with all procedures in place. We believe that this approach would cause the least confusion, and lay out the terms required for any new partner. The major lesson learnt at this point in the project – one can never underestimate the level of bureaucracy which can be encountered when trying to develop a collaborative program across a number of universities.

2009 – We're in the home straight

By the beginning of 2009, refreshed after the holiday break, we became determined to see the project to its conclusion. Unfortunately, at the teleconference meeting held on the 25th of February 2009, we again had lost a member of the project team. Leone Hinton from CQU had moved to another position in the university, and we welcomed Marilyn Fisher, Scot Aldred and Scott Lawton as representatives of CQU. Clem Barnett, Deputy Head of the School of Education at Ballarat and Sue Stoney, Director of the Teaching and Learning Centre at ECU, also joined to meeting in order to assist in moving the project along at their institutions. The object of this meeting was to catch up on where everyone stood, as it had been some months since we had been able to meet, and only two of the parties had signed the Collaborative Teaching Agreement, Canberra and CQU.

Canberra, CQU and ECU were well underway with their elective units. Canberra had taken over Assessment and Evaluation in Tertiary Education as their elective after Swinburne's withdrawal, and were working very hard with an instructional designer to have the unit ready for semester two 2009. Peter Donnan also became a part of the project team from Canberra as he teaches the assessment unit.

At this meeting it was decided to have a final project meeting at UNE in April 2009. Each institution would be represented and would present their elective units. We would discuss each unit, carrying out a moderation process. It was also planned that the ongoing processes for governance of the collaborative program would be 'ironed out' at this meeting when all issues could be discussed face-to-face.

The project officer had emailed questionnaires to all of the members of the project, and those who had not already completed them were asked to do so quickly, as the project team thought this may be one of the best ways of documenting the trials and tribulations of developing a collaborative course amongst diverse universities.

The Final Project Meeting

The final meeting of the project team was held at UNE in Armidale. Representatives from all of the project university partners were present:

UNE	Belinda Tynan, Robyn Smyth, Brian Denman, Deborah Vale
CQU	Marilyn Fisher, Scot Aldred, Scott Lawton
University of Canberra	Coralie McCormack, Peter Donnan
University of Ballarat	Margaret Zeegers
ECU	Heather Sparrow

And Professor Hicks was also able to join us.

There was a lot of enthusiasm and commitment amongst the remaining project partners, who had all put in a great deal of work to get the project this far.

The main objectives of this meeting were to:

- Make decisions about the governance of the program;
- Decide protocols for succession;
- Finalise the method of moderation of assessment of the core unit;
- Moderate the elective units;
- Agree to the external evaluator's (Dr Rick Cummings) plan;
- Discuss the presentation of the case studies; and
- Discuss ideas for further dissemination of the program.

A draft copy of the Joint Procedures Manual was presented for discussion. It was agreed that The Principal Program Coordinator would be appointed by the Program Steering Committee from each of the collaborating institutions, to chair the Program Steering Committee and to ensure that agreed changes are made to the Joint Procedures Manual, and that this position will be rotated annually amongst the collaborating institutions. The Program Steering Committee would meet annually either face-to-face or by videoconference to discuss the progress of the collaborative GCTE Program, elect the Principal Program Coordinator, and to make any adjustments or changes to the Joint Procedures Manual. The Manual would provide all instruction for the agreed processes of operation of the program.

The assessment of the assignments in the GCTE units was discussed. Originally everyone had agreed to using a grading of satisfactory or unsatisfactory, though some of the participants now wished to move to a graded assessment. It was decided that each partner would use their own institution's policy on assessment in postgraduate courses for the units that they offer at their own institution.

It was noted that during the discussion on evaluation of the project that the reference group had only been used once, when receiving feedback on the Course Document. The feedback received on that occasion had been very useful. However, the group felt that as everything pertaining to the Course had been subjected to evaluation by each institution, the further use

of the reference group would only have confused matters and created more work than was necessary. The participants did agree on Dr Cumming's plan for the external evaluation of the project. Evaluation of the GCTE program would be ongoing and would be a matter for the Program Steering Committee as cohorts of students progressed through the program.

The group felt that drawing out common themes from the questionnaires of the project partners would be the best way to offer information and advice for anyone contemplating a similar program of cross-institutional course offerings. The participants all offered to send simple dot-point documents of what they believed to be the major issues and concerns which they had encountered during the project to allow for a concise summary.

The meeting ended with a videoconference with Yoni Ryan in Brisbane, where thoughts on how the outcomes of the project could be disseminated. Even though the book proposal has not been achieved yet, Yoni is assisting in contacting publishers. It was felt that feedback would need to be gained from students of the program about where the gaps in the current literature are, and we would need to assess the number of students going through the program before we could make a proposal for the text book to a publisher.

An action plan was devised for all the remaining tasks needed to be undertaken to complete the project side of the program, and this was distributed to the group, and the evaluation plan for the project, submitted by Rick Cummings was accepted. Despite all of the trials of developing the program, all attending the meeting appeared to have gained a new sense of fortitude and determination to see the program achieved.

In the context of the original proposal for my involvement in a range of ALTC funded academic development projects, communicated to those projects by you in March 2008, the following comments are provided following my visit to the GCTE Project.

I visited UNE on 15 April, met with the project leader and project manager and had a free-ranging discussion relating to the project and relationships with the ALTC. On the 16 and 17 April I participated in the face-to-face GCTE Project Meeting. This included all of the current member universities for the project and, for part of the meeting, videoconferencing with a further institution with an interest in the project.

Broadly the project is progressing well, consistent with the original project aims as set out in the funding proposal. The project is on time and on budget. The project leader and project manager are to be congratulated on the effectiveness of their work in direction and management of a challenging exercise involving collaboration across institutions. The delicate nature of course negotiations and approvals, both between and within institutions, has presented challenges. There has been an understandable change in the institutions engaged in the project. A number of institutions have withdrawn and others were invited to join the project. The number of institutions has reduced slightly from the original proposal but remains quite viable for the implementation of a cross-institutional GCTE. At an appropriate time in the future, the Project Steering Committee will seek an additional partner to ensure that a broader range of elective units are available in the programme. It was pleasing to see considerable attention being given to issues of governance and continuity for the GCTE programme. This augurs well for the project's enduring impact well beyond the funding period. (Proposal for Project Evaluation, R. Cummings)

The Joint Procedures Manual

A Joint Procedures Manual has been developed to ensure that the GCTE program continues in the manner that it has been intended to be operated by the project group in the years to come after finalisation of the project group. The Manual consists of two parts:

1. The introduction and general procedures
2. Operational procedures

The First Part of the Joint Procedures Manual includes listing the parties to the collaborative program, and definitions of:

- Principal Programme Coordinator
- Programme Coordinators from each Party
- Programme Steering Committee

It is envisaged that the Programme Steering Committee will meet annually, either face-to-face or by videoconference to:

- Monitor and review the GCTE Course;
- Monitor and review the GCTE Units;
- Review assessment tasks and processes (Core and Elective Units);
- Review moderation of the Core Unit assessment tasks.

Terms of Reference – GCTE Programme Steering Committee

The GCTE Programme Steering Committee will:

- organise an annual meeting, either face-to-face or by videoconference;
- elect the Principal Programme Coordinator annually;
- implement;
- monitor and evaluate;
- advise; and
- promote and foster

the collaborative Graduate Certificate in Tertiary Education.

Further, the GCTE Programme Steering Committee will:

- approve changes to the programme;
- manage the renegotiation of new Collaborative Teaching Agreements;
- approve new members of the collaborative programme;
- carry out evolutionary planning for the programme; and
- carry out dissemination of the programme.

At the annual meeting of the GCTE Programme Steering Committee the members will:

- decide the set of duties for the coming year for –
 - o The Principal Programme Coordinator; and
 - o The Programme Coordinator from each partner institution.

As soon as possible after each annual meeting of the GCTE Programme Steering Committee the Principal Programme Coordinator will:

- send the Annual Report of the GCTE Programme Steering Committee to:
 - o Heads of School at each partner institution; and
 - o the relevant DVCA or PVCA at each partner institution.

The purpose of the Joint Procedures Manual is to document detailed procedures and business processes that are specific to the Graduate Certificate in Tertiary Education and have been agreed upon by the partners in the programme. The document is a procedural reference guide for all staff involved in the GCTE programme, and is updated regularly. Procedures are listed in the body of manual, with policy provided in the appendices and web links. It will also contain links to relevant policies for further detail where necessary.

It is the responsibility of the Principal Programme Coordinator to ensure this manual is maintained, and to ensure that it is shared with all stakeholders whenever updates occur. All parties are responsible for ensuring that agreed processes and procedures outlined in this document are followed, and that any updates advised and loaded onto the website. The provisions in this document are a supplement to contractual obligations for all Parties, and do not in any way obviate the need to adhere to each institutions Policies.

The second section of the manual provides information on:

- marketing;
- the Core Unit;
- the Elective Unit Cycle;
- staff capability and qualifications;
- admissions;
- enrolment procedures and Cross-Institutional enrolment procedures for each university;
- advanced standing;
- teaching material;
- fees management;
- moderation Process;
- graduation;

- student support services;
- plagiarism;
- improper Conduct;
- student Appeals, complaints and grievances; and,
- bringing new institutions into the Program

all are in accordance with the policies and rules of each institution involved in the collaboration.

Operation of the Collaborative GCTE

Each of the universities will offer a Core Unit – Tertiary Teaching and Learning – as a foundation for the GCTE. Each university in the collaboration will also offer one elective unit, from which staff will choose three to complete their GCTE. This program will enable smaller universities to offer high quality, fully benchmarked teaching development programs, by minimising the workload in developing and delivering GCTEs by individual institutions, in times when universities are expected to raise standards of teaching, but are also coming under severe financial pressures.

Structure of the Course

Tertiary Teaching and Learning, the core unit, is the first unit that each candidate for the GCTE will study. It may be taught either face to face, online, or in a blended form as suits the needs of the individual institution. The primary aim of this unit is to enable participants to develop a conceptual framework for understanding tertiary teaching and learning that will enable them to become more expert facilitators of learning, and to reflect on teaching and learning more critically. The development of this framework is informed by research in teaching and learning (both theory and practice) and enriched by investigating practices in a range of contexts and for a range of learning purposes. Participants will develop a teaching portfolio that will document and demonstrate their teaching philosophy, goals and approach. They will have experienced a range of teaching strategies within the unit and reflected upon these experiences (e.g., peer teaching, small group techniques, problem based learning, computer assisted learning). Participants will also collect evidence through the unit activities and the portfolio development process that will be useful in documenting the quality of their teaching for probation and permanency.

Although the core unit will be designed by and offered at each university, tailored to suit that institution's needs, the indicative workload, assessment and learning outcomes will be the same at each institution. The unit will carry a workload equivalent to 150 hours, no matter what number of credit points are attached to the unit by the individual institution.

The common assessment for the unit will be a Personal Philosophy worth 20% of total marks. As each institution will be individualising their unit content, this assessment item, which will be the same in each of the universities, will be able to be moderated by allowing partners in the collaboration to mark assignments from each other's institutions. The learning outcomes planned for the unit will be the same across all of the institutions:

Unit Learning Outcomes – Tertiary Teaching and Learning

1. Develop and apply knowledge about learning theories, the premise on which they are based, and their implications for teaching practice and enhancing student learning;
2. Reflect critically and in a scholarly manner on their own practice as a tertiary teacher;
3. Identify, develop and articulate a shared understanding of core common terms and references relevant to tertiary education;
4. Describe the characteristics of your student cohort and variety of learning environs, and use this information to reflect on the implications for teaching these students in your context;
5. Articulate an informed philosophy of tertiary teaching and Engage collaboratively in a professional community of practice.
6. Demonstrate a knowledge and understanding of key institutional policies and practices in relation to your role as a tertiary educator.

Elective Units

On completion of the core unit, students will then usually enroll in the elective unit which is offered at their 'home' institution. It is not mandatory for students to progress straight to their home institution's elective unit, but they are required by university's rules to complete 50% of the course at their home institution. Upon completing the core and elective units at their home institution, students will then be able to choose two more elective units from the offerings of the partner universities. For example, a UNE staff member would complete Tertiary Teaching and Learning (the core unit) and Curriculum Design in Tertiary Contexts (the UNE 'elective' unit), and then they could enroll at CQU to complete 'Education Technology', and in the final semester enroll at UC and complete 'Assessment and Evaluation in Higher Education', thus completing the required number of units to gain their GCTE (Table 2).

MODEL - Each university would offer one unit each semester.							
Based upon 10 students from each of 3 universities commencing the program each semester							
Semester ONE	No of	Semester TWO	No of	Semester THREE	No of	Semester FOUR	No of
University/		University/		University/		University/	
CANBERRA Core Unit	10	ECU Core Unit	10	CANBERRA Core Unit	10	ECU Core Unit	10
UNE Core Unit	10	BALLARAT Core Unit	10	UNE Core Unit	10	BALLARAT Core Unit	10
		CQU Core Unit	10	CQU Elective Unit	17	CQU Core Unit	10
		CANBERRA Elective Unit	10	ECU Elective Unit	17	CANBERRA Elective Unit	27
		UNE Elective Unit	10	BALLARAT Elective Unit	16	UNE Elective Unit	27
				New Partner Core Unit	10	New Partner Elective Unit	26
Core Students	20		30		30		30
Elective Students	0		20		50	First group of students finish	80

Table 2: Progression of an UNE student through the collaborative GCTE

Elective Unit Descriptors

The elective units being offered by each institution will now be described. Each elective unit is the equivalent of 150 hours work. Students enrolling in a unit from a partner university will use the cross-institutional enrollment process applicable to their own university.

► University of New England: Curriculum Design for Tertiary Contexts

Unit Description:

The aim of this unit is to expand participant's skills in the development of curriculum, including outcomes, selection of teaching strategies, media and assessment customized for particular contexts and purposes. The focus is on developing flexible approaches to learning and teaching with particular emphasis on personal practice. Participants are encouraged to develop, revise or evaluate a component of their teaching.

Teaching Methods:

This unit is facilitated through online activity. An activities and inquiry based approach will be used.

Assessment:

1. Contextual Analysis, 2,000 words, 30%
2. Design Topic, 3,500 words, 60%
3. Annotated Bibliography, Min 500 words, 10%

Learning Outcomes:

1. Describe elements of effective curriculum design for a broad range of delivery modes;
2. Complete a situational/audience analysis to underpin curriculum design;
3. Develop topics of study, which include learning outcomes, teaching, learning, and assessment strategies suitable for diverse student cohorts and delivery modes;
4. Justify decisions made in planning a topic of study appropriate to your discipline context;
5. Reflect upon your approaches to student learning from a scholarly and evidence based approach to your practice;
6. Appraise and synthesise theories of curriculum and its design in a scholarly manner.

► Central Queensland University: Education Technology

Unit Description:

This course introduces you to the incredible learning possibilities afforded by technologically mediated tools and media. You will explore contemporary learning approaches and analyse the usage of a wide range of educational technologies.

Teaching Methods:

The program designer realises that the participants come to this program and course with a wide variation in elearning experience. With this in mind, the courseware has been designed to support the rank beginner as well as challenge those who have had previous experience designing and implementing elearning.

Fear of technology is one of the most significant challenges we face as modern contemporary teachers, but this program is designed to support even the most inexperienced practitioner in ways that mentor and encourage.

Think of this course as a learning experience where you have the help, patience and support of a mentor who has had to learn about all of the technology from scratch. You will also have the support of your peers, some of whom may be very experienced indeed, and who can bring an enormous richness to your learning experience.

You are not alone, with your lecturer undertaking to respond to your questions within 24 hours of you posting them to the discussion forums.

Assessment:

Task 1 (50%)

1. Establish your own Blog and journal your own learning journey of elearning tools listed.
2. Your postings must contain an analysis of each elearning tool according to the active learning and ICT learning design frameworks provided in the courseware.
3. Establish your own aggregator, share your Blog URL with your fellow course members (peers) and track their postings.
4. Place thoughtful comments on your peers' Blogs and respond to those placed on your Blog.
5. Post a reflective synopsis of the technologies you have investigated and the online conversations you have had with your lecturer and peers.

Indicate which technologies you would use and how you would use them to enhance student learning and make your teaching more efficient.

Assessment Task 2 (50%)

1. Establish your own WIKI which will become your elearning professional portfolio for this Program.
2. Develop a menu/page structure as prescribed.
3. Share the URL of your WIKI with your peers and lecturer.

4. Post comments to your peers' WIKIs and respond to those posted on your WIKI.
5. If you have already developed elearning courseware, publish your examples in the appropriate sections of your WIKI.
6. Design, and implement (teach) using Oliver's ICT/elearning design model, at least one unit of work and publish the details and outcomes on your WIKI.
7. Ensure that your WIKI does not contravene Education department/school policy, parental/student consent details, or breach Australian copyright law.

Learning Outcomes:

- Explain how active learning approaches can be used and supported using Information Technology,
- Analyse Information Communication Technology (ICT) products and tools for use in educational learning environments,
- Explain contemporary learning design and its application to ICTs,
- Apply contemporary learning design involving the use of ICTs.

► University of Canberra: Assessment and Evaluation in Tertiary Education

Unit Description:

The critical role of assessment and evaluation in improving student learning underpins this unit. Participants will explore effective assessment and evaluation strategies against a framework informed by the literature, relevant institutional policy and reflection on participants' practice. Participants will be involved in assessment-based activities aligned directly with the unit learning outcomes and in the development of comprehensive plans to evaluate the effectiveness of teaching and unit design. There will be opportunities for participants to interact with colleagues from a range of disciplines and universities.

Teaching Methods:

This unit is facilitated through online activities.

Assessment:

- | | | |
|--------------------------------------|---|-----|
| 1. Assessment Design | - | 35% |
| 2. Assessment Practice Issues | - | 35% |
| 3. Teaching and Unit Evaluation Plan | - | 30% |

Learning Outcomes:

At the end of this unit, students will be able to:

- design and implement assessment for learning;
- align disciplinary/workplace assessment practices with institutional policies; and
- construct a teaching and learning evaluation plan.

► University of Ballarat: Promotion and Professional Practice

Unit Description:

Leadership in teaching and learning is an activity that may be undertaken at any level, and is hence inclusive of activities such as the coordination of a single unit or initiative, the convening of a major or sequence of study, chairing of teaching and learning committees and working parties, and high-level structural roles within the institution. At each level the development of a strategic perspective is necessary for effective and evidence-based action and implementation of required teaching and learning aims. This unit offers a flexible introduction to the strategic perspective, and engages participants in an action learning process of strategic analysis towards the development of a strategic teaching and learning initiative within their own setting.

Teaching Methods:

During this unit students will participate in three primary methods of teaching and learning activity:

1. Online Seminars Vodcasts that introduce core threshold concepts in this unit, that connect to directly to self-paced learning materials and semi-structured activities; and scheduled real-time forums (using Skype or Dyknow etc);
2. Interactive Virtual Masterclasses – invited guest lecturers will join students in a virtual community of practice (vCoP) using videoconferencing technology and Dyknow tools; masterclasses will be framed around key themes in teaching and learning leadership;
3. Self-Paced Learning Activities (Learning Guide) – designed in complement with the online seminars; to extend student engagement in threshold concepts and their application/relevance to specific teaching and learning contexts;

Assessment:

Item 1 - A strategic profile (6000 words)

Completion of set of six activities within the Learning Guide – peer-reviewed and assessed cumulatively over the semester that together comprise a situated account of the strategic perspective for individual students and their context.

Item 2 - A strategic teaching and learning proposal and philosophy (approx 6000 words)

Part A: A written proposal for a strategic teaching and learning initiative that incorporates key elements of the strategic perspective; students will be encouraged to use the format of competitive teaching and learning grant schemes (such as those offered by the Carrick Institute for Learning and Teaching or by local institutions);

Part B: A reflective and scholarly commentary on the leadership philosophy and approach that underpins the design of the written proposal, incorporating elements of the localized strategic perspective developed in previous assessment.

Learning Outcomes:

This course provides participants with an opportunity to:

- consider core elements of the strategic perspective in teaching and learning;
- engage deeply in consideration of the implications of this perspective for understanding and engaging with aspects of their current/future institutional setting;
- reflect on, extend and critique their philosophy and approach to teaching and learning leadership;

- demonstrate a deliberately strategic orientation to teaching and learning leadership within a specific, situated proposed teaching and learning initiative.

► Edith Cowan University: Action Learning Project

Unit Description:

This is a work-based unit in which tertiary educators undertake an action-learning project with the intention of improving some aspect of teaching, learning or assessment. Participants from diverse backgrounds and different teaching roles will identify a significant issue relevant to their context, and the strategic initiatives of their institutions or professional organizations. Participants will design and implement an action-learning project that engages positively with organisational priorities as well as contributing to their own professional learning and career aspirations. The focus will be on implementing practical solutions to authentic identified needs. Participants will have the opportunity to investigate and evaluate the theory and practice of action learning and mentoring in the conduct of their own projects; and to reflect on the potential value of these approaches as effective learning strategies for teachers, students and organizations.

Teaching Methods:

- Project-based workplace learning
- Independent study
- Collaborative learning (face to face and/or online)
- Individual and small group tutorials (face to face and/or online)

The unit will begin with collaborative learning sessions in which participants examine key ideas and processes associated with conducting an action learning project, and working effectively with mentors. Workshops and online interactions will be used to establish collaborative networks with others who are taking the unit and planning such projects. Much of the project will be conducted on a self-directed basis, supported by relevant communities and networks within the workplace. As the learning is embedded in authentic workplace projects, high levels of collaboration with workplace groups will be encouraged.

Assessment:

The unit will be assessed on a Pass/Fail basis, and will require the completion of an agreed action learning project and the submission of an appropriate report. This will normally be presented in a form suitable for sharing with a wider audience, such as a workplace report, conference presentation or publishable paper.

Learning Outcomes:

On completion of this unit, participants will:

- Be able to describe, analyse and evaluate the theory and practice of action learning and mentoring, as approaches that can contribute to tertiary student learning and professional learning;
- Demonstrate their capacity to identify, design, implement and evaluate a program of improvement in a significant teaching, learning or assessment matter associated with their own teaching context and with the strategic initiatives of their institution/organization.
- Demonstrate enhanced knowledge and skills: these will be self-determined but clearly aligned to professional and institutional goals, required course outcomes, and personal career aspirations for improvement in teaching and learning.

Part Three: Review of the Literature

For purposes of the review, published literature has been defined as anything with an ISBN or ISSN number. Grey data is that which is in the public domain but without an ISBN or ISSN number or with limited distribution, such as within an institution, organisation or network. Grey data will also include interviews with key stakeholders (Part Four of this report). As the project group had already proposed a model for both the collaboration and curriculum mapping the reconnaissance of the literature will provide essential data to ensure that it still rings true for the group. Literature will be identified with a cut-off point of 1990 with indicative or key publications identified prior to that date.

Introduction

This project proposes to promote shared conceptual frameworks about teaching and learning and to support strategic change in how graduate certificates of higher education (GCHE) contribute to the professional development of academic staff within a fast changing higher education context. It is intended to investigate and negotiate the core content and approach for Australian higher education award programs across the University of New England (UNE), University of Canberra (UC), Flinders University (FU), Ballarat University (BU), Edith Cowan University (ECU), Central Queensland University (CQU), Murdoch University (MU) and Edith Cowan University (ECU). (Tynan, 2007:375)

As the collaborative GCTE is an innovative program, there is scant literature on the subject of offering graduate academic development programs on a collaborative basis across a number of universities. The literature reviewed therefore has been taken from many areas and will be divided into five sections:

- Background to Graduate Certificates in Tertiary Education,
- Working Collaboratively,
- Developing GCTE Programs,
- Collaborating to Offer University Courses, and
- Online Study.

In this way a broad range of literature can be reviewed, which may offer small pieces to the puzzle of how eight universities may be able to collaborate to offer a high class academic development program.

Background to Graduate Certificates in Tertiary Education

Kirkpatrick (then at LaTrobe University) stated that graduate certificates in higher education are 'going to become increasingly important in changing the higher education context both as a signifier of professionalisation and in terms of accountability' (Devlin, 2006b:8). This statement suggests that obtaining a GCHE or equivalent should be a high priority for anyone entering the field of university teaching, but the review of literature for this project has found this not to be the case. Graduate Certificates in Tertiary Education are a formal qualification that implies that the holder of such a certificate is able to teach competently and professionally in a tertiary institution. However, the view remains, among many in the sector, and particularly among strong disciplinary 'tribes' (Becher & Trowler, 2001), that the only way to learn to teach is through

teaching itself (Akerlind, 2007; Knight, 2006). 'Universities provide continuing professional development for other professional people, they are not as keen to provide it for themselves' (Clegg, 2003:38). Indeed, an Australian federal government commissioned study (Ryan, Dearn, & Fraser, 2004) on the issue of teaching qualifications for university staff found antipathy by the academic staff union, managers, and the Vice Chancellors Committee and, at the very least, ambivalence amongst staff themselves.

This is somewhat of a paradox: one might expect that the basis of academic life is to be 'intellectually rigorous and analytical' (Blackmore & Blackwell, 2006:382). It seems anomalous that academic staff consider continual professional development as another imposition from management and not as relevant to their professional lives as other areas of their academic career.

This may be a somewhat harsh view of the perception of academic development amongst academic staff. Over the last decade academic staff have found themselves under increasing pressure to manage ever-increasing student numbers, administration of casual staff, and their research, and they may find it difficult to include professional development, in respect of teaching, in their limited time (Clegg, 2003; Mathias, 2005). Academic work has become less secure, more specialised, and with an increasing reliance on casual academic staff (Blackmore & Blackwell, 2006). Also, some academic staff perceive the instigation of 'compulsory' teaching development as the result of 'external national policy drivers rather than internal institutional priorities' (Mathias, 2005:96). This observation is accentuated when it is noted that academic staff in Australia are increasingly at the end of their careers as teachers (Hugo, 2005), and many firmly believe that they are well qualified to teach because of their experience. Their demographic may also incline them to resist the attempts to include new technologies in teaching development programs (Ryan, 2007).

However, it is imperative for the younger staff to receive a good foundation in teaching, as they may find themselves carrying a very heavy teaching load when present staff retire in large numbers. It has become clear to anyone working in a tertiary institution over the past decade that a retirement does not automatically mean a new staff member is engaged. It is widely apparent that the senior management of universities do not value academic development, nor see it as a crucial part of university operations (Gray & Radloff, 2006). Even though courses offered in teaching development may be poorly attended, and attempts to change attitudes to teaching may be strongly resisted (Clegg, 2003; Dearn, Fraser, & Ryan, 2002; Knight, Tait, & Yorke, 2006; O'Hara & Brown, 2007; Trowler, 2004), the training of lecturers in teaching and learning in their early years of teaching may be more valuable in encouraging student-focussed teaching before the departmental negative attitudes can gain a foothold. Completing a GCTE may bring about a conceptual change in the art of teaching in higher education (Akerlind, 2007; Gibbs & Coffey, 2004). It would be a major leap forward in academic development if academic staff could be encouraged to bring 'the lively enquiring minds that apply to their research' to the teaching of their students (Knight, 2006:29).

Academic development units typically find themselves in an institutional environment that places a much higher value on research than on teaching students, and therefore have difficulty situating themselves and the work which they perform in this environment (Trowler, 2004). This has been brought about by the historical culture of the university. Further, the culture within a university department or school can be very powerful and resistant to any change placed upon it from outside the department, which may be seen as implying criticism of past practices (Gibbs & Coffey, 2004; Trowler & Bamber, 2005). As academic staff are placed under more pressure from both government and university policies, it will be important for them to maintain the appearance of a 'holistic faculty view' and it will be important for academic development units to assist faculties to overcome 'faculty role fragmentation' (Blackmore & Blackwell, 2006:375).

It is imperative therefore, that academic development units develop a leadership role within the university, not only in offering skills in 'evidence based practice' but also in the interpretation of how faculties and schools can best use academic developers' expertise (Blackmore & Blackwell, 2006:383), by offering practical skills in helping to solve teaching problems rather than offering only the theory (Mathias, 2005). This is the leadership role which Blackmore and Blackwell (2006) see as the future of academic development units:

'A leader in academic practice will be engaged with the 'centre' of the university, and committed to the attainment of institutional objectives, but will be able to articulate a reasoned alternative view about processes that will achieve them and an ability to critique the objectives if necessary'. (Blackmore & Blackwell, 2006:384).

While it is clear that many in the sector cling to the notion that the academic role is primarily to teach and speak to their research, it is increasingly clear that the range of sub-roles an academic undertakes, in an higher education institution, requires a more comprehensive and 'professional' approach to the range of activities required of teachers in the modern university.

However, it was due to the small numbers of staff prepared to engage in a formal qualification in Higher Education that this project was conceived.

Working Collaboratively

Moran and Mugridge (1993a:1) define four categories which may motivate institutional collaboration:

1. 'The desire to make better or more extensive use of resources that are available in one or more communities;
2. The opportunity to improve the quality of learning materials ... to increase educational opportunities for a wider student population, and to ensure the relevance of studies to student needs;
3. The need to respond to political pressures of various kinds;
4. The perceived need to guide or initiate changes of various kinds in particular societies'.

Chalmers and O'Brien (2005) believe that academic development units should be positioned not only within all levels of their own university, but also in a collaborative arrangement with other universities, and across the whole higher education sector. Collaborative projects appear to be a solution to some of the difficulties faced in achieving efficiency, especially by smaller, regional universities. In a collaborative project it could be expected that the goals of increased efficiency and effectiveness would be achieved by a pooling of resources amongst a number of universities (Goddard, Cranston, & Billot, 2006). Collaboration can cover many activities and the effect of collaborative partnerships on an institution 'may vary from peripheral to profound' (Moran & Mugridge, 1993a:3). McGowan observes that there is an expectation that universities will work collaboratively under the dual pressures of increasingly specialised knowledge and contemporary fiscal restraints: 'The further the fragmentation [of universities] the greater the gains to be made from pooling specialist knowledge ... collaboration leads to efficiency gains' (McGowan, 2005:276-277). Institutions have had to slowly change their views on collaboration not only because of the pressures cited by McGowan (2005) but also as the result of students having higher expectations of course offerings and technological advances in the delivery of distance education programs (Moran & Mugridge, 1993a).

A collaborative approach of sharing thoughts and resources should be a straight-forward exercise with benefits for all the partners in the collaboration and should lead to more effective teaching along with increased access to educational opportunities. However, a review of the literature in the area of collaborative partnerships to achieve cooperative goals has revealed some interesting views on the subject. Along with much support for working collaboratively (Bottomley, 1993; Brindley & Paul, 1993; Calvert, Evans, & King, 1993; da Costa, 2006; Dhanarajan & Guiton, 1993; Goddard et al., 2006; Kristoff, 2005; Small, 2002), other researchers have found it advisable to be wary of working in this manner (Cowans, 2005; McNeil, 1993; Polhemus, 1993).

A number of authors have argued that working collaboratively may have pitfalls. Initial enthusiasm for a new project may eventually give way to 'confusion about the fundamental concepts driving the initiative' (Cowans, 2005:1), or 'atrophy and collapse' in a short space of time (Moran & Mugridge, 1993a:2). This is a somewhat negative view, but highlights the importance of communication and clarification amongst all participants in a collaborative venture (Riedling, 2003). Cowans' (2005) comment also stresses the importance of a clear objective for a collaborative project being outlined and agreed upon by all parties at the commencement of the project. Therefore, the setting up of a collaborative project requires much thought and consultation, so that the participants do not fall into the trap of feeling that the project has 'failed to bring about the desired results' (Cowans, 2005:1) and (Calvert et al., 1993; McNeil, 1993; Moran & Mugridge, 1993a). Goddard et al. (2006) found that the challenges to working collaboratively were often the result of matters out of the control of the partners, such as negotiating the different policies and practices of the various institutions involved, the fact that the distance between collaborators was too great to allow face-to-face meetings, and even dealing with different time zones.

On the other hand, the literature review did show many positive examples of working collaboratively.

'Such a collaborative effort required participants to suspend the norms and assumptions that had, traditionally, sustained both the isolation and hierarchical relationship ... It required a willingness to listen deeply to narratives describing other points of view and to entertain new possibilities.' (Kristoff, 2005:25)

Working collaboratively may lead to greater than expected outcomes than working alone, for example, sharing ideas and resources, as long as the participants in the collaboration are committed to the project, and all act cooperatively (Goddard et al., 2006). Commitment to a collaborative project requires motivation to work jointly and therefore, all participants must feel the personal value of the project and a belief that they have skills to offer the project (Goddard et al., 2006; Riedling, 2003; Small, 2002). Collaborative partners must also believe that by sharing their ideas they will receive substantial benefits, an enhancement of their skills and a broadening of their knowledge through collaboration (Goddard et al., 2006). da Costa, writing about a collaboration amongst primary school teachers to improve their teaching methodologies, found that:

'when teachers actively collaborate on pedagogically-related issues, they will reflect and learn more about the methods and content of their daily instruction, which, it is assumed, will lead to improvements in classroom teaching and student learning.' (da Costa, 2006:2).

Collaboration must enhance the relationships and the interaction between institutions if it is to be successful (Goddard et al., 2006).

Many authors on the subject of working collaboratively offer advice on how to best achieve the goals of a collaborative partnership. They advise that collaborative partners should have a

common set of goals, and be willing to work in a 'climate of trust and mutual respect' (Small, 2002:1). Guidelines should be set so that all partners in the collaboration have equal and fair expectations of the outcomes of the project, and that the project is well organised from the outset (Goddard et al., 2006). Goddard et al. (2006) analysed the outcomes of an international collaborative research partnership in respect to the collaboration, not the research subject, and outlined their reflections on the partnership and suggestions for improving collaborative working arrangements (Table 1).

The table below identified what Goddard et al. (2006) define as the most important criteria for setting up a collaborative partnership, and how, in hindsight, they believe the process could be improved.

Criteria	Reflections	Suggestions
Relationships among members – strong and meaningful	We assumed these were adequate and/or could be developed across the course of the project.	These are a priority for collaborative projects and must be attended to – face to face meetings at the earlier conceptual stages of the project are recommended as a way of facilitating the research development.
Aims of the partnership are specified, and collaborators are committed to these and ready to cooperate	We assumed the aims and commitments were similarly shared	As above, these are a priority and must be attended to – they are likely to be achieved as an outcome of (robust) face-to-face discussion in the early stages of the research conceptualization and design.
The capacities of the collaborators complement each other	Again this was assumed to be the case – on reflection, it proved to be a reasonable one, although it was based on shared academic interests, rather than on any particular skill sets each member held (or otherwise).	Again, a matter for determination early in the project and probably best achieved through face-to-face dialogue.
Collaborators have reasonable expectations of the research process and its outcomes	Generally, this criterion was met in a general way in this project as a result of the early discussion – however, the idiosyncrasies of each country were not shared, nor were any specifics of outcomes agreed to.	Discussion in the early stages of the research is critical for this – it may not be necessary that it occur face-to-face, but this would be desirable.
The research process is well organised	All team members are experienced researchers, and clearly there is both collective and individual responsibility for this – the main mitigating factor against this in this case is most likely to have resulted from the other priorities pressing for the researchers – there are major time commitment issues underpinning this discussion and agreement before the research gets underway	Individuals and the team need to pay attention to this in an ongoing way – in addition the priorities of individuals need to be effectively factored into planning and implementation of the research.

Table 3: Key findings and reflections of working collaboratively (Goddard et al., 2006:8-9)

Moran and Mugridge (1993:10) summarise the key strategies and requisites needed to obtain successful outcomes in a collaborative project:

- A clearly defined mission statement;
- Use this statement to define the rules of the collaboration;
- Use organisational structures that make use of a major involvement of collaborative institutions' administration and faculties;
- Establish a governance structure that fits the mission statement and that those charged with the implementation of the project understand and agree;
- Members are committed to the project and are complementary to each other;
- Each member of the collaboration will commit some resource to the project;
- 'Pursue the development of a supporting public policy that will provide funding as an incentive for voluntary cooperation'.

There are good reasons for adopting a collaborative approach to projects that can benefit greater numbers of institutions in the present university climate. A major criticism of the Graduate Certificates in Tertiary Education which are offered at the present is their variability between institutions and the variability even in the different semesters and years in which they are offered (Bartlett, 2003; Devlin, 2006b; MacLaren, 2005). By taking a collaborative approach to offering Graduate Certificates, the universities involved will have the opportunity to put in place mechanisms for consistency and accountability for all of the units offered in the course. The collaborative approach also puts all partners on an equal foundation, with each member being able to offer their specialised knowledge for the benefit of the entire project (Kristoff, 2005; Lucas, 2005). There is also a humanistic element which relates to the philosophical bases of academic developers who work in Graduate Certificate programs. They are generally strong proponents of social learning (Vygotsky, 1978) and they promote the notion of group learning as being more fun than working alone (Goddard et al., 2006). They are also committed to the idea that professional development programs assist in making teaching more 'visible' and more a shared activity of a discipline 'tribe'.

Developing GCTE Programs

Trowler and Bamber (2005) maintain that research has not established a relationship between developing academic staff in teaching, and superior learning outcomes for students. At the time of writing, there has been an ongoing online discussion initiated by John Gava of The University of Adelaide, regarding the worth of formal programs in teaching development (Gava, 2007). Gava's argument replicates to some extent those of Trowler and Bamber (2005) in its insistence that content knowledge and discipline passion are all that is needed to teach. They are in fact in the minority in the literature, though this has to be qualified by the assertion that most evidence presented for improved student outcomes attributed to lecturer training is either anecdotal or atheoretical (Bamber, 2008; Gibbs & Coffey, 2004). This does not mean that Graduate Certificates in tertiary education have little value, but simply, that researchers may not yet have found the means to measure the benefit of teacher training on student outcomes. A number of researchers however are working on this aspect.

Gibbs and Coffey (2004:98), through their extensive research on the teaching development programs of twenty universities in eight countries, state that training aids lecturers in adopting a student-centred approach to teaching; that students judge teachers that have undergone training as being better teachers; and that 'training can change teachers such that their students improve their learning'. Brew and Ginns (2007), through their research at The University of Sydney, showed a significant relationship, at the Faculty level, between engaging in the scholarship of teaching and learning, and changes in students' course experiences.

The individual teacher, and department Head, have primary responsibility for improving student learning: 'The teacher is no longer an expert who decides what and how students should learn. Teachers' main responsibility is now to create an empowering learning environment' (Stes, Clement, & Van Petegem, 2007:100). Yet the role of the academic developer also encompasses providing better outcomes for students: 'The overarching purpose of academic development is to be the improvement of the student learning experience' (Gray & Radloff, 2006:80).

The expectation of quality teaching for student learning is increasing (Ginns, Kitay, & Prosser, 2008; Smyth, 2003). It is therefore important that academic development units investigate new ways of meeting the needs of academic staff to offer the best possible teaching to their students. Staff development programs which involve 'intensive' study are more likely to lead to a student-focused teaching approach which results in deeper learning amongst students (Ginns et al., 2008:176). Academic development units are under similar pressures as lecturers, with more students and the development of technologies which increase the number of ways a student can participate in a subject (Gray & Radloff, 2006).

At present academic development programs are focused on the development of the individual. Devlin however feels that these programs could evolve to encourage a more strategic type of thinking among academic staff and therefore become the driver of strategic change within a faculty (Devlin, 2006b:8).

'Therefore, a broad repertoire of pedagogical strategies, on a continuum from teacher-centred to learner-centred, is essential to facilitate [a GCTE] in the context of a faculty certificate programme on teaching and learning' (Hubball & Poole, 2003:13).

Having a range of strategies is also important in the context of the changing nature of university teaching. The priorities of the university teacher will change over time, and it is therefore important that the structure of the GCTE programs is not interpreted as fixed and unable to evolve over time according to the needs of the participant (Devlin, 2006a).

This produces a conundrum: whilst the literature is emphasising a flexible, broad range of pedagogical strategies for academic staff participating in these programs, academic developers who structure Graduate Certificate programs are being held back by the existing culture of the academic faculty, making it difficult for even a formal GCTE program to operate within the university (Knight, 2006). Trowler and Bamber (2005) believe that it is up to the policy-makers within the university to set goals for the Graduate Certificate program, with the input of academic developers, if the goal of improving institutional teaching quality is to be achieved. It is incumbent upon university management therefore to have firm policies on teaching goals for the academic developers to implement.

The literature review gives evidence of some learning outcomes which are common to the programs reviewed. They include: a reflective teaching practice, learning to assess the students' learning process, reflecting critically on curriculum and pedagogical issues, the facilitation of active learning practices, and evaluation of teaching effectiveness (Gray & Radloff, 2006; Hubball & Poole, 2003; Knight, 2006; Knight et al., 2006; Lucas, 2005; Stes et al., 2007; Trowler & Bamber, 2005; Vizcarro & Yaniz, 2004). More significantly, all of these are demonstrated to correlate positively with enhanced student outcomes.

Further, Hubball and Poole (2003) propose 'underlying assumptions about learning [on behalf of academic staff] are used to guide the pedagogical practices' within the GCTE program which they developed in Canada ((Hubball & Poole, 2003:14). These are:

- ‘Learning requires faculty to be actively engaged in the learning process,
- Faculty learn in a variety of ways and are at different stages in teacher development and progress at different rates in the learning process,
- Learning is an individual and socially contextualised process.’ (Hubball & Poole, 2003:14)

Collaborating to offer university courses

Collaboration appears to be a solution to issues of efficiency, especially in smaller regional universities, by pooling resources amongst a number of universities (Goddard et al., 2006; Moran & Mugridge, 1993b). McGowan (2005) observes that there is an expectation that universities will work collaboratively under the dual pressures of increasingly specialised knowledge and fiscal restraints. However, a review of the literature in the area of collaborative partnerships reveals dichotomous views. Along with much support for working collaboratively (Bottomley, 1993; Brindley & Paul, 1993; Calvert et al., 1993; da Costa, 2006; Dhanarajan & Guiton, 1993; Goddard et al., 2006; Kristoff, 2005; Small, 2002; Tynan & Garbett, 2007), other researchers urge caution (Cowans, 2005; McNeil, 1993; Polhemus, 1993).

A culture of cooperation may lead to greater than expected outcomes, with the sharing of ideas and resources, as long as the participants are committed to the project and all act cooperatively (Goddard et al., 2006); all participants must feel the personal value of the project and have a belief that they have skills to offer the project (Goddard et al., 2006; Riedling, 2003; Small, 2002). Collaborative partners must also believe that by sharing their ideas they will receive substantial benefits, an enhancement of their skills and a broadening of their knowledge through collaboration (Goddard, Cranston, & Billot, 2006). Collaboration must enhance relationships and the interaction between institutions if it is to be successful (Goddard, Cranston, & Billot, 2006).

Many authors writing on collaborative partnerships offer advice on how best to achieve the group's goals. They advise that partners should have a common set of goals, and be willing to work in a 'climate of trust and mutual respect' (Small, 2002:1). Guidelines should be established so that all partners have equal expectations of the outcomes of the project; the project should be well organised from the outset (Goddard, Cranston, & Billot, 2006). The importance of a clear objective being outlined and agreed upon by all parties at the commencement of the project is always stressed (Calvert et al., 1993; Cowans, 2005; Dhanarajan & Guiton, 1993; Moran & Mugridge, 1993a; Polhemus, 1993).

Goddard et al. (2006) found that the challenges to working collaboratively were often the result of matters out of the control of the partners, such as negotiating the different policies and practices of the various institutions involved, the fact that the distance between collaborators was too great to allow face-to-face meetings; even dealing with different time zones proved difficult. The turnover of personnel in Bottomley's (1993) project emphasises the importance of the initial establishment of a project, so that it can be taken over by another person if the need arises. Bottomley (1993:47) suggests a 'management group' to oversee and coordinate the project, ensuring its ongoing viability.

This section of the review will contain summaries of ways in which universities have collaborated, either with other universities, or within their own campuses, to offer courses.

The Biostatistics Collaboration of Australia involves eight universities in meeting Australia's need for well qualified biostatisticians through a postgraduate coursework program (Jobling, 2007). The consortium was formed due to the small number of students in the mathematics field and the growing need for biostatisticians in Public Health. None of the eight universities could offer

a high class graduate program on their own. Students enrol at their 'home' university and complete the course as if it were being offered by the 'home' university. The program is managed by a steering committee consisting of program coordinators from each university, representatives from state health departments, the federal Department of Health and Ageing, and representatives from the pharmaceutical industry, and is administered by the Central BCA Office.

Robinson (2001:574) describes an innovation by Texas University to offer a collaborative online MBA across eight of the campuses of the university. Their belief was that the costs and risks of offering distance education courses could be alleviated by spreading the course over the eight campuses of the university. Each of the campuses offered two of the subjects needed to attain an MBA, and this model ensured that all would receive 'development funding as well as tuition and fees' equally across the eight campuses (Robinson, 2001:569). In order to make the system work the university felt that all of the campuses had to be committed to a – 'well-defined set of principles:

- Significant faculty training;
- Technology tools must be selected carefully and used appropriately;
- Funding must be available;
- Accreditation guidelines must always be kept in mind;
- There must be a commitment to quality evident at all levels.' (Robinson, 2001:574)

These principles accord with the literature cited in the section Working Collaboratively and provide a clear set of guidelines for any universities contemplating entering into a collaborative arrangement of offering courses to students online.

Offering GCTE elective units online

The elective units for the Graduate Certificate in Tertiary Education will be offered online by all of the partner universities. There is a great deal of literature available on the implementation of online courses for undergraduate students (Power, 2008), however, the GCTE is a different type of learning from undergraduate courses. It is a form of staff development, rather than training for academic expertise or professional qualifications, as undergraduate courses typically are taught. Many academic development programs see online learning as a way of limiting costs, and view the online format as having a very limited use in staff development (Kandlbinder, 2003). However, O'Hara and Brown (2007) found that since professional development courses have moved into the on-line environment, enrolments have increased and staff have become more interested in e-learning as a means of enhancing their teaching activities, resulting in the improvement of the quality of teaching.

Online learning has been viewed by many higher education teachers as an 'add-on' to their traditional teaching methods and lecturers have a tendency to use Learning Management Systems in a very limited manner (Housego & Anderson, 2007). Lecturers want to know how the learning management system tools work, rather than have to make decisions about why they should use them (O'Hara & Brown, 2007). Kandlbinder (2003), after examining 31 web sites offering academic development, states that there are three choices for delivering online professional development by Academic Units: information focused, activity centred, and teaching as investigating student learning (pp 137-138). The first two choices do not change teachers' understanding of how students learn, but offer a greater range of teaching methods.

The challenge therefore is to encourage lecturers to view online learning as an integrated part of their teaching, and, by offering the GCTE units as online units, staff will gain experience in the online teaching environment from the perspective of the student as well as the teacher. This reflects the findings of O'Hara and Brown (2007) who found that their online professional development courses enabled their staff to experience being an online learner, which developed into an increased interest in online learning.

The units being offered in the collaborative GCTE have been professionally designed for online learning and therefore offer the 'students' examples of best-practice in the development of on-line courses. Kanuka et al. (2008:137) recommend that professional development programs for higher education teachers should include technical, social, pedagogical and managerial elements:

- The technical elements should not only include how to use the learning management tools provided by their institution, but also the use of assessment tools and social software such as blogs and wikis.
- The social elements included in the training may provide teachers with strategies for dealing with inappropriate behaviour in the online environment.
- All e-learning activities and training should be guided by sound pedagogical underpinnings (Kanuka et al., 2008; O'Hara & Brown, 2007).
- Kanuka et al. (2008) suggest that the managerial component of the training should consist of – starting and sustaining technology mediated discussions; bringing meaningful closure to these discussions; and providing the staff with the knowledge and skills to motivate students to be self-directed in distance learning.

It has also been suggested that lecturers will need to be made aware of the increased time needed for the development of online courses, or the outcomes could result in underdeveloped and poorly delivered online courses (Kanuka et al., 2008). This, of course, would result in poor outcomes, not only for students, but for the institution and its reputation as a distance educator.

It was proposed by the initiators of the collaborative GCTE that the program would lead to developing a wider community of practice amongst the staff participation in the program. Academic staff would be able to interact with those from other universities participating in the same course, instead of very limited interaction amongst a few other lecturers at their home institution, as is the case in low enrolment staff development programs currently being offered to new academic staff. Through this interaction academic staff will be able to share experiences in the use of online learning tools, not only on the technical 'know-how', but also with the educational aspects of what they have learnt and put into practice (O'Hara & Brown, 2007).

Conclusion

As with most educational projects today, the epistemological basis for developing a cross-institutional program is multi-disciplinary, as the topics in this literature review indicate. This review draws on the literature of organisational cultures and behaviours in tertiary education, education theories and practices, the political and social contexts of post-secondary education, and technological innovation, as well as the changing nature of 'university knowledge'. Our vision for the cross-institutional GCTE was: To develop a National program that provides opportunities for academics across the tertiary sector to develop as educational professionals who are deeply informed and sensitive to ways in which to respond to and enhance the student learning experience. The review of the literature supports the view that professional development in teaching and learning for tertiary educators is beneficial for teachers and students alike, and therefore a collaborative program which enables professional development in institutions which are having difficulty sustaining these programs is important.

Collaboration within disciplines is rarely easy; collaboration between organisations is even more challenging. The individual academic developers in this project believe that by drawing on their educational knowledge and their understanding that collaboration is critical not only for the survival of GCTEs but of individual universities. The knowledge which the project has gained from the literature review and which has been built upon throughout the project will offer a model for other collaborative teaching ventures.

Part Four: Successes, Achievements, Challenges and Recommendations

Successes and Achievements

The project partners have made many achievements in establishing the cross-institutional GCTE. Three of the universities launched their collaborative GCTE in 2009 and five will be participating by semester one 2010. Already many students at UNE, Canberra and CQU are enjoying the benefits of a program that has been planned and implemented at a standard much higher than could be expected than if a whole course was being offered at a single institution. The project participants have been able to concentrate on developing just two exceptional study units for the GCTE students, thereby raising the quality of the unit offerings across the five institutions. Table 5 lists some of the major achievements of the project partners over the last two years, though we feel there were also many unexpected successes, achievements and outcomes also.

Agreement across five universities of the core content of the Graduate Certificate in Tertiary Education
The development of sustainable and scalable curriculum frameworks for small enrolment subjects in a variety of institutional contexts
The development and agreement of the model of delivery of the GCTE across five institutions
The development of disciplinary standards for a tertiary education award program across five universities
The development of a Core Unit at each university, though individualised to that institutions, will achieve the same learning outcomes and be open to moderation processes
The development of five elective units to be shared by students in all five institutions
The signing of a Collaborative Teaching Agreement and the commitment to the program for at least six years by all five universities
The development of governance processes to ensure the sustainability of the GCTE program after the project has been completed
Delivered Core and Elective study units to student cohorts in three of the collaborating universities
Delivered presentations to the Foundations Colloquium and the Higher Education Research and Development Association
Project members in five universities made a commitment to developing and delivering the program despite many unforeseen difficulties and opposition

Table 4: GCTE Project Achievements – September 2009

The participants from the five universities have persevered and managed to negotiate often difficult university processes. Most of the project partners reported that they had learnt a great deal about their own institution's administrative processes, and with firm commitment to reaching a goal, much can be achieved even under difficult and oppositional circumstances.

I am probably as surprised as anyone that we have actually managed to get agreements between the 5 universities and have started a program. Getting the core unit agreed amongst the group and agreeing an elective for the pool of units. This has been hard work. I have also learned a lot about institutional processes across 5 Universities and that where there is willingness there appears to be the ability to solve problems (Project Leader).

All of the project partners believed that they had gained insight and knowledge from working with a range of colleagues at different institutions, and that a community of practice had been formed through the process of developing the collaborative GCTE.

What do you feel have been the major achievements for you in being involved in the project?

- 1. Networking*
- 2. Capacity building skills in cross-institutional collaboration*
- 3. Knowledge development in pedagogy*
- 4. Meeting deadlines*
- 5. Doing something worthwhile and being a part of something cross-sectoral*
(Project Partner)

The major achievements from the project for me have been:

Getting advantage from the synergies of the project: other people's perspectives, working towards a common goal on a big project, taking up new unit design and investigating innovative ways of delivery of it, working with instructional designers
(Project Partner)

The unexpected benefits gained by the project partners beyond the stated aims of the project have been a surprise and a delight. The project partners have personally and individually gained a great sense of achievement through the development of the program, and working collaboratively. As difficult as working collaboratively can be (Part Three), the achievements gained through collaboration, and getting to know colleagues appear to far outweigh the problems. Not only has a community of practice been formed amongst the project partners, but also friendships, and a genuine interest in how each has coped with the trials at their own institutions.

Learning about the administrative side of developing a new course that stretches the boundaries of existing processes; establishing a constructive working relationship with the course advice team; getting to know colleagues from partner institutions; learning more about how instructional designers work; and developing skills in online design and delivery (Project Partner).

Other benefits and opportunities beyond the stated aims of the project have been within each institution involved in the collaboration.

To date there has been an impact on the effectiveness of course administrative processes through improved information flow in relation to the grad cert specifically and generally in relation to course convener administrative matters. For example:

- *Knowledge of, and support for, the GCTE in the Faculty of Education has increased through the Faculty course approval processes which precede the university level processes.*
- *This increased knowledge has led to the inclusion of GCTE course convener on the Faculty course convener email list. Previously my name would keep falling off the list, I'd get it back on, it would fall off again, and so on. So I would miss essential information or would receive it late (not very effective and often stressful). Now I am permanently on the list so receive all emails about course and faculty administrative matters. I can also participate in discussions with Education Faculty colleagues about these matters (Project Partner).*

The evidence of the impact of the project in my institution has been:

1. *The program is now written into the university risk management and the learning teaching management plans to up-skill staff;*
2. *It is now endorsed by senior executive to support the program;*
3. *Positive reputation building for the University (Project Partner).*

Finally, the lecturer of the first cohort of students in the Core Unit of one of the universities wrote:

My overall view [of the Core Unit] is that it:

- *helps students foster and promote the dynamic engagement between teaching and learning;*
- *identifies research opportunities for teaching and learning within one's respective discipline; and*
- *develops one's professional framework for self-critique, self-reflection, and ultimately, promotion. (Project Partner)*

Challenges and Lessons Learned

In a project such as this, involving many people, and a number of different institutions, one of the major challenges has been to be flexible and understanding of other people, and of the challenges and 'brick walls' faced by some through their institutions policies and procedures. Though the DVC (Academic) at each of the institutions originally involved in the project signed letters of support for the ideas of the collaborative program, when it came to the crunch, project partners were often faced with negotiating (or not) institutional rules and policies in order to gain acceptance for the collaborative program.

The major challenges faced through participating in the project have been:

*Internal approval processes, and gaining support from senior executives.
(Project Partner)*

In the following sections of this report we will explain the difficulties faced, and the lessons learned, due to institutional bureaucracy, changes in personnel and institutions involved in the project and maintaining engagement with all of the project partners.

Institutional Bureaucracy

Along with having patience and understanding with personnel in the project, a good deal of patience is required when dealing with different sets of institutional rules and policies. The collaborative program has been launched with five partners, though along the way we have dealt with a total of eleven different institutions. We feel we have gained a lot of knowledge on how large institutions work, and will make recommendations based on what we have learnt in the final part of this section of the report.

When this project started many of the current GCTE programs were in either Education or Teaching and Learning Centres at each institution. This can result in ownership issues for a new program. It is often very difficult to know where to go to for advice on issues which may arise. It was not unusual to be told one thing one day only to be told something completely different the next.

*Present ownership of Graduate Certificates – difficulties of reversing established patterns of ownership and course delivery, especially when the course is taught by a central unit but approved and housed in a different faculty, commonly Education.
(Project Partner)*

Other challenges we have had to meet can be aligned to trying to deal with the bureaucracy of large institutions. Legal departments, who have to deal with so many different issues, may not always give the best advice, or even fully understand what is trying to be achieved. This was the case with the Collaborative Teaching Agreements. We were originally advised to have one agreement with all of the universities involved, but as institutions withdrew, or others came into the program, we had to start all over with individual agreements. This caused extensive problems at UNE, as we could not get our GCTE course ratified by the Academic Board until all the agreements had been signed.

Comments from a project partner frustrated by institutional bureaucracy!

1. *Apparently unreasonable demands for the amount of paperwork required and the deadlines for these*
2. *Lack of clear directions in relation to processes in making curriculum and program changes/decisions in line with university requirements—especially the number of people responsible for various aspects of these, so that if one is missed for whatever reason, the whole process falls down*
3. *Having been assured that all changes had gone through the appropriate channels, but then, in spite of checking and re-checking with all of these people, finding that a key person has been left out of the process so that the whole thing crumbles—and never knowing who that person was or how they had been left out!!!*
4. *Vague recommendations as to how to proceed to get things done, in my case in particular re getting CSPs for my units. This is an ongoing thing...I am still asking and not getting very far*
5. *Change in personnel: and in key positions in the University too. The new director of the section that is to administer the project has only just taken up the position in the last week or so, and more knowledgeable and experienced people have been shifted out of their former roles of responsibility for such things.*

We have also found that Finance departments in large institutions have very fixed processes, sometimes not compatible with each other. Perhaps they are not used to project funding, although this would seem unusual when considering the amount of research funding which they deal with. It can take months, and often many attempts, for the paperwork to hire an instructional designer, or to make a collaborative partner's payment. These issues take much time in dealing with, resulting in other work for the project having to be put on hold or hurried.

Changes in Personnel and Institutions

The University of Newcastle had to withdraw from the project within a few months of the beginning of the project. They were undergoing a rebuilding of their Teaching and Learning Centre and felt they could not meet the time frame for developing their elective and core units (Part Two of this report). One of the leaders of the project from the University of Canberra had moved to another university (outside the group). The new university did not wish to join the project and we had to 'initiate' a new member from Canberra University. Flinders University was not able to reconcile the differences between the current GCTE they were offering and the model proposed for the collaborative GCTE. Thus we lost two of the three project leaders, leaving the remaining leader with a very heavy project burden, especially when she moved to a new position within UNE which entailed new stresses with change in role and managing all of the ALTC business at UNE.

Joining the project half-way (in 2008) with a background of no previous knowledge or participation in the project provided challenges in relation to communication, background knowledge and processes; felt I was learning as I went what others already knew. I feel I have probably missed opportunities to extend my knowledge of grad cert programs in general and at particular institutions by not being part of the project during its initial stages and opportunities to contribute expertise and extend that expertise through reflection with colleagues (Project Partner who replaced another).

Approximately seven months into the project, two new institutions were brought into the program, entailing a lot catching up and extra work on all sides. Then a few months later both of these institutions withdrew from the program along with another one of the original partners.

A section of a letter of withdrawal giving an example of the difficulties faced by participants within their own institutions

[My Department] is now undergoing an 'internal' restructuring which has consumed the attention of people I needed to get sign off from for our participation in the GCTE project.

I know excuses don't make up for the trouble and difficulties that come with bringing a Project like this to some kind of good outcome, so I am quite hesitant to be giving them.

Nevertheless this has been the reality and 2008 turned into a year of shifts and changes within [the institution] and particularly for us here at [my department] - some of which have significant implications for our capacity to participate in this project. So I needed to navigate this shift as it unfolded, and try to make sense of where it may/may not still fit within new imperatives and emerging directions.

In short - our new Director comes to us from the School of Education. In the past, [my department] has had few connections to the school, and this provides us with a very good opportunity to rebuild some.

This means that it is imperative for us to prioritise those connections over others.

After some discussion with [the Director] we agree that whilst we support the philosophy and

Principles of your GCTE project we are at this time unable to continue to participate.

It was very difficult at this stage to keep morale high and to push forward with the program. A change of personnel at one of the partner institutions could have been disastrous at this stage, however, when this did happen, the person leaving the group had achieved a lot at her institution, and was able to hand over her role without causing major problems to the project. We invited another institution, who had shown great interest in being part of the program into the project. After a lot of work and discussion, they decided that they could not participate after all.

The contemporary fragmentation and restructuring that is occurring in Teaching and Learning Centres has robbed the project of potential participants and stalled momentum (Project Partner).

The project partners then decided to move forward with the five universities remaining. Another university may be asked to join once the program is up and running, but the project really could not manage any further changes.

Engagement with Project Partners

Much patience is also required on projects of this kind, where the members are far flung. Keeping in touch and ensuring everyone is up to date with the stages of the project and what is required of them can be challenging. E-mail is the most useful tool we have found for achieving this. We tried to set up a wiki at UNE which everyone could access, but the project partners found it much too difficult negotiating another university's system, and this means of communication was soon abandoned. Sometimes, it is much easier and quicker to just pick up the phone and have a chat. Not only is information gained, but this allows for the furthering of the collaborative partnership through conversation.

However, even the best plans can go haywire at times. People had to balance issues such as sick leave, study leave, and institutional management responsibilities, and those issues sometimes conflicted with their capacity to be fully involved in the project.

The project may have been important to me but in many cases to others not so. It was and is still hard at times needing information or wanting agreements and the partner's are unable for whatever reason, even after promises, to get you what you need. Even though we agreed as a group how we would operate and how we would respond to each other we still had with some huge lags in time and many empty promises. We had to with some universities go to line managers, mostly out of frustration but also to lend support to the individual who did not seem to be able to get things done. I think we all have busy academic lives so at times the project was not prioritised. Communication was mostly OK-we used email...phone and three f2f meetings. It is expensive flying everyone about and if people have not done anything then this makes me feel awkward about spending public money for jaunts. So I did cancel one meeting that was f2f as I did not feel everyone had done enough work. Even though I felt I had made clear everyone's responsibilities perhaps I should have reiterated this more...but I didn't want to offend anyone. In the end it has been mostly the project officer and I ensuring the project kept on track and is meeting the stated outcomes and milestones. (Project Leader)

These challenges have been off-set by the forming of a community of practice, and the goal of achieving the outcomes of the project. One project member commented in the questionnaire that she does not feel so isolated in her own work area any more.

Recommendations

Members of the project team believe there needs to be a national Australian policy to promote GCTE programs as a qualification to teach in tertiary education, with national recognition and accreditation for teachers in tertiary education. This project has raised the profile of the GCTE amongst the universities participating in the project, but there needs to be more promotion of GCTE programs beyond our own institutions in the interest of improving teaching and learning in tertiary education.

Nationally, interest in how the higher education sector supports staff in improving their teaching has been renewed. The funding scheme of the Australian Learning and Teaching Council has recognised this. The collaborative GCTE Project has built upon an earlier Foundations proposal and differs considerably, foremost, in the development of a collaborative formal award across the five universities where there was an urgent need for a new curriculum and model of delivery. Graduate Certificate in Tertiary Education equivalent courses are becoming regarded as the probationary requirement for all new academic staff in some institutions and should be strategically strengthened as such.

Rapid changes in executive management risk altered funding arrangements and it is therefore imperative to establish a more secure footing for the programs at universities with low enrolments. In the UK GCTE programs are centrally funded as professional development within probationary requirements to meet mandatory HEFCE requirements. Universities Australia should consider equivalent arrangements in our higher education institutions.

For anyone contemplating a cross-institutional collaboration we can make the following recommendations:

DO ...

Gain the commitment of the DVC/PVC at each institution and keep them updated on the progress of the project

Find the person in your School / Department / Unit who knows how to manage the course approval process

Identify incompatible structures within collaborating institutions EARLY.

Identify people within your institutions who can assist with managing the roadblocks, hurdles and administrative challenges posed by a program structure which is atypical.

Communicate often:

- Monthly Meetings – videoconferencing is great
- Let the Project Leader or Project Officer know if you are going to be absent
- Let the team know if you are unable to meet a deadline.

Part Five

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Institution	Name	Role
	Professor Owen Hicks Professor Neil Haigh Tai Paseta Dr Peter Kandelbinder	Our very special project friends
University of New England	Professor Belinda Tynan Dr Robyn Smyth Dr Brian Denman Dr Deborah Vale	Project Leader (July 2007 – Oct 2009) Project Partner (2007 – 2009) Project Partner (2009) Project Officer (Oct 2007 – Sept 2009)
University of Canberra	Professor Yoni Ryan Dr Coralie McCormack Dr Peter Donnan	Project Leader (July 2007 – Feb 2008) Project Partner (Feb 2008 – Oct 2009) Project Partner (Dec 2008 – Oct 2009)
Flinders University	Associate Professor Heather Smigiel Dr Leone Maddox	Project Leader July 2007 – May 2008) Project Partner (July 2007 – May 2008)
University of Central Queensland	Dr Leone Hinton Dr Marilyn Fisher Scot Aldred Scott Lawnton	Project Partner (July 2007 – Sep 2008) Project Partner (Sep 2008 – October 2009) Project Partner (Sep 2008 – October 2009) Project Partner (Sep 2008 – October 2009)
University of Ballarat	Dr Margaret Zeegers Dr Annette Chappell Professor Clem Barnett	Project Partner (Aug 2007 – Oct 2009)
Edith Cowan University	Heather Sparrow Professor Jim Allen Professor Sue Stoney	Project Partner (July 2007 – Oct 2009) Project Partner (July 2007 – Dec 2007)
The University of Queensland	Mia O'Brien	Project Partner (Feb 08 – Oct 08)
Swinburne University of Technology	Associate Professor Peter Ling	Project Partner (Feb 08 – Oct 08)
Murdoch University	Dr Rick Cummings	Project Partner (Jul 07 – Oct 08)
The University of Newcastle	Professor Gail Huon	Project Partner (July 2007 – Nov 2007)

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Graduate Certificate in Tertiary Education

Vision

To develop a National program that provides opportunities for academics across the tertiary sector to develop as educational professionals who are deeply informed and sensitive to ways in which to respond to and enhance the student learning experience.

Principles

The Graduate Certificate in Tertiary Education (GCTE) program is underpinned by four key principles:

1. Theoretical Understandings
2. Scholarship of Teaching and Learning
3. Community of Practice
4. Life-Long and Self-Directed Professional Learning

The GCTE is designed to enhance the learning and teaching experience for students in Australian universities by its principles derived from current literature, the output of scholarship, engagement in a community of practice and modelling of self-directed and life-long learning skills.

1. Theoretical Understandings

- The GCTE promotes the constructivist view that the intent of learning is the construction, individually or in groups, of developed understandings about learning and teaching.
- The approach to learning design reflects a student centred orientation and provides opportunities for interaction to support deeper learning.
- Assessment and evaluation are integral aspects of the learning design which encourage reflective practice and provide formative feedback mechanisms for learners and teachers.

2. Scholarship of Teaching and Learning

- A nexus between scholarship, research and facilitation of learning will be explicit in the learning design of units within the GCTE.
- Practices embedded in the GCTE learning design reflect ongoing scholarship in the discipline of teaching and learning in higher education.
- Learners are encouraged to apply understanding gained through participation in the GCTE to the design of learning within their own discipline/subject areas and contexts.

- Learners develop scholarly practice in the discipline of teaching and learning in higher education through engagement in the learning design and reflection on practice.

3. Community of Practice

- Learners will be encouraged to form communities of practice as they journey through the GCTE and to use these productively to support their learning.
- Membership of Communities of Practice is intended to enhance and deepen learning experiences and to extend scholarship beyond narrow discipline/subject boundaries.

4. Life-Long and Self-Directed Professional Learning

- Within the GCTE professional learning is facilitated by the learning design through flexible approaches to the scope, sequence and assessment of learning.
- Learners are encouraged to extend their scholarship in teaching beyond the GCTE and into discipline/subject areas in purposeful ways.

Rationale

The Graduate Certificate in Tertiary Education is the shared vision of the eight participating universities (University of New England, Central Queensland University, University of Canberra, University of Ballarat, Edith Cowan University, Murdoch University, Swinburne University and The University of Queensland) to provide a high quality qualification in tertiary teaching and learning to lecturers in their institutions. Each of the universities will offer a 'Core Unit' as a foundation for the Graduate Certificate. Eight elective units will be offered, one from each university, from which staff will choose three to complete their GCTE. This program will enable smaller universities to offer high quality, fully benchmarked teaching development programs, by minimising the workload in developing and delivering GCTEs by individual institutions, in times when universities are expected to raise standards of teaching, but are also coming under severe financial pressures.

Successful graduates of the program can expect to increase their understanding of the theories and practices of tertiary teaching, including the ways in those theories and practices are influenced by views about student learning. They will also develop a community of practice, not only amongst fellow candidates at their own institution, but also with others from the partner universities as they participate in elective units from those organisations.

The programs teaching and learning methodology is intended to enable participants to develop knowledge, skills and attitudes that will enhance both their teaching and their

more general development as an academic. It will also provide opportunities for them to investigate the relationship between theory and their own practice.

Minimum Qualification Requirement

To be eligible for entry into the Graduate Certificate in Tertiary Education program an applicant must demonstrate the capacity to undertake the degree by meeting at least one of the following entrance criteria:

1. Completion of any Australian or equivalent Bachelor degree; or
2. Professional experience in a tertiary or higher education industry; or
3. Professional experience in the facilitation of the learning of others for example Nurse Educators, Defence Force instructors, Ambulance, Human Resource Specialists, VET Professionals and public and private training providers.

Aims

The Graduate Certificate in Tertiary Education aims to:

- Develop professional tertiary educators enriched by cross-institutional community of practice.
- Engage in an efficient and innovative response to small enrolments at each of the partner universities by creating a critical mass of students.
- Provide opportunities for scholarly engagement with key theories and practices within varied tertiary contexts.
- Create opportunities for benchmarking effective practices between teachers of the course and students enrolled within the course.
- Demonstrate core values of respect for diversity amongst our students and ourselves, and will apply principles of social justice.

Learning Outcomes

On successful completion of this course it is intended that students will be able to:

1. Demonstrate knowledge of education theories and practices in tertiary education generally, and in particular disciplines and contexts;
2. Apply knowledge of educational theories and practices contextually to particular disciplines;
3. Critically reflect on and evaluate a range of ways of thinking about teaching for learning from a scholarly perspective;

4. Expand professional educational networks both within disciplines and across disciplines in your university as well as across the sector;
5. Identify and engage with the changing nature of teaching and learning in tertiary education in Australia and globally;
6. Articulate a personal and autonomous identity of a tertiary educator.

Program Design, Content and Organisation

The program is offered in a format that is tailored for part-time study.

Candidates for the Graduate Certificate in Tertiary Education will complete the Core Unit for the course at their home institution in the first semester of their candidature. They will then complete the elective unit being offered by their home institution, and two elective units offered by the partner institutions in an online mode.

Course Map

Semester	Unit Title	Mode of Offering	Credit Points
One	University Teaching & Learning	Internal/Online at home institution	150 hours equivalent
Two	Elective Unit	Online (from home institution)	150 hours equivalent
Three	Elective Unit	Online (select from partners)	150 hours equivalent
Four	Elective Unit	Online (select from partners)	150 hours equivalent

Semester One will introduce students to the theories and practices of university teaching and learning.

In Semester Two students will study the elective unit offered by their home institution.

In Semester Three and Four, students will select electives from the pool offered by the partner universities.

Assessment

Across the course there will be a variety of assessment tasks that align with the outcomes of each unit. This means that the range of assessments completed will vary for each student. However, all participants will complete one of these tasks:

Preparation of a personal teaching philosophy statement which has a weighting of 20% in the core unit. This will enable benchmarking across the course and universities in the partnership.

Assessment Strategy

The program's assessment strategy has been designed to ascertain whether the student has achieved the programme learning objectives and reached the required standard for the award of the graduate certificate. Assessed assignments are also conceived of as learning opportunities, which build upon each other as well as providing the means of more formal assessment.

With this in mind, an assessment strategy has been devised in which:

- Every assessment is designed to inform their current teaching.
- Every assessment is designed to be of use to the students and to relate closely to her/his academic development.
- Every assessment is designed to provide information on the ability and progress of the student in fulfilling the aims of the program.
- A range of assessment modes, both formative and summative, are used. These will assess student's reflective and analytical thinking skills, oral and written communication competencies, practical understanding, creative and collaborative skills and ability to undertake research and enquiry.
- All units are assessed. Every unit is assessed by more than one method.
- All assignments assessed will be graded as 'satisfactory' or 'unsatisfactory'.

Modes of Assessment

- Written assignments to include but not limited to reports, essays, contributions to wikis, blogs and other collaborative tools and annotated bibliographies
- Other suitable representations including multimedia
- Formative quizzes
- Presentations
- Other?

Assessment Criteria

The definition of assessment criteria is determined by the aims and outcomes of the course and the expected specific outcomes of the units.

Assessment criteria have been compiled in relation to:

- The students' ability to develop and test theory and practice-related ideas.
- Different levels of attainment and their relation to the aims of the units.
- The measurement of the students' attainment of intellectual and imaginative powers.
- The student's deployment of appropriate methods for the development of communication skills.
- The students' attainment of professional and vocational skills.

Unit Descriptions

Unit Title	Tertiary Teaching and Learning
University responsible	All
Unit Code	
University of New England	EDCX 488
Central Queensland University	EDED 20484
University of Canberra	8045
University of Ballarat	EDGCT5007
Edith Cowan University	EDU4355
Credit Points	Equivalent to 150 hours
Status	Core Unit - Compulsory
Semester	One or Two (Depending on sequence)
Pre-requisites	N/A

Unit Description

The primary aim of this unit is to enable participants to develop a conceptual framework for understanding tertiary teaching and learning that will enable them to become more expert facilitators of learning, and to reflect on teaching and learning more critically. The development of this framework will be informed by research in teaching and learning (both theory and practice) and enriched by investigating practices in a range of contexts and for a range of learning purposes. Participants will develop a teaching portfolio that will document and demonstrate their teaching philosophy, goals and approach. They will have experienced a range of teaching strategies within the course and reflected upon these experiences (e.g., peer teaching, small group techniques, problem based learning, computer assisted learning). Participants will also collect evidence through the unit activities and the portfolio development process that will be useful in documenting the quality of their teaching for probation, promotion and permanency.

Indicative Workload

150 hours

Teaching Methods

The mode of delivery is blended and will involve both class and online activity. An activities and inquiry based approach will be used.

Assessment

The assessment for the Core Unit will contain one assignment which is the same at each institution, for the purpose of moderation. The assignment will be:

Personal Philosophy, 20%, No less than 1,500 words.

Learning Outcomes

1. Develop and apply knowledge about learning theories, the premise on which they are based, and their implications for teaching practice and enhancing student learning;

2. Reflect critically and in a scholarly manner on their own practice as a tertiary teacher;
3. Identify, develop and articulate a shared understanding of core common terms and references relevant to tertiary education;
4. Describe the characteristics of your student cohort and variety of learning environs, and use this information to reflect on the implications for teaching these students in your context;
5. Articulate an informed philosophy of tertiary teaching and Engage collaboratively in a professional community of practice.
6. Demonstrate a knowledge and understanding of key institutional policies and practices in relation to your role as a tertiary educator.

Core Readings

There are no required texts for this unit but a list of useful resources will be provided.

Unit Title	Curriculum Design for Tertiary Contexts
University responsible	University of New England
Unit Code	EDCX 489
Credit Points	6
Status	Elective Unit – Compulsory UNE Students
Semester	Two
Pre-requisites	University Teaching & Learning

Unit Description

The aim of this unit is to expand participant's skills in the development of curriculum, including outcomes, selection of teaching strategies, media and assessment customized for particular contexts and purposes. The focus is on developing flexible approaches to learning and teaching with particular emphasis on personal practice. Participants are encouraged to develop, revise or evaluate a component of their teaching.

Indicative Workload

150 hours

Teaching Methods

This unit is facilitated through online activity. An activities and inquiry based approach will be used.

Assessment

1. Contextual Analysis, 2,000 words, 30%
2. Design Topic, 3,500 words, 60%
3. Annotated Bibliography, Min 500 words, 10%

Learning Outcomes

1. Describe elements of effective curriculum design for a broad range of delivery modes;
2. Complete a situational/audience analysis to underpin curriculum design;
3. Develop topics of study, which include learning outcomes, teaching, learning, and assessment strategies suitable for diverse student cohorts and delivery modes;
4. Justify decisions made in planning a topic of study appropriate to your discipline context;
5. Reflect upon your approaches to student learning from a scholarly and evidence based approach to your practice;
6. Appraise and synthesise theories of curriculum and its design in a scholarly manner.

Core Readings

There are no required texts for this unit but a list of useful resources will be provided.

Unit Title	Assessment and Evaluation in Tertiary Education
Unit Code	7599
University responsible	University of Canberra
Credit Points	150 hours equivalent
Status	Elective Unit
Semester	Two
Pre-requisites	University Teaching & Learning

Unit Description

The critical role of assessment and evaluation in improving student learning underpins this unit. Participants will explore effective assessment and evaluation strategies against a framework informed by the literature, relevant institutional policy and reflection on participants' practice. Participants will be involved in assessment-based activities aligned directly with the unit learning outcomes and in the development of comprehensive plans to evaluate the effectiveness of teaching and unit design. There will be opportunities for participants to interact with colleagues from a range of disciplines and universities.

Indicative Workload

150 hours.

Teaching Methods

This unit is facilitated through online activities.

Assessment

- | | | |
|--------------------------------------|---|-----|
| 1. Assessment Design | - | 35% |
| 2. Assessment Practice Issues | - | 35% |
| 3. Teaching and Unit Evaluation Plan | - | 30% |

Learning Outcomes

At the end of the unit, students will be able to:

- Design and implement assessment for learning;
- Align disciplinary/workplace assessment practices with institutional policies; and
- Construct a teaching and learning evaluation plan.

Core Readings

There are no required texts for this unit but a list of useful resources will be provided.

Unit Title	Education Technology
Unit Code	EDED 20485
University Responsible	Central Queensland University
Credit Points	150 hours equivalent
Status	Elective Unit
Semester	One
Pre-requisites	University Teaching & Learning

Unit Description

This course introduces you to the incredible learning possibilities afforded by technologically mediated tools and media. You will explore contemporary learning approaches and analyse the usage of a wide range of educational technologies.

Indicative Workload

150 hours

Teaching Methods

The program designer realises that the participants come to this program and course with a wide variation in elearning experience. With this in mind, the courseware has been designed to support the rank beginner as well as challenge those who have had previous experience designing and implementing elearning.

Fear of technology is one of the most significant challenges we face as modern contemporary teachers, but this program is designed to support even the most inexperienced practitioner in ways that mentor and encourage.

Think of this course as a learning experience where you have the help, patience and support of a mentor who has had to learn about all of the technology from scratch. You will also have the support of your peers, some of whom may be very experienced indeed, and who can bring an enormous richness to your learning experience.

You are not alone, with your lecturer undertaking to respond to your questions within 24 hours of you posting them to the discussion forums.

Assessment

The assessment in this course is in two, equally weighted parts that seeks to guide your learning by an exploration of contemporary elearning design and expose you to the phenomenal possibilities the utilisation of these can bring to student learning and your teaching efficiency.

Assessment Task 1 (50%)

1. Establish your own Blog and journal your own learning journey of elearning tools listed.

2. Your postings must contain an analysis of each elearning tool according to the active learning and ICT learning design frameworks provided in the courseware.
3. Establish your own aggregator, share your Blog URL with your fellow course members (peers) and track their postings.
4. Place thoughtful comments on your peers' Blogs and respond to those placed on your Blog.
5. Post a reflective synopsis of the technologies you have investigated and the online conversations you have had with your lecturer and peers.

Indicate which technologies you would use and how you would use them to enhance student learning and make your teaching more efficient.

Assessment Task 2 (50%)

1. Establish your own WIKI which will become your elearning professional portfolio for this Program.
2. Develop a menu/page structure as prescribed.
3. Share the URL of your WIKI with your peers and lecturer.
4. Post comments to your peers' WIKIs and respond to those posted on your WIKI.
5. If you have already developed elearning courseware, publish your examples in the appropriate sections of your WIKI.
6. Design, and implement (teach) using Oliver's ICT/elearning design model, at least one unit of work and publish the details and outcomes on your WIKI.
7. Ensure that your WIKI does not contravene Education department/school policy, parental/student consent details, or breach Australian copyright law.

Aims

This unit aims to introduce you to the incredible learning possibilities afforded by technologically mediated tools and media. You will explore contemporary learning approaches and analyse the usage of a wide range of educational technologies.

Learning Outcomes

- Explain how active learning approaches can be used and supported using Information Technology,
- Analyse Information Communication Technology (ICT) products and tools for use in educational learning environments,
- Explain contemporary learning design and its application to ICTs,
- Apply contemporary learning design involving the use of ICTs.

Core Readings

A wide range of readings will be provided in the Learning Management System

Unit Title	Action Project
Unit Code	EDU4257
University Responsible	Edith Cowan University
Credit Points	150 hours equivalent
Status	Elective Unit
Semester	One
Pre-requisites	University Teaching & Learning

Unit Description

This is a work-based unit in which tertiary educators undertake an action-learning project with the intention of improving some aspect of teaching, learning or assessment.

Participants from diverse backgrounds and different teaching roles will identify a significant issue relevant to their context, and the strategic initiatives of their institutions or professional organizations. Participants will design and implement an action-learning project that engages positively with organisational priorities as well as contributing to their own professional learning and career aspirations. The focus will be on implementing practical solutions to authentic identified needs. Participants will have the opportunity to investigate and evaluate the theory and practice of *action learning* and *mentoring* in the conduct of their own projects; and to reflect on the potential value of these approaches as effective learning strategies for teachers, students and organizations.

Indicative Workload

150 hours

Teaching Methods

- Project-based workplace learning
- Independent study
- Collaborative learning (face to face and/or online)
- Individual and small group tutorials (face to face and/or online)

The unit will begin with collaborative learning sessions in which participants examine key ideas and processes associated with conducting an action learning project, and working effectively with mentors. Workshops and online interactions will be used to establish collaborative networks with others who are taking the unit and planning such projects. Much of the project will be conducted on a self-directed basis, supported by relevant communities and networks within the workplace. As the learning is embedded in authentic workplace projects, high levels of collaboration with workplace groups will be encouraged.

Assessment

The unit will be assessed on a Pass/Fail basis, and will require the completion of an agreed action learning project and the submission of an appropriate report. This will

normally be presented in a form suitable for sharing with a wider audience, such as a workplace report, conference presentation or publishable paper.

Aims

Participants will investigate action learning and mentoring as a way of supporting their own project development, and of evaluating these approaches as potentially useful learning strategies in their own teaching contexts. The particular content or subject matter relevant to individual projects will vary. Participants will use appropriate ideas they have studied in other units in this course and which they have encountered in their professional activities to inform the particular projects they undertake.

Learning Outcomes

On completion of this unit, participants will:

- Be able to describe, analyse and evaluate the theory and practice of *action learning* and *mentoring*, as approaches that can contribute to tertiary student learning and professional learning;
- Demonstrate their capacity to identify, design, implement and evaluate a program of improvement in a significant teaching, learning or assessment matter associated with their own teaching context and with the strategic initiatives of their institution/organization.
- Demonstrate enhanced knowledge and skills: these will be self-determined but clearly aligned to professional and institutional goals, required course outcomes, and personal career aspirations for improvement in teaching and learning.

Core Readings

There are no required texts for this unit but a list of useful resources will be provided.

All participants will engage in research about action learning and about mentoring, however, individual action learning projects will draw on quite different literatures depending upon their focus. There is a huge literature available to support learning, and following references are indicative, intended to serve as useful starting points. The list includes contemporary publications as well as some seminal works that are over 10 years old, but still make for interesting reading.

Unit Title	Promotion and Professional Practice
Unit Code	EDGCT5006
University Responsible	University of Ballarat
Credit Points	6
Status	Elective Unit
Semester	One
Pre-requisites	None

Unit Description

Leadership in teaching and learning is an activity that may be undertaken at any level, and is hence inclusive of activities such as the coordination of a single unit or initiative, the convening of a major or sequence of study, chairing of teaching and learning committees and working parties, and high-level structural roles within the institution. At each level the development of a *strategic perspective* is necessary for effective and evidence-based action and implementation of required teaching and learning aims. This unit offers a flexible introduction to the strategic perspective, and engages participants in an action learning process of strategic analysis towards the development of a strategic teaching and learning initiative within their own setting.

Indicative Workload

150 hours

Teaching Methods

During this unit students will participate in three primary methods of teaching and learning activity:

1. **Online Seminars** Vodcasts that introduce core threshold concepts in this unit, that connect to directly to self-paced learning materials and semi-structured activities; and scheduled real-time forums (using Skype or Dyknow etc);
2. **Interactive Virtual Masterclasses** – invited guest lecturers will join students in a virtual community of practice (vCoP) using videoconferencing technology and Dyknow tools; masterclasses will be framed around key themes in teaching and learning leadership;
3. **Self-Paced Learning Activities (Learning Guide)** – designed in complement with the online seminars; to extend student engagement in threshold concepts and their application/relevance to specific teaching and learning contexts;

Assessment

Item 1 - A strategic profile (6000 words)

Completion of set of six activities within the Learning Guide – peer-reviewed and assessed cumulatively over the semester; that together comprise a situated account of the strategic perspective for individual students and their context.

Item 2 - A strategic teaching and learning proposal and philosophy (approx 6000 words)

Part A: A written proposal for a strategic teaching and learning initiative that incorporates key elements of the strategic perspective; students will be encouraged to use the format of competitive teaching and learning grant schemes (such as those offered by the Carrick Institute for Learning and Teaching or by local institutions);

Part B: A reflective and scholarly commentary on the leadership philosophy and approach that underpins the design of the written proposal, incorporating elements of the localized strategic perspective developed in previous assessment.

Aims

- develop understandings of various pathways as an educator in tertiary education, their applications in personal development as a professional in tertiary education
- consider conceptualisations in teaching and learning in tertiary education
- explore the possibilities of e-learning in teaching and learning in tertiary education
- engage professional and cultural dimensions of teaching in tertiary education
- develop a wide range of learning and change management strategies appropriate to varying learner needs in tertiary education
- apply a range of teaching and learning strategies effectively and with confidence as an educator in tertiary education
- program and plan effectively within key learning areas of teaching and learning programs in tertiary education
- critique the effectiveness of various approaches to teaching and learning according to aspects of context such as learner needs
- incorporate reflection on own practice and effectiveness as integral to becoming a teacher –researcher in tertiary education
- develop understandings of ethical and legal issues in research as well as teaching and learning in tertiary education

Learning Outcomes

1. Exploration and critically evaluation of different approaches to teaching and learning in tertiary education, such as individual and group learning, metacognition, constructivism, scaffolding, reflective engagement with learning;
2. Working within tertiary institutions as formalised learning institutions;
3. Critical evaluation of current tertiary education policy frameworks and recent developments with regard to tertiary education in Australia and the impact of policy on the shaping of tertiary educators and learners within tertiary institutions;
4. Linking of professional theory and practice;
5. Ethical and reflexive engagement with professional practice;
6. Engagement of concepts of learning within an academic community

Core Readings

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the Professoriate*. New Jersey: The Carnegie Foundation for the Advancement of Teaching.
- Dearing, R. (1997). *The National Committee Enquiry into Higher Education: The Dearing Report* (Report). London: NCIHE Publications. <http://www.leeds.ac.uk/educol/ncihe/>
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- Stenhouse, L. (1985a). How research can contribute to the improvement of teaching. In J. Rudduck & D. Hopkins (Eds.), *Research as a basis for teaching: Readings from the work of Lawrence Stenhouse* (pp. 49-51). London: Heinemann.
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Appendix II - Letter of support from DVCs



10/04/08

Professor Richard Johnstone
The Executive Director,
The Carrick Institute of Higher Education,
PO Box 2375,
Strawberry Hills, NSW 2012.

Dear Professor Johnstone,

I wish to advise that the University of New England supports the proposed project for the Priority Projects grant scheme 2007.

Developing our staff: An eight university collaboration for mapping and delivery of a shared professional development programme for tertiary educators

In providing support, this university recognises the value that the project will add to the higher education sector broadly and in particular in providing leadership on a key national issue. This is an exciting project and involves a collaborative team of experts from eight Australian universities.

This project is important in ensuring the continuation of staff development for the betterment of teaching and learning, and the results of this project will be disseminated across the sector and of interest to all higher education providers.

UNE has confidence that the co-leadership of Professor Belinda Tynan (UNE), Professor Yoni Ryan (ACU), Dr Leone Hinton (CQU) and the collaborative partners respective team members that the project will be successful. In addition UNE supports all mentioned in-kind contributions described within the proposal.

Yours sincerely,

Professor Stephen Colbran
Deputy Vice Chancellor, Academic

Appendix III - Risk assessment

Risk	Like liho od 1..5	Con sequ ence 1..5	Risk level	Mitigation treatment	Monitoring
1. Governance					
1.1 Partner in GCTE Project withdraws	2	2	4 Low	Good inter-university communication strategy Engagement with Senior Staff Each elective offered by 2 partners	Project manager seeks annual input on the progress of the project from DVCA's
1.2 Partner in project will not accept model for GCTE	2	3	6 Low	Early engagement of all project partners in model development and implementation	Regular reports to Project manager on progress made by each institution
1.3 Reference group rejects proposed model	1	4	4 Low	Reference group advice sought individually and collectively early in project Reference group is well briefed	Meeting of Reference group held and views sought
1.4 GCTE becomes mandatory					
2. Budget					
2.1 Costs of conducting units in one or more partners is not covered by enrolments	3	3	9 Mod	Common framework for units adopted for all units in the award program	Each project partner reports annually on the income and costs for each unit they conduct
2.2 Cost of Course Advisory Committee not covered	2	2	4 Low	Use made of videoconferencing	Project manager tracks costs of meetings
3. Logistics					

Risk	Like lihood 1..5	Con sequ ence 1..5	Risk level	Mitigation treatment	Monitoring
3.1 Mix of electives unsatisfactory – too few	2	3	6 Low	Seek other electives from project partners Seek other partners who bring new electives to the award program	Project manager tracks enrolments across all project partners
3.2 Mix of electives unsatisfactory – uneven distribution of enrolments	3	3	9 Mod	Seek other electives from project partners Seek other partners who bring new electives to the award program	Project manager tracks enrolments across all project partners
3.3 Off-campus arrangements for electives unsatisfactory – inconsistent	4	2	8 Mod	Project sets strong guidelines	Unit Coordinators reports on each unit offering to Project manager
4. Course enrollments					
4.1 low enrollments	2	3	6 low	Communication strategy - Campus Review - Project partners to distribute common materials to prospective participants, Heads of Schools etc	Project manager to track enrolments and withdrawals
4.2 negative participant feedback	2	3	6 Low	Ensure good engagement with participants - Ensure that rationale for each unit is clearly laid out including quality improvement cycles - good communication vehicles - active engagement for all participants encouragement	Project manager to conduct student feedback for each unit offering - in addition to institutional feedback mechanisms

Risk	Like liho od 1..5	Con sequ ence 1..5	Risk level	Mitigation treatment	Monitoring
4.3 lack of institutional support for participants	3	3	9 Mod	Good inter-university communication strategy Engagement with Senior Staff	Project manager seeks annual input on the progress of the project from DVCA's

Learning while teaching: a collaborative GCTE

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This paper describes a collaborative project to offer a Graduate Certificate in Tertiary Education across eight Australian universities. Graduate Certificates are an increasingly important ‘signal’ of the quest for quality teaching in Australian universities; however, it is difficult for smaller, regional universities to offer high quality programs with limited resources and staff. Academic staff participating in the national GCTE will study a ‘Core Unit’ offered by their own institution, and then will be able to choose three elective units from the offerings of the eight collaborators. Collaboration is seen as a means of increasing efficiency in small universities. In this paper we discuss what we have learned from the literature and what we have learned during the collaboration. Although the amount of literature on collaborative programs is increasing, we found that a collaboration project such as the GCTE requires much goodwill and flexibility to achieve its aims.

Keywords: Graduate Certificate in Tertiary Education, collaboration, teaching and learning

Introduction

‘Developing Our Staff’ is an innovative project which aimed to develop a shared Graduate Certificate in Tertiary Education (GCTE) across eight participating universities. Each university was to offer a ‘Core Unit’ as a foundation for the Graduate Certificate. Eight elective units were to be offered, one from each university; staff will choose three to complete their GCTE. This program will enable smaller universities to offer high quality, fully benchmarked teaching development programs, by minimising the workload in developing and delivering GCTEs by individual institutions, in times when universities are expected to raise standards of teaching, but are also coming under severe financial pressures.

This paper will provide an overview of the project framework, beginning with ‘lessons learned from the literature’ in relation to the efficacy of award programs of professional development for teaching, and to the challenges of cross-institutional collaboration for program development. It therefore seeks to bridge the gap between the project team’s belief in the efficacy of GCTEs for academic development, and the practical issues associated with collaborative programs. It will finally summarise the ‘lessons learned’ to date in undertaking the project.

Professional development for teaching: to award or not to award?

Kirkpatrick (then LaTrobe University PVC) argued that graduate certificates in higher education are ‘going to become increasingly important in changing the higher education context, both as a signifier of professionalisation and in terms of accountability’ (Devlin, 2006b:8). This might suggest that obtaining a GCHE would be a high priority for university academics, most particularly those at entry level. Why then are academic development programs struggling to attract sufficient enrolments to make courses viable? And why has the argument (HERDSA, 1997) over accreditation of tertiary teachers raged for the past two decades?

While graduate certificates are a formal qualification that implies that the holder is able to teach competently and professionally in a tertiary institution, the view remains, among many in the sector, and particularly among strong disciplinary ‘tribes’ (Becher & Trowler, 2001), that the only way to learn to teach is through teaching itself, a view most recently and contentiously put in the higher education pages of *The Australian*, prompting a barrage of online comments from both ‘sides’. The issue of ‘accrediting’ academics for their *teaching* roles through an award program sits behind such beliefs, as has been pointed out by Clegg (2003:38): ‘Universities provide continuing professional development for other professional people, they are not as keen to provide it for themselves’. Indeed, an Australian federal government-commissioned study (Ryan, Dearn, & Fraser, 2004) on the issue of teaching qualifications for university staff found antipathy by the staff union, managers, and the Vice Chancellors’ Committee and, at the very least, ambivalence amongst staff themselves. It is arguable that the senior management of universities does not really value academic development, nor sees it as a crucial part of university operations (Gray & Radloff, 2006). It seems anomalous, when one might expect that the basis of academic life is life-long learning, that academic staff consider continuing professional development as another imposition from management and not as relevant to their professional lives as their discipline knowledge.

Such ambivalence may reflect workload pressures on university staff. Over the last decade, academic staff have found themselves under increasing pressure to manage ever-increasing student numbers, administration of casual staff, and research; they may find it difficult to include professional development for teaching in their limited time (Clegg, 2003; Mathias, 2005). Academic work has become less secure, more specialised, and with an increasing reliance on casual academic staff (Blackmore & Blackwell, 2006). Further, some academic staff perceive the instigation of ‘compulsory’ teaching development as the result of ‘external national policy drivers rather than internal institutional priorities’ (Mathias, 2005:96). The aging of the academic workforce (Hugo, 2005) is also relevant to such opinions as Gava (2007) expresses, since many staff firmly believe that their long experience is testimony to their teaching skills. Their age demographic may also incline them to resist the inclusion of new technologies in teaching development programs (Ryan, 2007).

Many in the sector cling to the notion that the academic role is primarily to ‘speak to their research’. However, it is clear that the increasing focus in universities on vocational courses taught by practising professionals, and the emergence of Mode 2 knowledge (Gibbons *et al.*, 1994) as an epistemology, with its emphasis on interdisciplinarity, context and problem-oriented learning, has brought a new ‘type’ of academic — the ‘pracademic’ as one of our students describes himself. The academic

who considers that a doctorate and specialised research knowledge (Mode 1 knowledge) is a proxy for teaching abilities is less common on the modern university campus.

Currently, academic development programs are focused on the development of the individual. However, Devlin (2006a) feels that these programs could evolve to encourage a more strategic type of thinking among academic staff and therefore become the driver of strategic change within a faculty (Devlin, 2006b:8; Gibbs & Coffey, 2004). However, encouraging academic staff to value teaching skills along with their discipline knowledge is problematic.

Trowler and Bamber (2005) maintain that no research has established a convincing relationship between developing academic staff in teaching and superior learning outcomes for students. At the time of writing, there has been an ongoing online discussion initiated by John Gava of the University of Adelaide, regarding the worth of formal programs in teaching development (Gava, 2007). Gava's argument replicates to some extent those of Trowler and Bamber (2005) in its insistence that content knowledge and discipline passion are all that is needed to teach. Studies in the UK also found that lecturers perceive that they learn to teach either through 'teaching', through their own experiences as a student, or through incidental learning such as in conversation with other teachers (Baume, Knight, Tait, & Yorke, 2005; Knight, Tait, & Yorke, 2006). Formal programs were perceived as being useful for learning specific tasks, but 'becoming a teacher' was seen as a more evolutionary concept involving hands-on practice and development of skills through trial and error; a type of apprenticeship. Arguments against the efficacy of teaching development programs are in fact in the minority in the literature, though this has been qualified by Gilbert and Gibbs' (1999) assertion that most evidence presented of improved student outcomes attributed to lecturer training is either anecdotal or atheoretical. This does not mean that graduate certificates in tertiary education have little value, but simply that there is insufficient research to validate the argument that academic development programs improve student outcomes.

Some insight into the relationship between teacher development and improved student outcomes has been provided by Gibbs and Coffey (2004:98). Their extensive research on the teaching development programs of 20 universities in eight countries found that training aids lecturers in adopting a student-centred approach to teaching; and that students judge teachers who have undergone training as being better teachers. Brew and Ginns (in press) through their research at Sydney University showed that there was 'a significant relationship, at the Faculty level, between engaging in the scholarship of teaching and learning, and changes in students' course experiences'.

The fact remains however, that the expectation of quality teaching for student learning is increasing (Smyth, 2003), and it is therefore important that academic development units investigate new ways of providing programs which will directly improve student learning.

Working collaboratively

The Australian Learning and Teaching Council (formerly the Carrick Institute for Learning and Teaching in Higher Education) puts a high priority on collaboration, as

a principle and *modus operandi*. This is to ensure cross-sectoral cooperation through the development and support of ‘reciprocal national and international arrangements for the purpose of sharing and benchmarking learning and teaching processes’ (The Carrick Institute, 2008).

Yet the history of collaboration among universities is marked by success and failure. Moran and Mugridge (1993a:1) claim the motivations for institutional collaboration include increasing efficiency and economy, and improving educational opportunities for students. Collaboration appears to be a solution to issues of efficiency, especially in smaller regional universities via pooling resources amongst a number of universities (Goddard, Cranston, & Billot, 2006; Moran & Mugridge, 1993b). McGowan (2005) observes that there is an expectation that universities will work collaboratively under the dual pressures of increasingly specialised knowledge and fiscal restraints. However, a review of the literature in the area of collaborative partnerships reveals dichotomous views. Along with much support for working collaboratively (Bottomley, 1993; Brindley & Paul, 1993; Calvert, Evans, & King, 1993; da Costa, 2006; Dhanarajan & Guiton, 1993; Goddard, Cranston, & Billot, 2006; Kristoff, 2005; Small, 2002; Tynan & Garbett, 2007), other researchers urge caution (Bottomley, 1993; Cowans, 2005; McNeil, 1993; Polhemus, 1993).

A culture of cooperation may lead to greater than expected outcomes, with the sharing of ideas and resources, as long as the participants are committed to the project and all act cooperatively (Goddard, Cranston, & Billot, 2006); all participants must feel the personal value of the project and have a belief that they have skills to offer the project (Goddard, Cranston, & Billot, 2006; Riedling, 2003; Small, 2002). Collaborative partners must also believe that by sharing their ideas they will receive substantial benefits, an enhancement of their skills and a broadening of their knowledge (Goddard, Cranston, & Billot, 2006). Collaboration must visibly enhance relationships and the interaction between institutions if it is to be successful (Goddard, Cranston, & Billot, 2006).

Many authors writing on collaborative partnerships offer advice on how best to achieve the group’s goals. They advise that partners should have a common set of goals, and be willing to work in a ‘climate of trust and mutual respect’ (Small, 2002:1). Guidelines should be established so that all partners have equal expectations of the outcomes of the project; the project should be well organised from the outset (Goddard, Cranston, & Billot, 2006). The importance of a clear objective being outlined and agreed upon by all parties at the commencement of the project is always stressed (Calvert, Evans, & King, 1993; Cowans, 2005; Dhanarajan & Guiton, 1993; Moran & Mugridge, 1993a; Polhemus, 1993).

Goddard *et al.* (2006) found that the challenges to working collaboratively were often the result of matters out of the control of the partners, such as negotiating the different policies and practices of the various institutions involved; the fact that the distance between collaborators was too great to allow face-to-face meetings; even dealing with different time zones proved difficult. The turnover of personnel in Bottomley’s (1993) project emphasises the importance of an initial Memorandum of Agreement, so that the role can be taken over by another person if the need arises. Bottomley (1993:47) suggests a ‘management group’ to oversee and coordinate the project, ensuring its ongoing viability.

The national GCTE Group has faced a number of challenges similar to those outlined in the literature. We will discuss below the challenges which have confronted the group during the development of the program. Some of these challenges have been resolved, others may take more time and focused effort.

The GCTE Project

The national GCTE Project Group was formed, with Carrick Institute funding, to implement the development of a Graduate Certificate program offered jointly across eight universities (with a minimum of six). Contrary to Bottomley's (1993) advice, the collaborative institutions involved presently originate from five states and one territory. The demons of distance and time zones have not proved as onerous as Goddard *et al.* (2006) and Bottomley (1993) suggest. Email and teleconferencing aid communication and the group met face-to-face twice in 2007. Whilst travelling and absence from their home institutions does pose some difficulties for the participants, the value of these meetings far outweighs the inconvenience (Goddard *et al.* 2006). A risk assessment strategy was developed after the first meeting, which has proved valuable in that many of the challenges that may arise through this type of project have been planned for in advance. A Memorandum of Agreement, outlining the role of all of the institutions in the program, was drafted, to ensure that the aims and manner of operation of the GCTE would be adhered to and not lost in the effort and excitement of co-development (Polhemus, 1993).

The two meetings allowed the development of agreed principles underpinning our philosophical approach to the course, and the course objectives. The principles included modelling a high emphasis on communication and teamwork within the program, respecting the diversity amongst students and applying principles of social justice; further, all students of the Graduate Certificate should be able to demonstrate an ability to communicate in an appropriate and scholarly manner. Academic developers who work in Graduate Certificate programs generally share a humanistic approach, are strong proponents of social learning, and promote the notion of group learning as more motivating than working alone (Goddard, Cranston, & Billot, 2006; Vygotsky, 1978). They are also committed to the idea that professional development programs assist in making teaching more 'visible'. These shared principles shape the project goals.

A collaborative model

Each institution will offer the Core or Foundations Unit for the staff at their own institution, ensuring a 'community of learners' could develop at the local level, and in recognition that institutional contexts differ. The group agreed core topics of this first unit including:

1. Key concepts and theories
2. Student learning and assessment
3. Reflective practice skills
4. Learning environments;
5. Articulation of an informed pedagogy/philosophy/epistemology
6. Institutional context
7. Contribution to a community of practice.

This framework is to assure quality, and ensure students in the elective units were equipped with a common set of reference points. All universities will also agree a 'core' reading list to be incorporated into the unit. Each Academic Development Unit will only be responsible for developing and teaching two units each year. Apart from sharing resources, each university will offer elective units which mirror their strengths in teaching, resulting in the optimal choice of electives (Brindley & Paul, 1993; Jobling, 2007; Moran & Mugridge, 1993a). The collaborative approach also puts all partners on an equal foundation, with each member being able to offer their specialised knowledge for the benefit of the entire project (Kristoff, 2005; Lucas, 2005).

A major criticism of the Graduate Certificates in tertiary education currently offered is their variability between institutions, and the variability even in the different semesters and years in which they are offered (Bartlett, 2003; Devlin, 2006b; MacLaren, 2005). The project group has put in place mechanisms for consistency and accountability for all of the units offered in the course. The issue of accountability is an important consideration in assessing students' work in a collaboratively offered program (Brindley & Paul, 1993). To ensure consistency in assessment, the group decided that a common assessment component equating to 20% of marks would be required in the Core Unit. The common assignment will be moderated by members of the other universities in the project, therefore benchmarking standards.

Working collaboratively: our lessons learned

The lessons learned to date incorporate many more issues than providing a GCTE program across a number of diverse universities. 'Developing Our Staff' is an ambitious project, which is being examined closely by many people in the tertiary education sector; it is a huge responsibility for the project leaders, and all involved. Though it is frequently difficult, it is important to be flexible and inclusive, whilst maintaining consistency across all of the universities involved in the program. It is also important to constantly ask ourselves the question 'are our expectations unrealistic?' The strength of this program has to be that it is developed for the institutions involved and not for the individuals leading it.

The GCTE Group has been operating since July 2007. As with other collaborative projects involving numerous institutions, fluidity of personnel appears to be inevitable (Bottomley, 1993; Croft, 1993). To date, two of the initial eight institutions have withdrawn, and two personnel have left, to be replaced by others at the same university. Two more universities have joined the program, whilst others have shown interest if there are any further 'casualties'.

Although a risk assessment process was instigated at the commencement of the project, conflict resolution strategies were not established. This was a mistake. It should be clearly obvious that this would be needed no matter the goodwill evidenced by all the partners. The reference group should have been drawn together much sooner. We may have lessened the impact of procedural and ideological differences between institutions if a process of conflict resolution and the reference group had been in place earlier.

The project partners have found face-to-face meetings to be highly important as an aid to resolving individual and group issues and reaching consensus. During these meetings the group is able to bond and a space is created which is mutually beneficial to all. The meetings have been held over two and three days, giving time to sort through the mechanics of the program. However, these meetings can be very tiring, and it is pleasing and perhaps not surprising to see others stepping in and rescuing the process from a flagging facilitator. Difficult conversations have to be had with colleagues, but the bond formed at the face-to-face meetings means that colleagues can remain friends despite difficulties and differences of opinion.

Conclusion

Despite all that has been achieved to date, the project has a long way to go. Initial indications are that the project is running to timeframe, many issues have been agreed upon, and, with continuing goodwill amongst the partners, further issues that arise will be resolved. Most importantly, all partners continue to feel great enthusiasm for and commitment to the program.

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Appendix V – Poster






Developing our staff: A five university collaboration for mapping and delivery of a shared professional development programme for tertiary educators

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PROJECT BACKGROUND

Developing Our Staff is an innovative project which aims to develop a shared Graduate Certificate in Tertiary Education (GCTE) across five participating universities—the University of New England, University of Canberra, Ballarat University, Edith Cowan University, Central Queensland University.



Each of the universities in the shared GCTE provides a 'Core Unit' as a foundation for the Graduate Certificate. Five elective units, one offered by each university, are provided from which three need to be chosen to complete the GCTE.

Developing Our Staff promotes shared conceptual frameworks about teaching and learning and supports strategic change in how graduate certificates of tertiary education contribute to the professional development of academic staff within a fast changing higher education context. By the end of 12 months an agreed public document undertaken after a curriculum mapping process, developed cooperatively by the project collaborators, will be produced and disseminated. This document will make explicit an agreed curriculum approach, levels of achievement and types of assessment practices in GCTE programs at each institution, as a starting point for developing and monitoring academic standards in this discipline now and in the future. By the end of 24 months the intention is to develop and implement a collaborative model of cross-institutional delivery of a program for tertiary teaching in all of the universities but at least in six in order to obtain efficiencies of delivery, core curriculum and capitalise on the strengths of individual universities in the formal professional development of academics.

Each of the five universities will offer an elective unit which academic staff will enrol in from other institutions as well as their own staff.

WHY A NEW GCTE?

The national GCTE will enable smaller universities to offer high quality, fully benchmarked teaching development programs by minimising the workload in developing and delivering GCTEs by individual institutions at a time when universities are expected to raise standards of teaching but they are also under severe financial pressures.

The previous deliverables of graduate certificates in tertiary education proved to be unsustainable.

The national GCTE promises:

- sustainable delivery while offering a wider community of practice;
- the addressing of issues of (cross-institution) duplication;
- agreement of what is core to the graduate certificate, and
- to draw upon expertise from a wide range of institutions.

Successful graduates of the program can expect to increase their understanding of the theories and practices of tertiary teaching through a deeper understanding of how students learn. They will also develop a community of practice, not only amongst fellow candidates at their own institution, but also with others from the partner universities as they participate in elective units from those organisations.

The program's teaching and learning methodology is a balance between theory and practice, enabling staff to develop skills which will not only assist them with their teaching, but also contribute to their own personal development as an academic.

THE NATIONAL GCTE UNITS

CORE UNIT

The compulsory core unit is offered by each participating university and is a pre-requisite for all of the elective units.

- Tertiary Teaching and Learning

ELECTIVE UNITS

Three elective units are to be selected from the five offered to complete the national GCTE.

- Curriculum Design for Tertiary Contexts (University of New England)
- Assessment and Evaluation in Tertiary Education (University of Canberra)
- Education Technology (University of Central Queensland)
- Action Learning Project (Edith Cowan University)
- Promotion and Professional Practice (University of Ballarat)

CHALLENGES

- 5 sets of university rules and regulations
- Location of individuals
- Timelines within and across universities
- Agreeing on core content
- Negotiating expertise
- Devising an appropriate model
- University core +1 from each university
- Equal trading of staff

PROJECT AIMS

The primary aim of the project is to enable participants to develop a conceptual framework for understanding tertiary teaching and learning that will enable them to become more expert facilitators of learning, and to reflect on teaching and learning more critically.

The development of this framework will be informed by research in teaching and learning (both theory and practice) and enriched by investigating practices in a range of contexts and for a range of learning purposes. Participants will develop a teaching portfolio that will document and demonstrate their teaching philosophy, goals and approach. They will have experienced a range of teaching strategies within the course and reflected upon these experiences (e.g., peer teaching, small group techniques, problem based learning, computer assisted learning). Participants will also collect evidence through the unit activities and the portfolio development process that will be useful in documenting the quality of their teaching for probation and permanency.

The collaboration will:

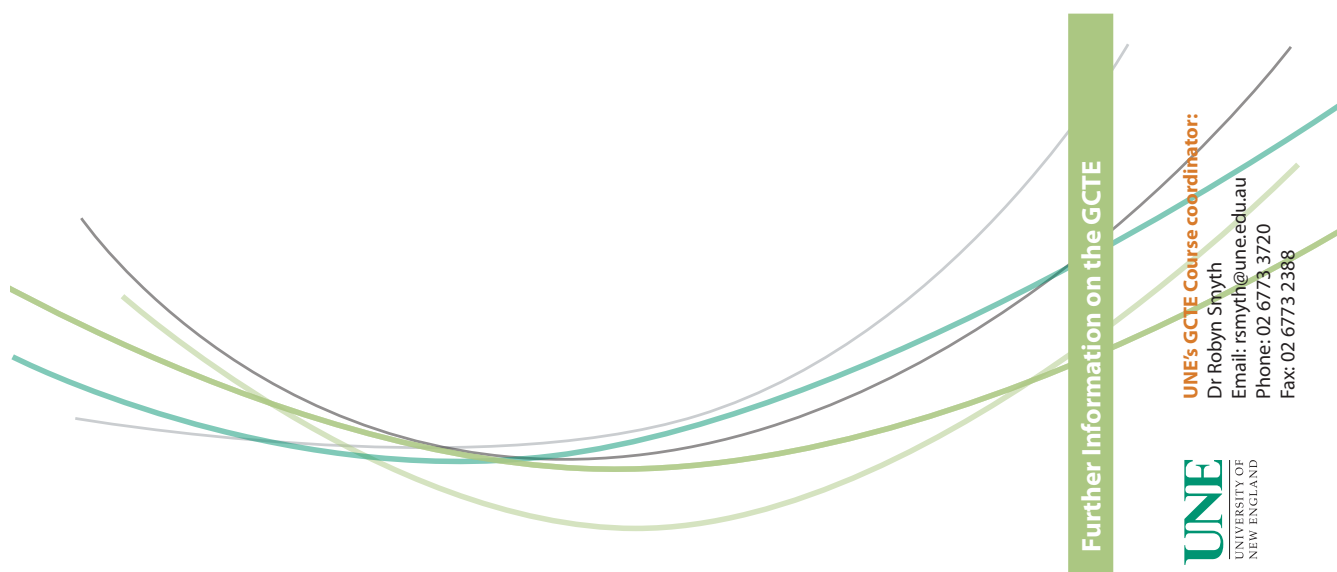
- **Map and agree** to the core content and approach of postgraduate learning and teaching programs across the GCTE's in five universities through curriculum mapping and agreement on core approaches and knowledge;
- **Investigate and develop** sustainable, scalable and curriculum frameworks for subjects with small enrolments in a variety of institutional contexts;
- **Develop and agree** on a model of development and delivery of such programs across five universities;
- **Build on** current university offerings and their diversity in order to co-develop and deliver a postgraduate program across all of these universities;
- **Enhance** national and international comparability of higher education postgraduate degrees and standards;
- **Promote** a model of collaborative development and delivery for small enrolment programmes that draws upon emerging models within the sector; and
- **Enable** staff across the sector to draw upon a wider community of practice in teaching.



Support for this project has been provided by the Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Science and Training.

The views expressed in this presentation do not necessarily reflect the views of the Australian Learning and Teaching Council.

Appendix VI – Tri-fold brochure allowing for own branding



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The national Graduate Certificate in Tertiary Education draws upon the expertise of five tertiary institutions offering you an opportunity to become part of a wide community of practice.

GCTE

a national graduate certificate in tertiary education

WHY CHOOSE THIS PROGRAM?

Graduate Certificate in Tertiary Education

Successful graduates of the national GCTE can expect to increase their understanding of the theories and practices of tertiary teaching through a deeper understanding of how students learn. Graduates also develop a **community of practice**, not only amongst fellow candidates at your own institution, but also with peers from other universities as you participate in the elective units offered by those organisations.

The program's teaching and learning methodology is a balance between theory and practice, enabling the development of skills which will not only assist teaching, but also contribute to **personal development** as an academic.

Aims of the program

The Graduate Certificate in Tertiary Education aims to:

- Develop professional tertiary educators enriched by cross-institutional community of practice.
- Engage in an efficient and innovative response to small enrolments at each of the partner universities by creating a critical mass of students.
- Provide opportunities for scholarly engagement with key theories and practices within varied tertiary contexts.
- Create opportunities for benchmarking effective practices between teachers of the course and students enrolled within the course.
- Demonstrate core values of respect for diversity while applying principles of social justice.

ADMISSION REQUIREMENTS

To be eligible for entry into the Graduate Certificate in Tertiary Education program an applicant must demonstrate the capacity to undertake the degree by meeting at least one of the following entrance criteria:

1. Completion of any Australian or equivalent Bachelor degree; or
2. Professional experience in a tertiary or higher education industry; or
3. Professional experience in the facilitation of the learning of others for example Nurse Educators, Defence Force instructors, Ambulance, Human Resource Specialists, VET Professionals and public and private training providers.

The program's teaching and learning methodology is a balance between theory and practice, enabling staff to develop skills which will not only assist them with their teaching, but also contribute to their own personal development as an academic.

The GCTE program enables smaller universities to offer a high quality, fully benchmarked teaching development program at a time when universities are expected to raise standards of teaching while under severe financial pressures.

GCTE UNITS OF STUDY

Flexible delivery

The **core unit** is taught at your 'home' institution, allowing face-to-face contact with your lecturer and other candidates. The **elective units** are taught on-line.

Once you have enrolled in the program, you are offered a choice of elective units to suit **your own needs** and the needs of your institution.

Core unit

150 hours or one semester unit equivalent
The compulsory unit offered by each participating university is a pre-requisite for all of the elective units.

- Tertiary Teaching and Learning

Elective units

150 hours or one semester unit equivalent
Three elective units must be completed to achieve the national GCTE.

- Curriculum Design for Tertiary Contexts
(University of New England)
- Education Technology
(CQUUniversity)
- Assessment and Evaluation in Tertiary Education
(University of Canberra)
- Action Learning Project
(Edith Cowan University)
- To be advised
(University of Ballarat)



Appendix VII – Summary of Graduate Attributes

Summary of Graduate Attributes and Key Generic Skills

UNE	CQU	ECU	SUT	Canberra	Ballarat	Murdoch
Communication Skills	Communication	Communication	Communication Skills	Communication	Effective communication / report research findings to a range of different audiences	Communication
Global Perspective	Cross-Cultural Competence	Cross-cultural & international outlook	Aware of local & international environments (socio-cultural, economic, natural)	Working with others – value and respect differing views	engaging with the community	Global perspective
Information Literacy	Information Literacy	Critical Appraisal Skills	Professional Expertise	Information literacy & numeracy	Information literacy	
Lifelong Learning	Lifelong Learning		Entrepreneurial skills – contributing to innovation & development within their business, workplace or community	Lifelong Learning – commitment to ongoing self-development	An appreciation of the importance of both learning for life and engaging with the community	Independent and lifelong learning
Problem Solving	Problem Solving	Ability to generate ideas	Problem Solving	Problem Solving	Problem solving abilities	Critical and creative thinking
Social	Ethical Practice	Cross-cultural & international	Effective & ethical work and community	Social	engaging with the	Social justice

Summary of Graduate Attributes and Key Generic Skills

UNE	CQU	ECU	SUT	Canberra	Ballarat	Murdoch
Responsibility		outlook	situations	Responsibility	community	
Teamwork	Teamwork	Teamwork	Teamwork	Working with others – value and respect differing views	Project management capacities	Social interaction
	Critical Thinking	Critical Appraisal Skills			The ability to think clearly and critically	
	Information Technology			Information & communication technology		
	Time Management				Effective time management	
	Interpersonal Competence					
	Self Management		Ability to work independently	Independent thinking	Ability to undertake independent research	
	Cross-Cultural Competence	Cross-cultural & international outlook				
	Ethical Practice		Effective & ethical work and community	Professional ethics	Intellectual and professional integrity	Ethics

Summary of Graduate Attributes and Key Generic Skills

UNE	CQU	ECU	SUT	Canberra	Ballarat	Murdoch
			situations			
		Ability to generate ideas				
			Analysis Skills		Analytical skills	
			Ability to tackle unfamiliar problems			
			Professional Expertise	Confident in themselves and their own skills and knowledge		In-depth knowledge of field of study
			Entrepreneurial skills – contributing to innovation & development within their business, workplace or community		Ability to make contributions to knowledge	
			Adaptable & able to manage change			
			Aware of local & international environments (socio-			

Summary of Graduate Attributes and Key Generic Skills

UNE	CQU	ECU	SUT	Canberra	Ballarat	Murdoch
			cultural, economic, natural)			
				Effective Workplace skills		
				Confident to challenge existing ideas		
					Possession of supervisory skills	
					Advanced writing skills	
					Project management capacities	
						Interdisciplinarity

With special thanks to staff from the following universities for participating in the setting up of the new GCTE.

