

GRADUATE CERTIFICATE IN HIGHER EDUCATION

TO APPLY

Application forms may be downloaded from the CLPD website at www.adelaide.edu.au/clpd/lta/gche/ or obtained in hard copy from the Centre for Learning and Professional Development.

TIMING

University Teaching for Effective Student Learning is the first course in the Graduate Certificate in Higher Education, It is offered in conjunction with the *Teaching at University* course in Semester 1, 2009. This is scheduled for 8 half-day sessions, 9:30am–12:30pm, on Wednesday mornings, 11, 18, 25 March; 1, 8, 29 April; 6, 13 May.

Curriculum Design, Assessment and Evaluation will also be offered in Semester 1, 2009. This is scheduled for 8 half-day sessions, 9:30am–12:30pm, on Tuesday mornings, 10, 17, 24, 31 March; 7, 28 April; 5, 12 May.

Reflective Practice in Learning and Teaching will be offered in Semester 2, 2009. This is scheduled for 8 half-day sessions, 2:00–5:00pm, on Tuesday afternoons, 28 July; 4, 11, 18, 25 Aug; 1, 8, 15 Sept.

COST

The cost for the *University Teaching for Effective Student Learning* course will be \$250 (GST free) for University of Adelaide staff or \$1500 (GST free) for those not employed by the University of Adelaide.

In 2009, up to fifteen University of Adelaide staff will have fees waived for the other 3 courses. If more than three applications are received from the same Faculty, the appropriate Executive Dean will be asked to prioritise candidates. Some Faculties may, in addition, fund further places. The cost of these courses is \$1500 (GST free) each.

PRIOR RECOGNITION

Staff who completed the requirements of the current *Teaching at University* course during the years 2000-2008 may apply for credit towards the certificate, provided that they submit negotiated assignment tasks and meet the assessment criteria of the *University Teaching for Effective Student Learning* course.

DEADLINE FOR APPLICATIONS

Applicants must use the appropriate application form, available from the CLPD web site at:
<http://www.adelaide.edu.au/clpd/lta/gche/>

The closing date for applications for enrolment in Semester 1, 2009 is Monday 3 November 2008. Late applications may be considered.

Any University of Adelaide staff member who is also a PhD student on a scholarship should contact John Willison before completing the application form.

Please address applications to:

Centre Administrator
Centre for Learning and Professional Development
Level 2, Schulz Building West
North Terrace campus
UNIVERSITY OF ADELAIDE SA 5005

FOR FURTHER INFORMATION CONTACT

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CRICOS Provider Number 00123M



Graduate Certificate in Education (Higher Education) 2009

CENTRE FOR LEARNING AND PROFESSIONAL DEVELOPMENT

CLPD

THE UNIVERSITY OF ADELAIDE

GRADUATE CERTIFICATE IN HIGHER EDUCATION

If you are a university lecturer or tutor, expert knowledge in your discipline is an essential requirement. You also need expertise in the teaching of your discipline. Would you like to further develop this expertise and increase your familiarity with contemporary understandings of the ways students learn concepts and skills and develop attributes in your field?

The Graduate Certificate in Higher Education (GCHE) offers academics the opportunity to develop such expertise and understanding. The program is scholarly yet practical and promotes the development of the University's Graduate Attributes in the context of your university teaching and research.

The GCHE program is presented within the CLPD, with the award to be conferred by the University's School of Education in the Faculty of the Professions. The program is valued by the University, as its successful completion indicates a commitment to excellence in teaching.

For 2009, up to fifteen University of Adelaide staff will be offered places at a significantly reduced cost. The program is the equivalent of one semester of full-time study (12 units), and participants will progress at the rate of one 3-unit course per semester. The course *University Teaching for Effective Student Learning* must be completed before undertaking the other courses. This course is identical to the existing *Teaching at University* course, but with a non-graded-pass assessment component.

Enrolment will be conditional on approval by the Head of School and the Executive Dean of the Faculty for the fifteen fee-reduced places available to University of Adelaide teaching staff. If a Faculty approves more than three applications, and if the total quota of fifteen participants is exceeded, the Dean will be asked to rank the applications in order of merit and/or suitability for selection for the program.

SYLLABUS

University Teaching for Effective Student Learning

3 units Semester 1 and 2
24 hours contact and an estimated 120 hours non-contact
Prerequisite: none
Assessment: two 15 minute oral presentations, and a project report. Non-graded pass.

Using your current experiences in learning and teaching in higher education, this course will provide you with the opportunity to develop your understanding of student learning and its relationship with good teaching.

The concept of the scholarship of teaching will be explored and practical aspects of such teaching will be presented. Participants will undertake a limited project within their area of interest in teaching. Capabilities in large and small group teaching, and in the use of Information and Communication Technology in teaching will be developed.

Curriculum Design, Assessment and Evaluation

3 units Semester 1
24 hours contact and an estimated 120 hours non-contact
Prerequisite: University Teaching for Effective Student Learning
Assessment: 1000 word literature-based rationale, one ICT-based 2000+ word report, and one 2000+ word curriculum design assignment. Non-graded pass.

This course will provide opportunities for participants to further develop their skills in curriculum design, including the use of aims and objectives in conjunction with appropriate student learning activities to improve assessment outcomes. The course also assists participants to develop a deeper understanding of the impact assessment has on student learning, how information and communication technologies can be used to improve student learning and how to effectively use peer and student evaluations to analyse the learning and teaching environment. The course will provide opportunities for group interactions that assist participants translate theoretical principles into practical outcomes.

Reflective Practice in Learning and Teaching

3 units Semester 2
24 hours contact and an estimated 120 hours non-contact
Prerequisite: University Teaching for Effective Student Learning
Assessment: wiki-based small-group inquiry and 20 minute oral presentation, and 2000 word reflective critique including colleague-reviewed teaching sessions. Non-graded pass.

This course allows participants to develop a deeper insight into their own teaching practice from a student learning perspective. It develops strategies that they may use to initiate quality improvement in their teaching and in student learning. Group based interactions with other participants will be an important component of the course, as will the ability to use peer feedback to initiate change. Participants will develop skills in undertaking peer reviews themselves and providing critical feedback to others on their teaching.

Research Based Learning and Teaching

3 units Semester 1 and 2
12 hours contact and an estimated 132 hours non-contact
Prerequisites: University Teaching for Effective Student Learning; Curriculum Design, Assessment and Evaluation; and Reflective Practice in Learning and Teaching
Assessment: two 20 minute oral presentations, and one 3000+ word project report. Non-graded pass.

This unit will develop the concept of learning and teaching in a research-intensive university. The research basis for reflective practice in learning and teaching will be utilised, and the concepts associated with the research basis for the scholarship of teaching will be extended from the earlier courses. An extensive project within the participants' area of interest in teaching will be undertaken, which will demonstrate an impact on colleagues, and more broadly.