

Graduate Attributes Continuum

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

← DEGREE OF IMPACT OF PARTICIPANT →

Graduate Attributes

Awareness

Personal awareness of the participant, who ...

Involvement

Personal involvement of the participant, who ...

Students

Impact on student learning, where the participant ...

Colleagues

Impact on colleagues/programs by the participant, who ...

Broad Impact

Broad impact through innovation by the participant, who ...

1. Research Skill

The ability to locate, generate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.

Is aware of sources of information that deal with teaching and learning in the context of the discipline.

Demonstrates familiarity with some teaching and learning concepts, evaluating, synthesising and applying these to their course design and assessment.

Analyses, evaluates and synthesises teaching and learning articles, course documents and student evaluation to inform learning task provision.

Plans, implements and evaluates student research skill development throughout a course and more broadly.

Formulates student research skill development pedagogy which influences practice in the education and/or the research within the discipline.

2. Knowledge & Understanding

Knowledge and understanding of the content and techniques of a chosen discipline at advanced levels that are internationally recognised.

Is aware of strategies that enable students to access and understand discipline specific knowledge.

Provides a range of strategies to students for them to access and understand discipline specific knowledge.

Demonstrates an understanding of the knowledge of learning and teaching within the discipline context and utilises this in courses taught.

Demonstrates scholarship in discipline education with knowledge of learning and teaching within the discipline the starting point and an outcome.

Demonstrates high-level knowledge of learning and teaching at the forefront of their discipline by being accepted for publishing in refereed journals, presenting at conferences, etc., or of a publishable standard.

3. Problem Solving

An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.

Is aware of strategies to independently and cooperatively develop solutions for current and future problems.

Implements effective and innovative solutions to known discrete problems in own courses.

Identifies problems with own course(s), individually and cooperatively devises, implements and rigorously evaluates solutions e.g. in Action Research-type spirals.

Conducts individual and collaborative primary research on students determining present and potential future problems, course specific and broader, and develops appropriate solutions.

Creatively resolves current and future discipline-specific teaching/learning issues of national/international concern, independently and cooperatively.

4. Use of Technology

A proficiency in the appropriate use of contemporary technologies.

Is aware that contemporary technologies have a role in learning and teaching, can be interactive, may supplement traditional learning or be used as an alternative to it.

Utilises contemporary technologies in a manner that enhances own teaching.

Utilises contemporary technologies to promote effective higher order learning for students.

Uses contemporary technologies integrated throughout programs, informing and inspiring a community of practice.

Evaluates and researches use of contemporary technologies including integration with face to face modes, publishing results in refereed journals and conference proceedings, or of a publishable standard.

5. Teamwork and Communication

Skills of a high order in interpersonal understanding, teamwork and communication.

Is aware of the need for interpersonal understanding, teamwork and communication.

Actively involved in small groups in a variety of roles. States awareness of the need to facilitate student involvement in small groups and to utilise inclusive group work strategies.

Facilitates student communication and teamwork utilising inclusive group-work strategies. Evidences teamwork with colleagues.

Demonstrates at a high level a large repertoire of communication techniques in different forums. Adopts multiple team and interpersonal roles in relation to course design.

Participates, and is recognised, as a valuable team-worker and is sought for collaborative educational projects and as a speaker on educational issues for conferences.

6. Lifelong Learning

A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.

Is aware of the need for life long learning.

Demonstrates reflective practice. Asks and seeks to answer educational questions posed from own experiences and the literature.

Demonstrates that understandings of how students learn explicitly inform teaching methodology, e.g. in course rationale and curriculum. Makes explicit own preferred modes of learning.

Critically appraises teaching methodology by utilising a variety of understandings of how learning occurs. Promotes intellectual curiosity amongst students and staff.

Synthesises perspectives on how students learn into a coherent framework that informs educators.

7. Endeavour & Leadership

A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.

Is aware of the need for collegial support systems as a significant factor in facilitating quality teaching and learning at university

Seeks collegial support within discipline/area or broader university community.

Involvement in a collegial support system within discipline, focusing on aspects of teaching and learning.

Adopts a leadership role in collegial support system within or beyond the discipline, utilising a built in evaluation component.

Demonstrates leadership with a wide range of practitioners by developing a network with a focus on innovative learning and teaching issues.

8. Ethical, Cultural & Social Awareness

An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

Is aware of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities

Demonstrates understanding of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

Explicitly facilitates students' awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

Explicitly facilitates colleagues' awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.

Facilitates broad awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities.