

**Review of the University of New South Wales
Graduate Certificate of University Learning and Teaching
July 2004**

**Undertaken by
Professor Alex Radloff
Dean Academic Development
Science Engineering and Technology
RMIT University**

**Sponsored by
Professor Adrian Lee
Pro Vice Chancellor (Education and Quality Improvement)
UNSW**

Executive Summary

The review of the Graduate Certificate in University Learning and Teaching (GCULT) was sponsored by Professor Adrian Lee, PVC (Education and Quality Improvement):

- to determine the value of the GCULT program in supporting the achievement of the university's goals for teaching and learning;
- to inform improvements to the GCULT program; and
- to consider ongoing organisational support for the GCULT program

The review focused on graduate and participant satisfaction with the program, on their learning, on application to teaching, on impact on students, colleagues and work areas, and on organisational support for the program. The review process was supported and guided by a reference group consisting of key stakeholders.

Data were gathered from GCULT graduates, current participants, peers and supervisors, staff who completed the Foundations of University Learning and Teaching (FULT) program during 2002-2004, and Heads of School and Associate Deans, Teaching and Learning using surveys, interviews and focus groups. Additional information was gathered from key stakeholders including members of the reference group (see p. 6) during a workshop on 17 May 2004. In addition, a range of documents including course outlines, resource materials, brochures, websites, emails and internal reports, were reviewed.

Findings from the review indicate that staff who have participated in the GCULT and the FULT programs:

- express high degrees of satisfaction with their experience including with the diversity of content and the quality of facilitation,
- report valuable learning outcomes including becoming more reflective and aware of the importance of assessment for learning,
- describe positive changes to their teaching practice including becoming more student-centred and innovative,
- and identify impacts including getting positive feedback from student and peers and producing publications on teaching and learning.

Comments from peers and supervisors support these positive views. Suggestions were also made about ways that the program could be further enhanced including in relation to integration between the FULT and the GCULT programs, links to a staff development framework, program structure, course content and teaching strategies, and the development of a community of practice.

Feedback relating to organisational support for the GCULT program indicates a recognition of the value of such a program for improving the quality of learning and teaching and strong support for the scholarship scheme that provides access to the program at no cost to participants. However, feedback also indicated a desire for greater acknowledgement of teaching as legitimate academic activity alongside research, more interest by Heads in staff teaching activities and recognition of teaching activities and achievements in university promotion decisions.

Recommendations

Based on the findings, the following recommendations are made.

1. That the University's goals for teaching and learning and the 'UNSW way' of teaching be defined, documented and clearly communicated to staff and students
2. That the University clarify the primary purpose of the GCULT program and the target group(s) for which the program is intended
3. That the GCULT program be more clearly integrated into the UNSW framework for quality teaching and learning and staff development including in making decisions about probation and promotion of staff
4. That consideration be given to promoting both the FULT and GCULT programs as part of an integrated approach to staff development in learning and teaching at UNSW
5. That increased efforts be made to support the establishment of communities of practice around teaching and learning that provide support for staff to frame their teaching practice in a scholarly way
6. That strategies be put in place to document and disseminate participant learning/projects to staff and students within UNSW and the wider teaching and learning community
7. That routine follow up with GCULT graduates six and twelve months after graduation be undertaken to document any changes to their teaching practice and impact on students, programs and the school or other work setting
8. That the courses making up GCULT be reviewed to ensure a common 'look and feel', coherence between courses and consistency in relation to learning outcomes, learning activities and assessment tasks
9. That pathways into the GCULT program be clearly articulated including guidelines for Recognition of Prior Learning such as for the Certificate IV in Workplace Assessment
10. That consideration be given to providing more structure to the self directed components of each course and establishing a formal system of learning partners or some other form of group support
11. That the face-to-face component of each course be spread over the semester rather than in a block, allowing participants time to reflect on and consolidate their learning
12. That the GCULT program include opportunities for observation and feedback on teaching, possibly by trained peers
13. That course assignments relate to participants' real work as much as possible and support is provided to develop them into conference papers and/or publications

14. That, in addition to whatever informal feedback mechanisms are in place, a standard feedback strategy be adopted for all GCULT courses and the data used to inform improvements
15. That staff enrolled in the GCULT program have opportunities to interact with one another during the program perhaps through a WebCT discussion group
16. That the Learning & Teaching Resource website currently being developed be linked to the GCULT programs and be adequately resourced and maintained
17. That strategies be put in place to facilitate continued contact among participants and graduates of GCULT eg through a listserv, discussion group, regular get together, perhaps as part of the Resources website currently being developed
18. That current strategies for promoting both the GCULT and FULT programs including brochures, websites and other promotional material be reviewed to ensure that they are effective in reaching all relevant staff including staff in categories other than academic (eg Library staff), who contribute to learning and teaching
19. That Heads of School be accountable for ensuring that eligible staff participate in the program and are assisted to develop strategies for encouraging participation and supporting implementation of outcomes/innovations
20. That Schools provide casual teaching relief for participants in the GCULT program
21. That the resourcing for the GCULT program include funding for a full time co-ordinator and a full time administrator to implement review recommendations including liaison, marketing and evaluation
22. That career planning and promotion policies reinforce the role of teaching in an academic career and the importance of ongoing professional development
23. That procedures for reviewing teaching performance in the University be implemented
24. That strategies be put in place to engage senior staff in professional development aimed at developing their understanding and skills in relation to their leadership role in learning and teaching

Section A: Purpose of review

The purpose of the review is to gather information about the Graduate Certificate in University Learning and Teaching (GCULT) program and to use the outcomes:

- to determine the value of the GCULT programs in supporting the achievement of the university's goals for teaching and learning;
- to inform improvements to the GCULT programs; and
- to consider ongoing organisational support for the GCULT program

The review also refers to the Foundations of University Learning and Teaching program (FULT), which is a UNSW teaching development program, as this is the entry into the GCULT program. More about how GCULT and FULT interrelate is outlined on page 7.

The review of the GCULT program was sponsored by Professor Adrian Lee, PVC (Education and Quality Improvement).

Section B: Design of review

The review of the GCULT program used an evaluation model for professional development based on Guskey (2000) and Kirkpatrick (1998) that focuses on both satisfaction with the learning experience as well as application of learning to practice. Specifically, the model has five levels of evaluation, which, for the present review, focussed on

1. participant satisfaction with the learning experience and learning outcomes;
2. learning of new knowledge, skills and attitudes;
3. application of learning to teaching practice;
4. impact of any changes to practice on students, programs and school/work area; and
5. organisational support for the program, participants and graduates.

Information to address the above five areas was gathered from:

- graduates of the GCULT program
- staff currently enrolled in the GCULT program
- supervisors and peers of GCULT graduates
- staff who have completed the FULT program from 2002-2004
- senior staff including a PVC, Heads of School and Associate Deans, Teaching and Learning

Data gathering tools included surveys, interviews and focus groups. Additional information was gathered from key stakeholders including members of the reference group (see below) during a workshop on 17 May. In addition, a range of documents relating to the two programs including course outlines, resource materials, brochures, websites, emails and internal reports, were reviewed. Table 1 provides an overview of data sources and data gathering tools.

Table 1: Overview of data sources and data gathering tools

	Focus	Data sources	Data gathering tools
1.	Participant satisfaction with the learning experience and learning outcomes	Graduates of GCULT Staff enrolled in GCULT Staff who completed a FULT program (2002-2004)	Surveys completed by seven (100%) GCULT graduates and 31 (57.4%) of 54 staff enrolled in GCULT Interviews with each of the seven GCULT graduates Focus groups with five staff enrolled in GCULT (focus group 1 = 3; focus group 2 = 2) Analysis of feedback for six FULT programs (1 in 2002, 3 in 2003 and 2 in 2004)
2.	Learning of new knowledge, skills and attitudes	Graduates of GCULT Staff enrolled in GCULT	Surveys (as in 1) Interviews (as in 1) Focus groups (as in 1)
3.	Application to teaching practice	Graduates of GCULT Staff enrolled in GCULT Heads and/or peers of GCULT graduates	Surveys (as in 1) Interviews (as in 1) Focus groups (as in 1) Interviews with Heads and/or peers (five graduates nominated staff and five responses were received)
4.	Impact of changes to practice on students, programs and School/work area	Graduates of GCULT Staff enrolled in GCULT Heads and peers/or of GCULT graduates	Surveys (as in 1) Interviews (as in 1) Focus groups (as in 1) Interviews with Heads and/or peers (five graduates nominated staff and five responses were received)
5.	Organisational support for programs, participants and graduates	Graduates of GCULT Staff enrolled in GCULT Heads and/or peers of GCULT graduates Senior staff	Surveys (as in 1) Interviews (as in 1) Focus groups (as in 1) Interviews with Heads and/or peers (five graduates nominated staff and five responses were received) Interviews with PVC (Education and Quality Improvement), one Head and three Associate Deans, Teaching and Learning

Survey items and focus group and interview schedules were developed in collaboration with Jan McLean and Peter Harris together with input from some members of the reference group (see below). Interviews and focus groups were conducted by Meyrick Gilchrist of Warraba Consulting

Pty Ltd. Copies of the survey, focus group and interview schedules are presented in Appendices 1 to 4 (pp. 27-35).

Relevant staff were invited to contribute to the review. Involvement was voluntary and all feedback has been kept anonymous.

- Surveys were sent out via email to staff currently enrolled in the GCULT program. In addition to the seven GCULT graduates, 54 surveys were sent out and 31 were completed.
- Staff currently enrolled in the GCULT program were also invited to attend focus groups with a total of five staff participating in two groups. The focus groups were facilitated by a consultant who also prepared a summary of each focus group discussion.
- The seven GCULT graduates were individually interviewed by the consultant, six face-to-face and one via telephone. The face-to-face interviews were taped and transcribed, and the telephone interview was summarised. The consultant also provided a summary of each interview.
- Heads and peers nominated by each graduate were interviewed by the consultant. The five senior staff were interviewed by the external reviewer. Two of the interviews were done face-to-face, and three were done via telephone.

Review reference group

- The review has been guided by a reference group consisting of representatives of key stakeholders:
- Professor Adrian Lee, PVC (Education and Quality Improvement)
- Professor Anthony Zwi, Head, School of Public Health and Community Medicine
- Dr Carmen Moran, Presiding Member, Committee on Education, Sub committee of the Academic Board
- Associate Professor Tim Hesketh, Associate Dean (Academic) Faculty of Engineering
- Dr Peter Harris, Senior Lecturer, School of Public Health and Community Medicine
- Sandy Kinch, Consultant, Quality System Development Group
- Jan McLean, Co-ordinator of GCULT
- Michele Scoufis, Director, Learning & Teaching Unit
- Leah Bloomfield, Lecturer and course co-ordinator of GCULT
- Dr Yew Jin Fang, Lecturer and graduate of GCULT
- Thomas O'Sullivan, Lecturer and graduate of GCULT
- Susan Piper, Ass/Lecturer and Graduate of GCULT
- Carol Russell, Flexible Education Developer, EDTeC

Section C: Description of the GCULT and FULT programs

Overview of the Graduate Certificate in Learning and Teaching

The Graduate Certificate in University Learning and Teaching was offered for the first time in 2002 to UNSW staff in a teaching related role. The program is a new version of an earlier suite of postgraduate programs, the Graduate Certificate, Graduate Diploma and Masters that had run successfully at UNSW from the early 1990s (McLean, Hughes, Toohey, Harris & Hewson, 2003). The original program was developed at UNSW through a 1990 Commonwealth Staff Development fund project as the first coursework masters program in Higher Education in Australia. The GCULT program is funded by the PVC (Education and Quality Improvement) through staff scholarships (up to 25 are available each year). The budget is specific to the program and not part of a broader School budget.

The focus of the GCULT is on the improvement of teaching and learning in universities. As stated on the Graduate Certificate website

<http://gradcertlearningandteaching.med.unsw.edu.au>

The program includes a range of courses designed to help teachers develop the knowledge and skills they need to become more effective educators. The style is interactive and user-friendly, with specialist teaching staff drawn from across UNSW.

The program has been designed to fit the heavy workloads of university academics. Courses in the program include one or more workshops together with related readings, and project work that focuses on practical improvements in the participant's teaching. The program has been carefully crafted to model a wide variety of good teaching practices. The program has been designed to integrate with staff development programs at UNSW and elsewhere.

Participants are awarded the GCULT on satisfactory completion of 16 units of credit. To achieve this, participants take four courses, each with 4 credit points usually taken over at least three semesters.

GCULT courses

The program currently consists of six courses. Of these, two are compulsory courses, *Introduction to University Learning and Teaching*, and *Student Learning in Higher Education*, and four are elective courses from which participants select two. Descriptors of GCULT courses currently offered are presented below

MEED 9401 – *Introduction to University Learning and Teaching*

This course introduces participants to a range of topics and issues in learning and teaching that impact on the teaching roles of academic staff in universities. The course builds on the workshop *Foundations of University Learning and Teaching* which is offered at UNSW as a staff development activity. Topics such as planning for classes, student and adult learning, large and small group teaching, online teaching, and

assessment are addressed in the workshops. The sessions are highly interactive and are designed to introduce participants to the research literature in each topic area and to model good teaching practice. Participants also have the opportunity of designing and presenting a short teaching session.

Assessment in the course involves the selection of one area of teaching or learning for special study. Participants then describe their own practice and conduct a literature review in the area, they then consider the relevance of the literature to their own practice, possible changes they might make and the issues that these changes would raise.

MEED 9402 – *Student Learning in Higher Education*

Student learning in Higher Education considers the nature of student learning, the factors that impact on the way students approach their learning tasks, and the learning arrangements that support effective student learning in higher education settings. Student learning is considered from a number of frameworks and research orientations, including adult learning, student approaches to learning, learning from experience, reflective practice, and educational psychology. In addition to considering accounts of learning in the relevant literatures, students in this course investigate aspects of student learning in the courses that they teach using one or more of the frameworks considered. This course builds on the brief introductions to student learning issues presented in the Introduction to University Learning and Teaching course.

MEED 9403 – *Teaching Strategies for Effective Learning*

Teaching Strategies For Effective Learning considers the nature of teaching strategies, the factors that influence teachers' choice of strategies based on teaching philosophy, purpose of teaching, and the learning environment. Teaching strategies for effective learning is discussed from various frameworks and philosophies of teaching and learning including didactic, experiential and critical approaches. In this course theoretical as well as practical implications of teaching strategies will be analysed and students are invited to reflect on their current teaching strategies, review their effectiveness in terms of uses and limitations for themselves, their students and colleagues. This course builds on the brief introductions to teaching strategies issues presented in the Introduction to University Learning and Teaching course.

MEED 9404 – *Course Planning and Student Assessment*

The course is organised according to an instructional design framework to guide participants in planning their teaching and assessment activities for a university course or similar unit of study. It expands on the concepts introduced in the Course Introduction to University Learning and Teaching, and gives participants the opportunity to apply the planning concepts to their own teaching. They will learn to analyse the learning needs of their students, set learning goals and objectives, consider a range of sequencing principles for their course content, select the best teaching strategies for their goals, and plan appropriate assessment strategies for both formative and summative assessment of learning. The face-to-face component of the course is a two-day workshop.

MEED 9406 – *Educational Technology in Learning and Teaching*

There is currently a strong interest in the potential for online technologies to support and enhance learning and teaching at all tertiary levels. There are many ways to make use of online technologies. The most effective ways are likely to involve considering approaches to learning

and teaching so that methods that make the most effective use of the technologies, or are most effectively enhanced by the technologies, can be adopted. This course considers the rationale for using online technologies in learning and teaching, and a range of approaches to educational design using techniques such as developing learning activities, online discussion and collaboration, and formative evaluation in project development. Participants will have the opportunity to consider theoretical issues in online learning, and a range of practical applications that have a basis in appropriate theoretical issues. Assessment will be based on a project that the participant will develop for use in a teaching program.

MEED 9405 – Innovations in Education

This course has been designed to integrate with the staff development programs available at UNSW and to encourage you to investigate trends, issues or innovations that relate to learning and teaching in your discipline. Participants will identify a trend, issue or innovation in learning and teaching they wish to explore, review the literature in their discipline and within education more generally that relates to the chosen focus, participate in a relevant staff development activity, and consider the implications of their investigations for their current teaching practice. Assessment is based on assignments that document their teaching practice and the impact of their investigation.

The GCULT program has a webpage as part of the School of Public Health and Community Medicine website, <http://gradcertlearningandteaching.med.unsw.edu.au>

This site provides a description of the program and information about entry requirements, enrolment, and cost (none to participants), and flags plans for the development of a Graduate Diploma and Masters programs. A Resources database and web interface are currently being developed that will provide students with key resources on different topics in learning and teaching including e-journals, databases, websites and research literature, as well as online tutorials.

Enrolments in the GCULT program

Between 2002 and 2004, a total of 66 UNSW staff have enrolled in the GCULT program. Figure 1 shows staff enrolment in GCULT by Faculty, while Tables 2 and 3 show enrolment by staff category and by course, respectively, from 2002 to 2004.

Figure 1: GCULT enrolments by Faculty (2002-2004)

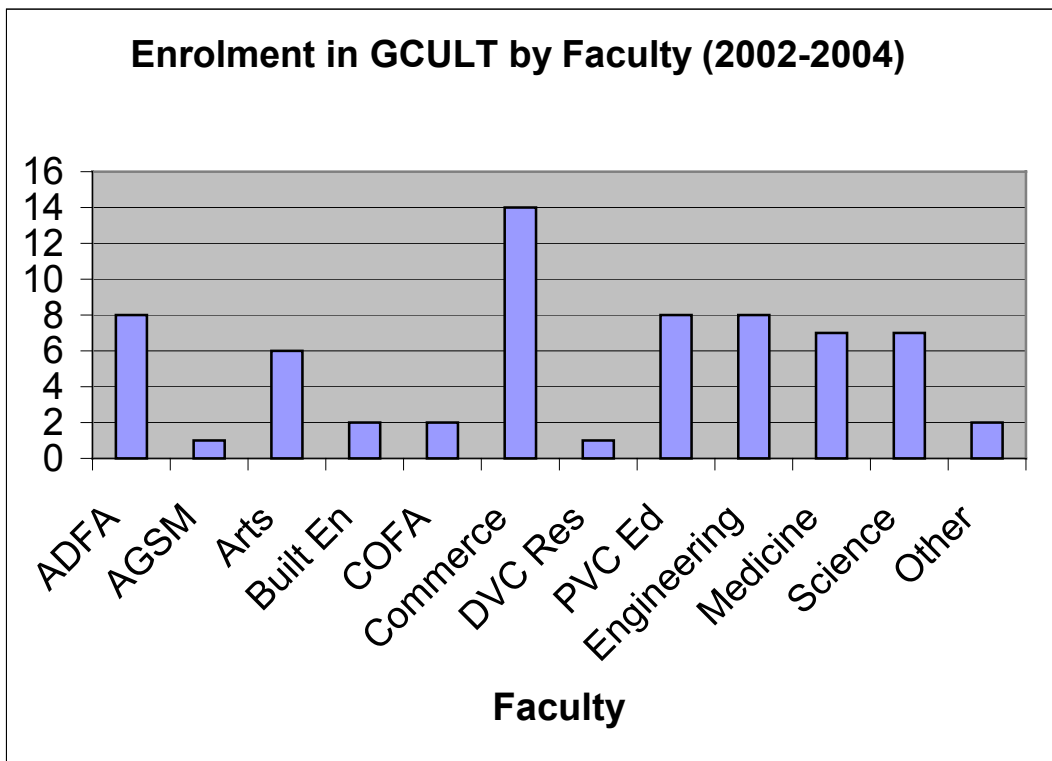


Table 2: GCULT enrolments by staff category (2002-2004)

Staff category	No of enrolments
Academic Level A	12
Academic Level B	24
Academic Level C	10
Library	5
Education related (General staff)	9
Research	3
Other	3
Total	66

Of the total enrolments, 41 are female and 25 are male. Just over two thirds (46 of 66) are staff in academic positions, mostly employed at Level B. The remaining third include staff engaged in education related activities, working in the library and engaged in research and other activities. Based on 2003 UNSW staffing figures, the total of 66 staff represents approximately 2.3% of FTE academic staff (including ADFA) and approximately 1.2% of FTE for all staff (academic and administrative). Six of the staff enrolled in the GCULT program including one graduate, have since left UNSW.

Table 3: GCULT enrolments by course (2002-2004)

Course	2002			2003			2004	TOTAL
	S1	S2	Total	S1	S2	Total	S1	
<i>Introduction to University Learning and Teaching</i>	14	13	27	10	13	23	16	66
<i>Student Learning in Higher Education</i>	8	10	18	12	14	26	NA	44
<i>Teaching Strategies</i>	NA	NA	0	6	NA	6	10	16
<i>Course Planning & Student Assessment</i>	NA	8	8	NA	8	8	NA	16
<i>Innovations in Education</i>	NA	NA	0	4	9	13	6	19
<i>Educational Technology in Learning and Teaching</i>	NA	2	2	NA	1	1	1	4

As can be seen from Table 3, enrolments are fairly evenly spread across three of the four elective courses, namely *Teaching Strategies*, *Course Planning & Student Assessment*, and *Innovations in Education*. The fourth elective course, *Educational Technology in Learning and Teaching*, has to date had few enrolments.

To date there have been seven graduates from the program (six female and one male) with two of these completing the program in 2002. Two graduates are from the Faculty of Arts and Social Sciences, and one each is from Commerce and Economics, the Library, the Division of the PVC (Education and Quality Improvement), and Insearch – UTS (formerly from Commerce and Economics). There are a further 15 potential graduates in 2004.

Overview of the Foundations in University Learning and Teaching

The GCULT program is aligned with the Foundations of University Learning and Teaching (FULT) program aimed at UNSW staff new to teaching, which is offered by the Learning and Teaching Unit in the Division of the PVC (Education and Quality Improvement). A teaching development workshop has been offered at UNSW for several years, first by the Professional Development Centre and, following its closure, by the Educational Technology and Development Unit. The current program has been extensively revised and lengthened and now consists of an intensive five day workshop with two additional one-day workshops during the year.

The program, which is based on a Communities of Practice model, focuses on helping participants to increase their understanding, skills and self confidence in their learning and teaching practice at UNSW. Learning outcomes for FULT state that participants will:

1. Demonstrate an understanding of student learning and how this might relate to your particular context and discipline
2. Apply the basics of curriculum development to your own course development

3. Select from a range of teaching and learning strategies and methods, and assess their relevance to your teaching context
4. Recognise and discuss the importance of effective planning where there is alignment between teaching aims, learning activities and assessment
5. Select and apply appropriate assessment approaches to support intended student learning
6. Incorporate appropriate educational technology in your approach to student learning and teaching
7. Demonstrate to colleagues a learning and teaching strategy and methodology incorporating current theories and practice
8. Use, develop and respond to appropriate feedback tools to improve teaching practice
9. Develop a reflective conception of teaching including continuing evaluation feedback and review cycles.

The FULT program is funded through the Learning and Teaching Unit budget.

FULT sessions

FULT sessions include a focus on student learning approaches and creating curricula that align student learning outcomes, the learning and teaching approach taken and assessments set. The program includes reference to strategic UNSW goals such as development of inclusive curricula, enhancement of the First Year Experience and development and assessment of Graduate Attributes as they are contextualised within the discipline. In addition the newly developed Guidelines for Learning that inform Teaching are integrated into the program. Participants are encouraged to integrate their learning through facilitating a discipline based learning session with FULT peers. The program includes Self and peer feedback mechanisms, learning partners, student panel discussions and involvement by experienced academics from UNSW. Participants are provided with a resources pack that includes current, accessible, scholarly literature on learning and teaching (Scoufis, 2002). Staff who complete the full workshop series receive a certificate of attendance.

Enrolments in FULT

Between 2002 and 2004, a total of 153 UNSW staff have participated in a FULT program. Table 4 shows the number of programs and number of enrolments in FULT from 2002 to 2004.

Table 4: FULT enrolments (2002-2004)

Year	No of programs	No of participants
2002	2	55
2003	3	55
2004	2*	43
TOTAL	7	153

*A further two (and possibly three depending on demand) FULT programs are planned for 2004.

The 153 total enrolment represents approximately 28.2% of all new academic staff appointed to UNSW between 2002 and 2004 and approximately 9.2% of all new staff (academic and general but excluding research) appointed to UNSW between 2002 and 2004.

Staff attending the FULT program are invited to enrol in the GCULT program. The FULT workshop (days 1-5) together with an assessment task, form the class component for the *Introduction to University Learning and Teaching*, the first of the two compulsory GCULT courses. Thus, currently the only pathway into GCULT is via FULT (or an equivalent program from another university). The 66 staff currently enrolled in the GCULT program represent 43% of the 153 FULT attendees.

Section D: Findings

The findings of the review presented below are based on an analysis of the data as outlined in **Section B: Design of the review**, outcomes of the 17 May workshop and analysis of documents. Findings are presented in terms of:

- participant satisfaction with the learning experience and learning outcomes;
- learning of new knowledge, skills and attitudes;
- application of learning to teaching practice;
- impact of any changes to practice on students, programs and school/work area; and
- organisational support for the program, participants and graduates.

In addition, issues and questions related to the purpose, participation, focus, structure and facilitation of the programs are also raised.

Participant satisfaction with the learning experience and learning outcomes

Participants indicated high levels of satisfaction with both the GCULT and FULT programs.

Graduates

All seven graduates of the GCULT program either strongly agreed or agreed that the program was relevant, offered high quality instruction, provided opportunities for active participation and included well designed learning activities. All graduates indicated that they were satisfied with the quality of the program. In particular, graduates highlighted the following positive aspects of the GCULT program:

- diversity of courses;
- exposure to different types and styles of teaching;
- alignment between course objectives and assessment;
- flexibility in terms of assignments and deadlines;
- being asked/helped to reflect on own teaching;

- exposure to literature on learning and teaching;
- variety in assessment tasks – good in itself and also for exposing participants to different types of assessment;
- positive support from course facilitators;
- good feedback on assignments; and
- networking – finding out what other people across the university are doing.

The most common adjective that graduates chose to describe their experiences in the GCULT program was *challenging*. All adjectives chosen were positive and included *relevant, interesting, stimulating, mind-opening, enjoyable, positive, confidence building and life-changing*. Six of the seven graduates indicated that they have recommended the program to others in their work area.

Current students

Of the 31 staff currently enrolled in the GCULT program who responded to the survey:

- all either strongly agreed or agreed that the program was relevant;
- 90% (28) strongly agreed or agreed that the quality of instruction was high;
- 97% (30) strongly agreed or agreed that the program provided opportunities for active participation;
- 87% (27) strongly agreed or agreed that the learning activities were well designed; and
- 97% (30) indicated that they were satisfied with the program.

The top adjectives that staff who have completed two or more courses chose to describe their experiences, were *affirming, informative, enlightening, enjoyable, useful, stimulating, challenging and inspiring*. Some staff also described the program as *demanding, difficult, long, necessary and confronting*. The top six adjectives that staff who have completed one course chose to describe their experiences, were *helpful, interesting, reflective, fun, informing, supportive and challenging*. Other adjectives used were *awareness raising, revelation, thought-provoking and applicable*.

Positive comments include:

This is something that all the staff should be doing in my opinion. How could it not be relevant to our jobs here? Unfortunately I suspect that most of those who don't want to are the ones that should.

The basic principles covered in the first 2 compulsory subjects are relevant regardless of the type of teaching one is involved in (or how much or little one is doing).

This [opportunity for active participation] is one of the highlights – hearing thoughts, responses, concerns etc of lecturers from so many different backgrounds/faculties, subject areas is really helpful and identifies common themes.

I have felt in very safe hands all the way through and really appreciate the enthusiasm of all involved. Also, it is great to see the theory put into practice in the Grad Cert's teaching methodologies.

The very comprehensive feedback provided on the IULT assignment was exceptionally useful.

I think it's brilliant.

Additional evidence of staff satisfaction comes from emails to GCULT program facilitators from course participants in response to feedback on assessment tasks for the *Introduction to University Learning and Teaching* and *Student Learning in Higher Education*. Typical comments include:

Thank you so much for your comments on the assignment. I was impressed by the level of precision and analysis. This feedback will certainly affect my future works very positively.

Thank you for the very detailed feedback on my assignment. I wish I could do the same for my students!

Thank you for such comprehensive assignment feedback – greatly appreciated! If only I had experienced this in my previous undergrad and postgrad studies!

Thank you very much for your comments and encouragement. You know, without your encouragement, I won't go through this course. As I told you earlier, I benefit a lot, a lot, a lot from this course. I really appreciate what you have done to me and to this course. You are a very good teacher.

Thank you very much for the care and attention to the assignment that I sent to you. Your feedback was highly observed and accordingly my application for a research grant also benefitted from your comments, so thank you so much.

Thanks so much for the detailed feedback, and for sharing with me some of your personal reactions, which I really appreciate...I also feel very encouraged by your comments that I'm on the right track..

Feedback on the FULT program is also positive. For the six FULT programs (one in 2002, three in 2003 and two in 2004) for which evaluation data were available, in all programs, close to 100% of participants responded 'Yes' to the question: *Overall, have you found the five-day workshop a worthwhile learning experience?* Further, survey comments by staff who have completed only one GCULT course, that is the FULT/IULT course, support this view:

I am new to academia and have found the FULT course and IULT very useful.

Enthusiasm of presenters carries the day.

Seriously useful!

Learning of new knowledge, skills and attitudes

Graduates

All GCULT graduates agreed that they had learned new knowledge and skills about teaching and learning. Interview data revealed that participation in the program had influenced the way staff thought about their teaching and their students. Staff mentioned becoming more reflective about their teaching (reflection was mentioned most often as the best thing about the program),

understanding better how learning takes place and how to meet individual student learning needs, and learning about deep and surface learning, constructive alignment, the critical importance of assessment for learning, different assessment strategies and writing learning objectives. Concepts and activities that staff mentioned as particularly useful, include:

- Brookfield's concept of the four lenses technique for reflection
- Biggs' concept of constructive alignment
- Deep and surface learning
- Weimer's approach to teaching and learning
- Reflective journals
- Critical incident strategy
- Assessment assignment

All the GCULT graduates strongly agreed or agreed that undertaking the program has increased their confidence as teachers.

Staff comments about new learning include:

The whole notion of constructive alignment. I could show you my course outline now. I set up the aim of the course, I set the objectives and the assessment of teaching is all aligned around that, so it's like a clear lens, and I was ignorant of that sort of stuff before I did it [GCULT].

The major impact it had on me was realizing the critical importance of assessment. You can do as much of the learning objectives, as many wonderful activities as you like but unless you have assessment I really believe people can't have a sense of having learned.

I gained new skills and techniques and I'd also shared information with peers and colleagues. Everyone thinks that everybody has those sorts of problems. It is very empowering.

Current students

Staff currently enrolled in the GCULT program also indicated that they have learned new knowledge and skills about teaching and learning. Staff comments include:

Yes particularly in the need to align assessment to course structure and also in the value of learner evaluation. I feel more confident with small group interactions.

I have learnt a lot of useful info about teaching, which has resulted in a major shift in my attitude and approach to teaching – thanks guys.

Staff currently enrolled in the GCULT program were less likely than graduates to agree (87%) that their confidence had increased possibly because they already felt confident as teachers as indicated by their comments, although a number did mention increased confidence:

I feel more confident that my instincts are right. I have more ideas to deal with difficult aspects of my teaching. Some of the readings have been helpful, and other peoples' ideas have been helpful.

Even when I'm not doing it well, it has given me a structure/framework to consider my practice.

I attempt more experimentation with classes and try to measure impact.

Additional support for the view that both the GCULT and FULT programs are high quality and contribute positively to participant learning comes from workshop participants. In relation to the FULT program, workshop participants expressed the view that the FULT program:

- is very well structured – engaging and provides good variety;
- provides a useful framework for new staff to think about teaching;
- offers good opportunities for new staff to participate and network with others from across the university plus adds value to their education; and
- is responsive to feedback from staff and the feedback loop is modelled by facilitators at the beginning of each FULT program.

In relation to the GCULT program, workshop participants expressed the view that the GCULT program:

- is flexible in its structure – fits into staff workload;
- provides a great opportunity to identify ways in which the university can help staff to do their job better based on the good ideas that staff come up with during the program;
- participants see what the university is talking about in relation to teaching and learning actually been applied; and
- graduates become leaders who can be change agents.

Application of learning to teaching practice

Graduates

All the GCULT graduates strongly agreed or agreed that they had made positive changes to their teaching as a result of the program. Interview data showed that staff had made changes to their practice in many different ways including:

- becoming more reflective about own learning, approach to learning, student needs;
- trying new approaches – greater creativity in the classroom;
- listening to students and responding to feedback in a constructive way (rather than ignoring or blaming the student), better able to understand and reflect on student feedback;
- asking for feedback from colleagues/ attempting team-teaching;

- changing attitude to students – more empathy and less blame, accommodate individual student needs better;
- encouraging student activity – getting students to work in small groups during a lecture, to answer questions, to provide feedback on what they want to know or learning;
- structuring online courses;
- making changes to assessment practices – more relevant, more applied, better linked to learning objectives, providing better feedback to students;
- trying small group teaching – for the first time or enhancing existing practice;
- co-teaching with PhD student to the benefit of both student and self;
- setting class guidelines and having the confidence to apply them; and
- using research to support or justify a particular approach to teaching.

The overall positive outcomes of the GCULT program are summed up well by the following comments from graduates:

I feel more confident. More empowered. More knowledgeable about not only skills and techniques and current theories of learning and teaching but also I know better where to find more resources relevant to my field.

It was a great opportunity to reflect on what I was doing, how I could improve it and it's been valuable because in many ways I have implemented constructive changes to what I do.

I have an increased depth of thinking. I'm much more open to unusual ideas perhaps, about teaching and learning. Ideas and approaches. From a selfish point of view another advantage has to be that I have some recognition. For example, when I'm talking to people at work in my school about teaching, I have a certain amount of credibility, in my view.

HOS/peer feedback

Of the five Heads and peers of graduates who provided feedback, three gave examples of positive changes to participants' teaching practice. One also commented on the participant's improved confidence and positive influence on other staff in the work area. One Head noted that while the participant was the most effective teacher in the School, it was not possible to say how much of that effectiveness could be attributed to the GCULT program.

Current students

Staff currently enrolled in the GCULT program also indicated that they have made changes to their teaching practice:

I have made changes to the courses as well, based on student feedback. The main change is to really try and get some true feedback from the students about their learning process.

Giving students time to reflect/do an exercise in lectures.

I take more care with aligning goals and teaching /learning activities. Perhaps I'm more considerate of the needs of the lower 50% in my class.

I've made much more careful consideration of why I'm having the students do particular assessment tasks and put a lot more effort into designing the tasks to get alignment.

I have increased my self-awareness and self-monitoring in teaching. I look actively for opportunities to put new ideas into practice.

Thinking more about the structure of my courses and the learning activities contained therein. Moving onto program level now.

It has been very useful to undertake the GCULT and while I am only completing the second course I have used many of the suggestions in course planning and teaching.

I think it has helped me mentor others in turn, which is great.

Impact of any changes to practice on students, programs and school/work area

Evidence of possible impact of changes to teaching practice on students, programs and the work area as a result of participation in the GCULT and FULT programs is difficult to determine based on the data available. This is not surprising given the relatively short time that both programs have been offered in their current form and the small number of staff who have participated in them. Nevertheless, graduates of the GCULT program do make reference to the impact that changes to their teaching have had. For example, graduates reported:

- getting positive comments from students about changes she has made to her teaching;
- having more input into course design; and
- that colleagues are using resources that she has developed.

Of the staff currently enrolled in the GCULT program who responded to the survey, five reported having no evidence – yet – of any impact of the changes that they have made or are making to their practice. However, others reported impacts including:

- six conference papers related to their practice;
- seven instances of student or peer feedback on changes made to their practice;
- two involvements in teaching projects; and
- receipt of a teaching award – UNSW Postgraduate Coursework Award 2004.

Organisational support for the programs, participants and graduates

The most frequently mentioned organisational support for the GCULT program is the provision of scholarships to cover the cost of the program for participants. Graduates commented positively on the fact that they were able to undertake the program at no cost.

There was the HECS scholarship, which allowed me to do it, provided by Adrian Lee's office and I thought that was really good. If it hadn't been for that I probably would not have enrolled in it.

This view is supported by staff currently enrolled in the GCULT program.

I'm really glad that this is still cost free for staff. I think it is really important and could see that as a barrier for many. Not because they couldn't afford it, but just because it is easy to come up with an excuse for not doing the course. The fact that it is sponsored also adds to a bit of useful guilt – I don't want to squander the opportunity so I tend to work harder!

Some staff would also like the cost of the Masters program to be covered by the university.

Funding for the program from the PVC (Education and Quality Improvement) is also supported by the Heads and Associate Deans Teaching and Learning who were interviewed for this review. However, some suggested that if faculties were involved in funding the program, either fully or partially, they would take more interest in the program and in the staff from their area enrolled in it.

Three GCULT graduates mentioned receiving support from their work area to undertake the program and while doing the program, two in the form of active encouragement from their supervisor, and one in the form of reduction in teaching load of two hours per week.

A number of staff currently enrolled in the GCULT expressed a wish for more organisational support for the GCULT program in the form of:

- greater recognition by the university of teaching as a legitimate activity alongside research and related commitment to staff development in teaching;
- discussion of how to balance efforts in teaching with efforts in research;
- attention to reducing staff workloads to allow them to enrol in the GCULT program;
- more interest in staff activities in relation to teaching from Heads; and
- better recognition of teaching activities and achievements in university promotion decisions.

In terms of wider organisational support for the GCULT and FULT programs, the Head and Associate Deans, Teaching and Learning indicated little knowledge of the GCULT program although all were aware of the FULT program. All were supportive of the concept of offering a formal qualification in tertiary teaching and of its value for improving the quality of teaching and learning. This view is supported by research notably that conducted by Gibbs and Coffey (Gibbs & Coffey, 2001; 2004) who, based on data from 22 universities in eight countries including Australia, reported positive outcomes in teaching, student approaches to learning and student satisfaction following participation in a tertiary teaching program. Senior staff, however, were strongly opposed to making completion of such programs compulsory.

Some expressed concern about what they perceived to be a fragmented approach to support for teaching and learning. In that context, they pointed to the fact that the FULT and GCULT programs were managed from different areas within the university. They also highlighted the needs of casual staff who were currently not catered for by either program. Finally, most indicated that there is at present nothing in place within their school or faculty to promote the

GCULT program, to support staff enrolled in the program or to recognise graduates of the program. However, all were receptive to the need for such support and were able to offer suggestions as to what they could do to support the program.

Issues and questions

A number of issues related to the purpose, participation, focus, structure, sessions/courses and facilitation of the FULT and GCULT programs that may impact on their effectiveness, were identified during the review. In relation to purpose, the FULT program is aimed at staff new to teaching. However, based on the number of years of teaching experience, it would appear that many of the staff who have attended FULT programs are relatively experienced teachers. For example, based on the survey data from staff currently enrolled in the GCULT program, of the 11 staff who have completed one GCULT course, that is the FULT/IULT, seven have four or more years of teaching experience. It is also not clear at present what the primary purpose of the GCULT program should be –improving the teaching practice of program participants or producing innovators and change agents whose role is to raise the status of teaching at UNSW.

In addition, considerable numbers of staff currently enrolled in the GCULT program are in other than academic positions such as the Library. Almost a third were not classified as academic staff. Feedback indicates that these staff find the program valuable. Moreover, there is growing emphasis on the contribution to student learning made by all staff in a university, not only those in academic positions (Barr & Tagg, 1995) reinforcing the need to provide all staff with staff development opportunities. However, given resource constraints, it may be necessary in the future to limit intake into either or both the FULT and GCULT programs. Thus, if funding issues arise, a decision will need to be made about whether places in either or both programs will be reserved for less experienced staff and/or those in academic positions rather than for more experienced staff and/or those in administrative and other positions. Such a decision will need to be informed by university's priorities for teaching and learning in line with the UNSW teaching and learning strategy.

Overall participation of staff in both the FULT and GCULT programs is relatively low. As reported in Table 2 (p. 10) and Table 4 (p. 12), to date 153 staff have participated in the FULT program since 2002 and 66 have been or are currently enrolled in the GCULT program. The 66 staff enrolled in the GCULT program represent approximately 2.3% of FTE academic staff (including ADFA) based on 2003 figures. However, given that over a third of those in the GCULT program are not in academic positions, this figure is inflated. Nationally it has been estimated that in any one year, fewer than 0.5% of FTE academic staff are enrolled in a formal program (Dearn, Fraser & Ryan, 2002), indicating that the UNSW figures are relatively high. Nevertheless, participation is still low. Further only one third of those invited to register for the FULT program in 2002, accepted the invitation (Scoufis, 2002), though UNSW data shows that there were 245 new academic staff appointed in 2002, so it would seem that invitations did not go out to everyone. Moreover, it is not clear whether staff in non-academic positions who may have a teaching role or an interest in student learning, are included in these invitations. Increased participation is needed to achieve a critical mass of staff with the knowledge and skills to make a significant difference to teaching and learning. As one participant noted:

What needs to happen is diffusion of these innovations into the present structure, which means a larger 'critical mass' to do the work of 'innovators' and provide

‘living breathing’ examples that work so others can be encouraged by them, and might become open to change. To date about 5 librarians have undertaken or completed the GCULT – we need more!

In terms of focus, there is a lack of a sense of integration between the FULT and GCULT programs. This is reinforced by the way the two programs are currently publicised. Each has its own web site and brochures with a different ‘look and feel’. The PVC (Education and Quality Improvement) sends an email to all Heads inviting them to send new teaching staff to FULT. The FULT program is also advertised in Focus and on the corporate website. The GCULT program is not given such wide publicity, probably since it has met its enrolment targets without wide advertising.

There is also confusion as to how either or both programs fit into a wider staff development framework, including the academic development program put together by Staff Development and the UNSW Career Development Scheme. Nor is there clarity around pathways into the GCULT program other than neither via the FULT program nor about rules relating to Recognition of Prior Learning. In addition, it is not clear what opportunities there are for further study beyond the GCULT.

In terms of the structure of the FULT, is the current five-day program too long, or not long enough? Feedback from some staff suggests that the five-day block is too intensive and requires an unrealistic time commitment from staff. Other feedback suggests that five days does not provide enough time for staff to reflect on their practice, to explore new ideas and to consolidate their understanding of key concepts such as student approaches to learning, deep and surface learning and constructive alignment. Further, does the current FULT focus on reflection and experiential activities take into account participant difference in terms of discipline area (Becher & Trowler, 2001) and gender? Some participants believe that there is too much emphasis on discussion and not enough on specific information. Finally, some staff have commented on the large amount of reading provided in the FULT folders and how the sheer size of the folder may impact on staff motivation and confidence to read the material.

In terms of the structure of the GCULT program, some respondents have commented on a lack of coherence among the different courses, overlap between courses, lack of clarity about expectations and too much abstraction of some topics. Some questions have also been raised about the current courses. Are the compulsory courses the right ones? Should some of the courses that are currently electives, become compulsory? Should additional courses be developed, for example on leadership in teaching and learning? Further, a number of comments have been directed at the Educational Technology course specifically, which is seen as inflexible in terms of class attendance requirements, requiring too much staff time and being too demanding given staff capability and confidence in this area, though this has now been changed to align with the time commitments for other courses.

In addition, questions have been raised about the range of teaching techniques presented and their relevance to different discipline areas, with Problem Based Learning given as one example of an approach that may not be applicable in some areas and may be difficult to implement in others. Further, some staff find reading journals in disciplines different from their own, challenging.

There is also a concern that the GCULT program may not be preparing staff for the range of student ability that they are likely to encounter in their classes.

Finally, the issue of how participants in the GCULT program can connect with one another on an ongoing basis to form a community of practice has been raised. Staff are keen to have opportunities to discuss experiences, communicate with facilitators, share readings and raise issues. Moreover, at present, there is no formal follow up of graduates after the end of the program or formal mechanisms for ongoing interaction among them.

Section E: Summary and recommendations

The information presented in the previous two sections is summarised to address the three aims of the review, namely to consider the value of the GCULT program in supporting the achievement of the university's goals for teaching and learning; to inform improvements to the GCULT program; and to ascertain ongoing organisational support for the GCULT program.

Value of the GCULT program in supporting the achievement of the university's goals for learning and teaching

Feedback from the seven GCULT graduates points to very impressive gains in their understanding of student learning, their confidence as teachers and their engagement in improving practice, all factors that are important in achieving the University's goals for learning and teaching. In particular, the range of changes to their teaching practice that participants reported is most encouraging and is evidence of the value that the program is already having on teaching and learning.

The role that the FULT program plays in introducing staff to key educational concepts, in providing them with tools to help them reflect on their practice, and in inspiring many to continue on to the GCULT program, is equally impressive.

The value of both programs can be further enhanced by addressing some of the issues identified in the review in relation to purpose, focus, coherence and support for graduates as outlined in the following recommendations:

1. That the University's goals for teaching and learning and the 'UNSW way' of teaching be defined, documented and clearly communicated to staff and students
2. That the University clarify the primary purpose of the GCULT program and the target group(s) for which the program is intended
3. That the GCULT program be more clearly integrated into the UNSW framework for quality teaching and learning and staff development including in making decisions about probation and promotion of staff

4. That consideration be given to promoting both the FULT and GCULT programs as part of an integrated approach to staff development in learning and teaching at UNSW
5. That increased efforts be made to support the establishment of communities of practice around teaching and learning that provide support for staff to frame their teaching practice in a scholarly way
6. That strategies be put in place to document and disseminate participant learning/projects to staff and students within UNSW and the wider teaching and learning community
7. That routine follow up with GCULT graduates six and twelve months after graduation be undertaken to document any changes to their teaching practice and impact on students, programs and the school or other work setting

Improvements to the GCULT program

It is clear from the data presented that both the GCULT and FULT programs are perceived by participants as being of high quality, generally responsive to their needs, providing useful resources, very well facilitated and offering excellent opportunities for reflection and learning. The staff responsible for the design and facilitation of both programs are to be congratulated on the high standard of the programs. Both programs are excellent exemplars of good practice especially in terms of learner-centredness and responsiveness to participant feedback.

The quality of the GCULT program can be further enhanced as outlined in the following recommendations:

8. That the courses making up GCULT be reviewed to ensure a common 'look and feel', coherence between courses and consistency in relation to learning outcomes, learning activities and assessment tasks
9. That pathways into the GCULT program be clearly articulated including guidelines for Recognition of Prior Learning such as for the Certificate IV in Workplace Assessment
10. That consideration be given to providing more structure to the self directed components of each course and establishing a formal system of learning partners or some other form of group support
11. That the face-to-face component of each course be spread over the semester rather than in a block, allowing participants time to reflect on and consolidate their learning
12. That the GCULT program include opportunities for observation and feedback on teaching, possibly by trained peers
13. That course assignments relate to participants' real work as much as possible and support is provided to develop them into conference papers and/or publications
14. That, in addition to whatever informal feedback mechanisms are in place, a standard feedback strategy be adopted for all GCULT courses and the data used to inform improvements

15. That staff enrolled in the GCULT program have opportunities to interact with one another during the program perhaps through a WebCT discussion group
16. That the Learning & Teaching Resource website currently being developed be linked to the GCULT programs and be adequately resourced and maintained
17. That strategies be put in place to facilitate continued contact among participants and graduates of GCULT eg through a listserv, discussion group, regular get together, perhaps as part of the Resources website currently being developed

Ongoing organisational support for the GCULT program

The review has found that, although there is considerable evidence of the value and quality of the GCULT program, this is not currently matched by strong organisational support for the program at the level of the School, faculty and institution in terms of encouragement of staff to enrol in the program, support for staff to complete the program, support for staff to make changes to their practice, or recognition and reward of teaching and professional development to improve learning and teaching. Suggestions for ways that organisational support for the GCULT program can be strengthened are provided in the following recommendations:

18. That current strategies for promoting both the GCULT and FULT programs including brochures, websites and other promotional material be reviewed to ensure that they are effective in reaching all relevant staff including staff in categories other than academic (eg Library staff), who contribute to learning and teaching
19. That Heads of School be accountable for ensuring that eligible staff participate in the program and are assisted to develop strategies for encouraging participation and supporting implementation of outcomes/innovations
20. That Schools provide casual teaching relief for participants in the GCULT program
21. That the resourcing for the GCULT program include funding for a full time co-ordinator and a full time administrator to implement review recommendations including liaison, marketing and evaluation
22. That career planning and promotion policies reinforce the role of teaching in an academic career and the importance of ongoing professional development
23. That procedures for reviewing teaching performance in the University be implemented
24. That strategies be put in place to engage senior staff in professional development aimed at developing their understanding and skills in relation to their leadership role in learning and teaching

References

- Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27, 12-25. Available at <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>
- Becher, T., & Trowler, P. R. (2001). *Academic tribes and territories* (2nd Ed.). Buckingham: SRHE and the Open University Press Imprint.
- Dearn, J., Fraser, K., & Ryan, Y. (2002). Investigation into the provision of professional development for university teaching in Australia: A discussion paper. DEST commissioned project funded through the HEIP program. Available at http://www.dest.gov.au/highered/pubs/uni_teaching/default.htm
- Gibbs, G., & Coffey, M. (2004). The impact of training of university teachers and their teaching skills, their approach to teaching and the approach to learning of their students. *Active Learning in Higher Education*, 5(1), 87-100.
- Gibbs, G., & Coffey, M. (2001, August). *The impact of training on university teachers' approaches to teaching and on the way their students learn*. Paper presented at the EARLI Symposium: Training university teachers to improve student learning, Freiburg, Switzerland.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Kirkpatrick, D. (1998). *Evaluating training programs*. New York: Berrett-Koehler.
- McLean, J., Hughes, C., Toohey, S., Harris, P., & Hewson, L. (2003, July). *Evolution of a graduate program in learning and teaching*. Paper presented at the Annual HERDSA Conference, Christchurch, New Zealand.
- Scoufis, M. (2002). Foundations of University Learning and Teaching: Report on days 1-5, February 18-22, 2002. Unpublished report prepared for Professor Adrian Lee.

Appendices

Appendix 1	Review of the Graduate Certificate in University Learning and Teaching (GULT): 2004 student survey
Appendix 2	Review of the Graduate Certificate in University Learning and Teaching (GCULT): Focus group trigger questions
Appendix 3	Review of the Graduate Certificate in University Learning and Teaching (GCULT): Interview schedule for peers/Heads of graduates
Appendix 4	Review of the Graduate Certificate in University Learning and Teaching (GCULT): Interview schedule for senior staff

Review of the Graduate Certificate in University Learning and Teaching (GCULT) Student survey

A review of the GCULT sponsored by Prof Adrian Lee, PVC (Education & Quality) is currently underway. As part of the review, views are being sought from staff enrolled in the program.

The purpose of this survey is to seek feedback on your learning experiences and learning outcomes. Your feedback will be used to inform future program development and improvement. Your comments will remain confidential and no individual will be identified in the review report.

Part A: Satisfaction

Please indicate your level of agreement with each of the following statements by placing an X in the relevant column, and add a comment to clarify your response where appropriate.

	Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1.	The program content is relevant to my needs					
	Comment:					
2.	The quality of facilitation is high					
	Comment:					
3.	The program provides opportunities for active participation					
	Comment:					
4.	The learning activities are well designed					
	Comment:					

	Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
5.	Overall, I am satisfied with the quality of the program					
	Comment:					
6.	I have gained useful knowledge and skills about teaching and learning					
	Comment:					
7.	Undertaking the program has increased my confidence as a teacher					
	Comment:					
8.	I have made positive changes to my teaching practice as a result of the program					
	Comment;					
9.	I have become more reflective about my teaching as a result of the program					
	Comment:					
10.	My contribution to teaching and learning in my school has been enhanced as a result of the program					
	Comment:					

11. THREE ADJECTIVES that best describe my experiences so far in the GCULT are:

12. The BEST thing about the GCULT is:

13. ONE WAY that the GCULT can be improved is:

14. Any other comments?

Part B: Demographic information

15 What is your Faculty or Division?

16 What is the total number of courses you have completed since enrolling in the program

1 2 3

17. Is your current position:

Ongoing (tenured) Contract Other, please specify

18. What is your current job classification?

Academic Level A General staff HEW 7

Academic Level B General staff HEW 8

Academic Level C General staff HEW 9

Other, please specify _____

19 Gender: Are you:

Female Male

20. Approximately how many years have you been teaching in tertiary education?

21. We appreciate that teaching can be difficult to quantify, but we'd like to get an idea of how much teaching you are involved in at the moment. Could you please estimate approximately how many students and how many hours you teach each week during a 'typical' semester.

Thank you for your time and feedback – it is highly valued.

Review of the Graduate Certificate in University Learning and Teaching (GCULT)

Focus group trigger questions

A review of the Graduate Certificate in University Learning and Teaching (GCULT) sponsored by Professor Adrian Lee, PVC Education and Quality is currently underway. As part of the review, views are being sought about the program from current participants in the program.

The purpose of this focus group is to seek your views as current participants in the GCULT program on your learning experiences, impact of participation in the program on your teaching practice, and on current and future organisational support for the program.

Your comments will be kept confidential and any quotes used in the report will be anonymous.

Trigger questions

1. What are the best features of the program?
2. How could the program be improved?
3. What have been the most significant things you have learned so far from participating in the GCULT?
4. How is participation in the GCULT impacting on your teaching practice?
5. What kind of support (from PVC, Deans, Heads, peers, etc) have you received to undertake the GCULT? Can you suggest additional support that might be helpful?
6. Have you experienced any obstacles to undertaking the GCULT? What have they been? Can you suggest how they could be overcome?
7. Where would you like to see the GCULT in five years? How can it get there?

Review of the Graduate Certificate in University Learning and Teaching (GCULT)

Interview schedule for peers/Heads of graduates

A review of the Graduate Certificate in University Learning and Teaching (GCULT) sponsored by Professor Adrian Lee, PVC Education and Quality is currently underway. As part of the review, views are being sought about the impact of the program on graduates' teaching practice.

The purpose of this interview is to seek your views on the impact of the GCULT on [name of graduate's] teaching practice in terms of for example, course design, teaching and assessment, interaction with students, contribution to school initiatives in teaching and learning, staff mentoring, presentations, confidence, motivation, etc

Your comments will be kept confidential and any quotes used in the report will be anonymous.

1. What is your relationship to the GCULT graduate? e.g. colleague teaching in the same program, immediate supervisor, Head, etc? How long have you known [graduate]?

2. Based on your knowledge of [graduate's] teaching practice, how, in your view, has it changed following his/her completion of the GCULT? Specifically, can you point to evidence that he/she is
 - redesigning courses/teaching and assessment methods?
 - better organised/prepared for classes?
 - more confident in teaching and interaction with students?
 - more willing to try different teaching strategies?
 - expressing greater motivation for teaching?
 - more reflective about their teaching practice?
 - seeking more opportunities to develop their teaching?
 - developing/maintaining a teaching portfolio?
 - demonstrating skills in solving teaching and learning problems?
 - contributing to school teaching and learning initiatives eg development of new courses, teaching resources, etc?
 - working with other staff on teaching and learning projects?
 - taking on more responsibility within the school for teaching and learning matters?
 - helping and advising other staff on teaching and learning matters?
 - becoming recognised as an effective teacher?
 - getting good feedback from students?
 - contributing to enhancing the culture of teaching in the school?
 - other?

Review of the Graduate Certificate in University Learning and Teaching (GCULT)

Interview schedule for senior staff

A review of the Graduate Certificate in University Learning and Teaching (GCULT) sponsored by Professor Adrian Lee, PVC Education and Quality is currently underway. As part of the review, views are being sought about the program from a range of stakeholders including senior staff.

The purpose of this interview is to seek your views on the GCULT in terms of its effectiveness in meeting its aim of supporting the improvement of teaching and learning at UNSW, on ways that the program could be improved, and on current and future organisational support for the program. Your comments will be kept confidential and any quotes used in the report will be anonymous.

Trigger questions

1. What do you know about the GCULT? (e.g. its structure and content, who teaches it, how it is funded, who enrolls in it, how many staff from your faculty/school have completed or are completing the program, etc)

2. The GCULT aims to support the improvement of teaching and learning at UNSW. Based on your knowledge of the GCULT, how well does it achieve that aim? What evidence are you using to support your view?

3. Can you suggest any ways in which the GCULT could be changed to enhance its ability to support the improvement of teaching and learning at UNSW? (e.g. structure, content, mode of presentation, etc)

