GRADUATE CERTIFICATE IN
HIGHER EDUCATION

Scholarship and skills for excellent teaching in higher education

Program conducted by the School of Education,
The University of Queensland

Program Guide

Participants

The GCHEd is designed for:

• University teaching staff, but is also suitable for technical and further education, and industry trainers

• Research higher degree candidates who are tutoring and intend to pursue a teaching career in higher education institutions

It is recommended that new teaching staff undertake the program as soon as practicable after their appointment. Research higher degree candidates should consult their research advisory team before applying to enrol in the program.

Aims

Graduates of the GCHEd can be expected to:

1. Display a scholarly approach to teaching in higher education and to continued learning about teaching and educational programs

2. Develop learning-centred curricula, courses and assessment

3. Demonstrate a capacity for inclusive teaching and course design

4. Display professional communication, teamwork and leadership in teaching and learning

Introduction

As a result of increasing emphasis on the quality of teaching and educational programs, higher education institutions throughout the world are offering award programs in higher education. In preparing teachers in higher education in this 21st century, there is a clear requirement to enhance the teaching scholarship and skills base of existing staff, and to thoroughly prepare new teaching staff.

The Graduate Certificate in Higher Education or GCHEd is an accredited UQ program that is designed in the context of world's best practice: a focus on learner-centred teaching and action learning models. It has been designed to meet the teaching needs of teaching staff and research higher degree candidates from across the diverse disciplines and learning contexts at the University. It incorporates the varied teaching contexts within which participants work. The design centres on the scholarly/skills nexus, so graduates of the program are equipped with a strong skills base informed by scholarship, are skilled in reflective life-long learning, and can bring about educational change. Attention is paid to the UQ Graduate Attributes for postgraduate coursework (see Page 4).

The UQ Teaching & Learning Context

The University of Queensland has an ongoing commitment to teaching and learning, as expressed in its Teaching and Learning Enhancement Plans over several years. A GCHEd has been offered continuously at the University since 1993. There have been successful graduates across Faculties, libraries, academic levels in the University, age bands and types of academic appointment (including teaching and research, teaching focused, clinical education, research only and tutor).

Design Assumptions

The design of the GCHEd is based on the following assumptions:

Assumptions

• Excellence in teaching in higher education demands the integration of scholarship with skills

• Valid theories of curriculum, learning and teaching can provide a viable framework for curricula and teaching in higher education settings

• Effective learning is active, based on commitment to develop professionally

• Teaching practice can be enhanced through insightful and critical reflection on considered action

• We benefit most from processes that build upon and value our existing understanding and knowledge

• The quality of the educational dialogue between ourselves and others is central to our development as teachers in higher education

Design Implications

• Participants are introduced to relevant scholarship that underpins development of their teaching skills

• Scholarship and skills are integrated in the form of workplace-based activities that are supported by workshops and selected readings

• Participants are assisted to identify and fulfill their learning goals

• Reflection on participants' experience and understanding of learning and teaching is a recurring theme

• Relevant knowledge and experience of participants are drawn upon, as well as being a focus of reflection

• Forming a learning community is an important aspect of the program design, as well as a subsequent source of development

Courses

The program consists of four, 2-unit courses, EDUC6100 to EDUC6103:

- EDUC6100 Designing learning for contemporary higher education contexts - semester 1
- EDUC6101 Designing teaching and assessment in higher education contexts - semester 2
- EDUC6102 Designing educational interventions - semester 1
- EDUC6103 Educational intervention in higher education contexts - semester 2

These courses are offered in blended mode, with face-to-face and online components. The first three courses provide preparation for the fourth, which involves implementing and evaluating a teaching innovation.

The courses may be taken part-time over one or two years, with participation in either one or two courses per semester, depending on participants' other commitments. Most participants agree they gain more by completing the program over two years.

	EDUC6100	EDUC6101
Title	Designing learning for contemporary higher education contexts	Designing teaching and assessment in higher education contexts
Educational content	• Theories of learning • Curriculum design • Inclusive curriculum	• Teaching for enhanced learning • Range of teaching methods • Assessing student performance
Educational skills	• Course design using templates • Implementing learning models • Mapping learning processes onto a curriculum vision • Designing inclusive curricula	• Large and small group teaching • E-learning • Supervising research candidates • Constructing student assessment • Aligning teaching and assessment with course aims and objectives
Assessment	• Critique of journal articles • Course design	• Statement on teaching approach with peer assessment • Design of assessment
	EDUC6102	EDUC6103
Title	Designing educational interventions	Educational intervention in higher education contexts
Educational content	• Evaluating programs and courses • Evaluation for course improvement and life-long learning on teaching • Action learning • Designing educational innovations	• Designing and implementing an educational innovation • Evaluating an action learning project • The role of reflection on action in life-long learning
Educational skills	• Identifying stakeholders for courses and programs • Evaluating teaching, assessment, and course objectives • Using action learning in course evaluation and improvement	• Implementing and evaluating educational innovations • Collaborative learning • Reflection on action and learning • Action learning • Life-long learning
Assessment	• Review of literature • Design of educational innovation	• Evaluation plan for innovation • Report on educational innovation

Program Advisory Committee

Regular collaboration with stakeholders occurs through a Program Advisory Committee.

This committee includes:

• Pro-Vice-Chancellor (Teaching and Learning)
• Dean, UQ Graduate School
• Associate Dean (Academic), HASS Faculty
• Head of School of Education
• Representatives of UQ teaching staff who are program graduates
• Program Director for GCHEd as Chair of the committee

Staffing and administrative details

Enquiries
For further information about the GCHEd, contact the School of Education enquiries office.

UQ location
Level 4, Building 24

Telephone
3365 6550

Email
education@uq.edu.au

Program website
education.uq.edu.au/postgraduate-coursework

Cohort
Each cohort undertaking the program is drawn from a broad range of disciplines and levels of appointment, with a new cohort entering the program at the beginning of each year.

Staffing
The School of Education coordinates the program. Teaching staff who have previously completed the GCHEd may play a mentoring role for participants, which can strengthen a learning community within the University.

Timetable
Each course includes fortnightly, 3-hour workshops, with an additional Saturday in some courses. During intervening weeks when classes are not scheduled, participants complete an online learning module that includes course readings and assigned work relating to their own teaching/learning contexts.

UQ Graduate Attributes for Postgraduate Courses

https://ppl.app.uq.edu.au/content/3.10.06-postgraduate-coursework-graduate-attributes

A University of Queensland graduate will have in-depth knowledge of the field(s) studied. In addition, graduates will display effective communication skills, independence and creativity, critical judgement, and ethical and social understanding. The following statement outlines the key features of the graduate attributes indicated above.

In-depth Knowledge of the Field of Study
• A broad understanding of the field of study, including how other disciplines relate to the field of study.
• A comprehensive and in-depth knowledge in the field of study.
• An international perspective on the field of study.
• An appreciation of the link between theory and practice.

Effective Communication
• The ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently, in both written and spoken forms.
• The ability to interact effectively with others in order to work towards a common outcome.
• The ability to practise as part of an inter-disciplinary team.
• The ability to select and use the appropriate level, style and means of communication.
• The ability to engage effectively and appropriately with information and communication technologies.

In addition, students enrolled in courses with a significant research component may have the opportunity to develop:
• The ability clearly to communicate the results of research in a format suitable for publication in the field of study; and
• The ability to explain clearly and defend research findings through oral presentations, including at conference standard.

Independence and Creativity
• The ability to work and learn independently and effectively.
• The ability to generate ideas and adapt innovatively to changing environments.
• The ability to formulate and investigate problems, create solutions, innovate and improve current practices.
• The abilities and skills that provide a foundation for future leadership roles.

In addition, students enrolled in courses with a significant research component may have the opportunity to develop:
• The ability to undertake supervised research, including the design and conduct of investigations, in a systematic, critical and evidence-based manner, as an individual or as a member of a team; and
• The ability to apply and contribute skills and knowledge creatively and innovatively in a research environment.

Critical Judgement
• The ability to apply critical reasoning to issues through independent thought and informed judgement.
• The ability to process material and to critically analyse and integrate information from a wide range of sources.
• The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions using an evidence-based approach.

In addition, students enrolled in courses with a significant research component may have the opportunity to develop:
• The ability to identify problems appropriate for research and to pose research questions.
• The ability to make a critical analysis of the literature.
• The ability to analyse research data and to draw logical conclusions.

Ethical and Social Understanding
• An understanding of social and civic responsibility.
• An appreciation of the philosophical and social contexts of a discipline.
• A knowledge and respect of ethics and ethical standards in relation to a major area of study.
• A knowledge of other cultures and times and an appreciation of cultural diversity.
• The ability to work effectively and sensitively across all areas of society.
• An understanding of and respect for the roles and expertise of associated disciplines.

In addition, students enrolled in courses with a significant research component may have the opportunity to develop:
• An appreciation of social and ethical responsibilities and the ability to apply ethical standards in research in the field of study.

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