THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

The Postgraduate Certificate in Tertiary Teaching

2011 Handbook

CONTENTS

INTRODUCTION

Postgraduate Certificate in Tertiary Teaching - (PGCert(TertTchg))

This handbook provides:

1. A description of four key features of the programme

2. A general overview of the programme, including

» the graduate profile
» associated assumptions and principles
» structure and teaching/learning approaches
» related expectations and policies

3. A detailed outline of each paper, including learning outcomes, assessment tasks and criteria

4. Information about the PGCert(TertTchg)

5. Further information about the 'recognition of prior learning' provision

6. Guidance on the enrolment process.

If you have comments or suggestions about aspects of this Handbook, please pass them on to me.

Dorothy Spiller

Teaching Development Unit

1. KEY FEATURES OF THE PROGRAMME

There are four significant features of the programme that we would like to draw your attention to at the outset.

1.1 THE PROGRAMME IS FLEXIBLE.

We have attempted to cater for differences in the backgrounds, attributes and commitments of our students by making the programme as flexible as possible.

Within the PGCert(TertTchg) programme, there is flexibility in relation to the following aspects:

» Prior learning and experience is taken into account in determining eligibility for entry into the programme and the nature of the programme undertaken. Please contact the programme coordinator, Dorothy Spiller, to discuss your eligibility for Recognition of Prior Learning (RPL).

» The workshops that constitute the first module of Paper 1 are offered twice each year. Credit for workshop attendance can be given retrospectively.

» Variation in the order in which the two papers are completed may be considered on a case-by-case basis.

» The sequence, start time and pace for some of the key tasks.

» Time to complete variations may change under Faculty of Education

» The teaching contexts that you can focus on for assessment tasks.

» The range of evidence that you will be able to submit to confirm your learning.

1.2 LEARNING AND ASSESSMENT ACTIVITIES ARE AUTHENTIC.

A term used increasingly in literature on tertiary learning and teaching is authentic. What does the term mean when used in this context? Why are authentic learning and assessment activities valued?

Here are some of the defining features of authentic learning activities:

» Authentic activities have real-world relevance.

» Authentic activities are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity.

» Authentic activities comprise complex tasks to be investigated by students over a sustained period of time.

» Activities are completed in days, weeks and months rather than minutes or hours. They require significant investment of time and intellectual resources.

» Authentic activities provide the opportunity for students to examine the task from different perspectives, using a variety of resources.

» Authentic activities provide the opportunity to collaborate.

» Authentic activities provide the opportunity to reflect.

» Authentic activities can be integrated and applied across different subject areas and transcend domain-specific outcomes.

» Authentic activities are seamlessly integrated with assessment.

» Authentic activities create polished products valuable in their own right rather than as preparation for something else.

» Authentic activities allow competing solutions and diversity of outcome.

Reeves, T.R., Herrington, J. and Oliver, R. (2002)

» The main assumption that underpins an emphasis on authentic activities is that they prepare graduates for the demands of real-world work environments. One leading commentator contends that those environments are increasingly characterized by uncertainty, unpredictability, challengeability and contestability (Barnett, 2003). In the context of this programme, they also represent activities that are likely to be an essential aspect of your existing day-to-day work, and should immediately benefit your ongoing teaching.

1.3 THE PROGRAMME PROMOTES PARTICIPATION IN 'COMMUNITIES OF PRACTICE'.

» Communities of practice are groups of people who are bound together by the common purpose of learning from, and with, one another about their practice (their work). They share their work-related knowledge and know-how and collaborate to improve their practice (e.g. teaching). The knowledge that they share is mainly derived from reflection and research on their own practice. Such groups are informal: they form and act outside of the usual formal structures of organizations.

» Participation in the PGCert(TertTchg) programme will provide you with the opportunity to become a member of one or more of these communities of practice. We will actively encourage you to establish or join such communities because we know that it will benefit both your learning during the programme and your longer-term professional development. You may want to meet regularly with colleagues in your discipline to share the ideas that you are working on in the programme. While most of the learning occurs in supervision conversations, we will hold some classes to share learning.

1.4 CONVERSATION, AS WELL AS DISCUSSION, IS A KEY CONTEXT FOR LEARNING

Because we recognize that conversation is a form of talk that can be very conducive to professional learning, the occasions when we talk together will almost inevitably involve an amalgam of conversation and discussion. There is parity in the value that we associate with these forms of talk. Some of the features of conversation that can contribute to its benefits include:

» Conversation can be flexible and responsive to your needs.

» All participants can influence the direction of the conversation.

» Conversation is often focused on personal, local and immediate matters.

» Storytelling is a common and accepted ingredient of conversation.

» Conversation can provide a safe environment in which people can feel comfortable about risk-taking.

2. OVERVIEW OF THE PROGRAMME

2.1 RATIONALE AND BENEFITS

» The PGCert(TertTchg) programme has been designed for tertiary teachers who wish to develop their own teaching and gain a formal qualification for tertiary teaching. It is a programme that can benefit all tertiary teachers, whether they are in the early stages of their tertiary teaching career, or want to revitalise their teaching and make a wider contribution to teaching in their discipline. In many instances, participation in the Certificate can provide a formalised framework for your reflective practice and the investigations into teaching that you are already undertaking. Similarly, some teachers enrol in the Certificate to enhance their capacity and confidence to engage in the scholarship of tertiary teaching. The following examples suggest the way the Postgraduate Certificate can work for teachers from a range of contexts and at different career stages.

Karen is beginning her first university academic position. Having already completed an Introduction to Teaching Workshop series and enjoyed the stimulation of learning about teaching with a diverse group of enthusiastic colleagues, she decides to credit some of the workshops to the PGCert(TertTchg) and complete the qualification.

Ashraf has been teaching at the University of Waikato for five years. In his first year he completed a number of the Introduction to Teaching Workshops and has maintained a strong commitment to his teaching. His application for recognition of prior learning has been approved and now he is immersed in an investigation of his students' responses to new fieldwork tasks that he has designed.

Mere teaches at a polytechnic and had previously completed a Certificate in Tertiary Teaching. She is about to submit her professional teaching portfolio for the second paper in the PGCert(TertTchg) and finds she is hooked on graduate study. She is considering enrolling in a Master of Education programme and planning to use her teaching portfolio in her next job application.

After ten years of teaching, Paul felt that he was no longer able to really motivate all of his students. He attributed this to the increased diversity of the students he was teaching and was uncertain about how to adapt his teaching practice to the new environment. Through his PGCert(TertTchg) studies and working with other colleagues in the programme, Paul began to rethink his ideas about teaching and his practices and rekindled his own enthusiasm for teaching and learning.

Jillian has been teaching for fifteen years. She has been an active researcher and is now looking to reassess her approach to teaching. She hopes to find research-based evidence to inform her teaching choices.

Stephen is a chairperson and wants to improve his understanding of pedagogy and educational practice so as to enhance his capacity to provide leadership around teaching in his department

Ani has been teaching at this university for 10 years. She now wants to incorporate some e-learning components into her teaching. She wants to enrol in the Postgraduate Certificate to help her to establish her e-learning innovations on a sound pedagogical basis.

Some of the specific benefits that you can derive from completing the programme are:

» regular conversational opportunities to prompt and enhance your reflections on your practice

» scholarship-based foundations for your teaching, continuing professional development and ideas and strategies for enhancing your existing practice

» capabilities that will enable you to help colleagues improve their teaching, collaborate with others in development projects and contribute to tertiary teaching scholarship

» a qualification in tertiary teaching that will be recognized internationally and enhance your career prospects. International recognition of the benefits of such programmes means that many institutions now require staff to present evidence of a tertiary teaching qualification in their resume

» a significant stepping stone for further postgraduate level study of higher education and tertiary teaching

» membership of a wider community of tertiary teachers who can be a stimulating and invaluable source of new ideas

We acknowledge that lack of, or limited, formal teaching experience does not imply an absence of teaching knowledge and skills. One of the distinguishing features of teaching is that it is an activity that everyone does from an early age. This means that 'new teachers' actually have well-established ideas about good teaching and a set of related practices. Because of this reality, the programme is in part designed to help you examine your existing ideas and practices and to set them alongside those of other university teachers (your colleagues) and findings from related research. Your personal experience of tertiary level learning as well as teaching will also help you make sense of and evaluate ideas derived from that research. And, during the programme we will make sure that you have opportunities to learn from one another and from your inquiries into your own teaching. It will be a programme that focuses on 'personal practical knowledge' as well as 'public general knowledge', and involve authentic learning and assessment activities.

We hope too that the conversations and learning opportunities will provide you with a basis to continue to investigate and refine your teaching practice.

2.2 THE PGCERT(TERTTCHG) GRADUATE PROFILE

In the higher education sector much more attention is given now to defining the ideal attributes of successful graduates from particular programmes of study. This has led to a much broader view of learning outcomes that should be addressed in the curriculum. In particular, learning outcomes that are associated with intellectual independence, knowledge management, communication and work/relationships with others have been emphasised. These have been broadly characterised as 'tertiary literacies' because they go beyond the knowledge, attitudes, values and skills that are immediately associated with particular disciplines or professions. These are capabilities that help ensure graduates are well-equipped to be life-long learners regardless of the particular contexts and circumstances of their lives in the future. The PGCert(TertTchg) Graduate profile reflects the concern to help prepare you to meet the challenges of teaching in a changing tertiary education environment. The format of this profile has been prescribed by the University of Waikato.

Mastery of Content: Graduates will have discipline (education) and profession (teaching) specific knowledge and skills that meet internationally recognized standards for graduate performance and effective teaching.

The domains of knowledge and skills include:

» adult learners and learning

» tertiary teaching

» assessment principles

» curriculum design

» planning learning opportunities

» reflective practice.

Acquisition of Skills: Graduates will be expected to be able to:

» evaluate theory and research findings concerning tertiary learning and teaching

» draw on relevant theory and findings when making teaching decisions

» use an extensive repertoire of teaching and assessment methods competently

» apply reflection and research skills to improve personal teaching practice and students' learning

» assist colleagues to develop their teaching

» communicate knowledge about tertiary learning and teaching to other practitioners and researchers

Development of Attributes: Graduates will:

» be committed to continuing professional development

» demonstrate intellectual independence when engaged in teaching and professional development

- » cooperate effectively with colleagues for teaching and professional development purposes
- » be sensitive to the diverse socio-cultural backgrounds and learning and communication capacities of their students
- » appreciate and respond appropriately to the complexity, unpredictability and ambiguity of learning and teaching situations
- » be responsive to ethical issues associated with teaching.

Graduate Pathways in Further Education:

Graduates from this programme, including those who have a primary discipline background other than education, are encouraged to inquire about the following pathways.

- » Postgraduate Diploma in Education
- » Master of Education
- » Master of Philosophy
- » Doctor of Education
- » Doctor of Philosophy

Contact the Faculty of Education Graduate Studies Office for further information.

Community and Workplace Prospects:

The enhanced teaching capabilities of graduates of the PGCert(TertTchg) will help ensure that they are well-equipped to handle their future teaching responsibilities. Their scholarship and professional development competencies will also enable them to contribute to the wider community of tertiary teachers and researchers.

2.3 PROGRAMME ASSUMPTIONS

The following core assumptions about higher education, learning and teaching underpin the curriculum and the teaching and learning approaches of the programme:

- » Goals and approaches should be responsive to students' personal agenda for their professional development;
- » aspects of the programme should be flexible to help ensure accessibility and to cater for different learning preferences and styles;
- » the existing personal practical knowledge and experiences of students should be identified and drawn on;
- » reflection on personal experience can be the basis for powerful learning when

students know what to reflect on and how to reflect;

» engaging in the scholarship of teaching is likely to increase teaching effectiveness;

» there are discipline and profession-specific differences in aspects of tertiary learning and teaching that need to be acknowledged;

» the ethical dimension of teaching should be acknowledged;

» and consideration of socio-cultural issues must be integral to the curriculum.

2.4 PROGRAMME STRUCTURE

The programme consists of two papers:

» The Professional Practice of Tertiary Teaching (PROF 532C)

» Tertiary Teaching: Research and Development (PROF 531B)

While the first paper will normally be a pre-requisite for the second, this requirement may be varied to take account of prior learning and experience. Discuss this option with Dorothy or Pip if appropriate.

2.4.1 THE PROFESSIONAL PRACTICE OF TERTIARY TEACHING

This paper consists of two modules. The first module requires your attendance at 8 workshops from the TDU February or June Teaching Workshop series.[1] The 7 workshops are starred. In addition to these 7 workshops, you are required to attend one of the workshops on eLearning.

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[1] *The Teaching Development workshop series consists of 17 workshops offered in February. The programme has been designed for beginning teachers in particular but is open to all University of Waikato staff and staff from other Tertiary Alliance institutions. On average, workshops are of three hours' duration. The workshops nominated for the PGCert(TertTchg) programme constitute the core workshops of the series and are denoted by an asterisk. Contact the administrator of Teaching Development, Preetha Pratapsingh, for information about the programme, including the process for registration. The seven workshops required for the PGCert(TertTchg) programme are offered again from 7-17 June 2011. Workshop dates are also available on iWaikato.*

FEBRUARY WORKSHOPS

	WEEK ONE	WEEK TWO	WEEK THREE
Monday	7 9.00-12.00 Exploring your Teaching and Learning Beliefs*	14 9.00-12.00 Principles of Assessment* 1.00-3.00 Designing Assessment Tasks to Promote Learning	21 9.00-12.00 Embedding Literacy into Learning 1.00-4.00 Facilitating Laboratory and Practical Classes
Tuesday	8 9.00-12.00 Introduction to Course Design*	15 9.00-12.00 The Marking Process 12.30-2.30 Starter Strategies for Teachers	22 9.00-3.00 Tutor Day-Introduction to tutoring for tutors in FASS, Education, Law and Management
Wednesday	9 9.00-12.00 Maximising Learning in Large Group Contexts: learning from case studies of practice*	16 1.00-3.00 Teaching For Diversity	23 9.00-3.00 Tutor Day-MComm tutors
Thursday	10 9.00-12.00 A Beginners' Guide to eLearning	17 9.00-12.00 Becoming a Reflective Practitioner*	24 9.00-12.00 Expanding Your eLearning Horizons 1.00-4.00 Research and Teaching*
Friday	11	18	25 9.00-12.00 Evaluating Your Teaching*

» The final task for this paper is to engage in a classroom observation and subsequent discussion with your supervisor

For module two of this paper, you will undertake 2 assessments which invite you to explore and develop your practice in the light of theoretical understandings and scholarship on teaching (see assessment details for this module on pages 20-24).

2.4.2 TERTIARY TEACHING RESEARCH AND DEVELOPMENT

This paper focuses on the development of 2 teaching portfolios. One portfolio will be a document for career purposes. The second portfolio will be a formative portfolio which is for your own development. You will work mainly on an independent basis accompanied by conversations with your supervisors. Students taking this paper will meet as a class during the semester to discuss their progress and share their experiences of compiling a portfolio. You will also keep a reflective journal in which you record your experience of compiling the portfolios.

2.5 LEARNING AND TEACHING APPROACHES

Learning activities will include:

- » participating in workshop sessions
- » participating in discussions with colleagues
- » regular reflective conversations with your supervisor
- » locating and reading a wide range of types of literature on learning and teaching
- » gathering and analyzing feedback from students or peers
- » interviewing students and other teachers and analysing interview transcripts
- » reviewing teaching records and notes
- » personal reflection
- » colleague-assisted reflection
- » selecting and compiling evidence of your own teaching thoughts and actions
- » collating evidence of your students' learning
- » preparing an essay or report
- » writing a research article to submit for publication

2.6 RELATED EXPECTATIONS AND POLICIES

Referencing

A high standard of reference citation will be expected. All references should conform to the standards of the American Psychological Association (APA). Guidelines on this citation convention will be made available.

The Presentation of Assignments

» Completed assignments should be presented on A4 paper, one side only and with a 30mm margin for comments.

» The cover sheet should clearly identify the name of the student, the code and title of the course and the title of the assignment.

» Completed assignments should be handed directly to Dorothy Spiller, Pip Bruce Ferguson or sent electronically.

» Please keep a copy of all assignments submitted.

The Return of Assignments

The expected turn-around time for assessments is three weeks.

Late Assignments

Students are required to submit their work by agreed to dates.

Extensions

In exceptional circumstances (other than serious sickness, injury or bereavement which will be treated on a case-by-case basis) up to 48 hours extension may be granted by the course lecturer on an approved form (available from the Faculty of Education reception) which is submitted before the due date. The course lecturer will keep a record of such approvals.

Applications for an extension must be made within 24 hours of the due date.

Special Consideration

Any course member who is prevented from completing requirements or whose performance has been seriously impaired by circumstances beyond his or her control may apply for special consideration. This should be done in writing to the Chairperson of the Professional Studies Department as soon as possible. Relevant evidence (such as a medical certificate) should be provided.

Normally the only special consideration possible for students who are unable to complete an assignment due to special considerations is to extend the due date.

Resubmission

Where a student has received a failing grade, resubmission is possible. In such circumstances, the student should contact Dorothy Spiller within one week of the work being returned to negotiate resubmission.

The Ethical Conduct of Course Work

The University of Waikato Human Ethics Research Committee, supported by the Faculty of Education Ethics Committee, is responsible for monitoring human research conducted by staff and students. "Human research" for these purposes is defined as:

> *"Any activity in which individual persons or groups of people become the subject of academic inquiry, whether by observation, questioning, participation in an experiment or by other means including, for example, the obtaining of personal information about a person through third parties; any teaching which involves the participation of humans for the demonstration of procedures or phenomena".*

Students will be expected to pay close attention to ethical guidelines issued in connection with course work assignments. Students should clarify with lecturers/tutors any queries they have about the ethical conduct of course work assignment in advance of undertaking that activity. In the course of their university studies, students must not take any individual initiatives to work with, or seek information from, children or adults without obtaining written approval from lecturers/tutors in advance.

Due to recent changes in the law, as well as an increasing awareness among the public of their personal rights and the possible implications of participating in research, it is essential that we take our ethical responsibilities seriously. Students are therefore advised that failure to adhere to the above regulations may result in the mandatory failure of an assignment.

Feedback, Concerns, Complaints

Feedback on all aspects of this programme, and our teaching will be encouraged, sought and valued. Do not hesitate to raise issues or concerns informally. More formal feedback will be requested at the end of the first block and at the completion of the course.

The University's 'Concerns and Complaints' policy details processes for raising these matters.

Related University Policies

Your attention is drawn to the following policies and regulations which are contained in the University Calendar

» Regulations Governing Examinations and Assessment (P)

» Policy on Use of Māori for Assessment (P)

» Student Research Regulations (P)

» Human Research Regulations (P)

» Discipline Regulations (P)

» Concerns and Complaints Policy (P)

» Computer Systems Regulations (P)

Workload

It is expected that you will allocate approximately 300 hours of in and out-of-class work to the paper.

3. PAPER OUTLINES

3.1 THE PROFESSIONAL PRACTICE OF TERTIARY TEACHING (PROF532C)

3.1.1 LEARNING OUTCOMES

The learning outcomes for this paper include the following:

Students will be expected to be able to:

» identify the personal assumptions and conceptions that underpin their own teaching;

» demonstrate critical engagement with theory and research findings concerning aspects of tertiary teaching and learning;

» reflect on their own teaching in the light of theory and research findings;

» enhance their own teaching through application of research findings;

» demonstrate increased teaching competence through use of a more extensive repertoire of teaching and assessment methods, skills and tools;

» continually improve their teaching effectiveness through reflective practice and by engaging in research on tertiary teaching and learning;

» assist other teachers to develop professionally; and

» recognise and respond appropriately to ethical issues that relate to tertiary teaching.

3.1.2 ASSESSMENT TASKS AND CRITERIA

» Assessment for this paper is by course work only and involves two written tasks and to complete the observation requirement. In order to be eligible for a pass, you are required to complete both tasks and you will receive a 'pass' or 'fail' assessment against agreed criteria. Additionally, each course participant will develop a learning plan for the year in discussion with their supervisor.

» The directions for each of these tasks, and the learning outcomes/capabilities that they are intended to provide evidence of, are detailed below. A more comprehensive briefing will be provided for each task.

» Much of the course learning occurs in conversations related to those tasks and the teaching and learning questions that they generate.

» Regular individual meetings and the submission of drafts are required.

Task One

» Design, implement and evaluate a class or assessment task that draws on workshop learning. Explain the teaching and learning beliefs that underpin your initiative and include reference to the appropriate literature.

Task checklist

» Design a class or assessment task for a paper or a module that you will be teaching.

» Demonstrate the application of workshop learning in the planning and implementation of the initiative.

» Explain the link between the class or assessment and the paper learning outcomes

» Identify the teaching and learning beliefs that underpin the initiative and clearly link these to your practice

» Draw on scholarly literature when planning your initiative.

» Critically evaluate the implementation of the class or assessment in relation to the learning outcomes for the initiative, your tertiary teaching beliefs and the relevant literature.

General Assessment Criteria

The task is intended to provide evidence of your ability to:

» Apply ideas about teaching and learning from the workshops to teaching and assessment initiatives

» Apply the principle of alignment in your teaching and assessment planning

» Articulate your teaching and learning beliefs and build on them in the planning of your teaching and assessment

» Access and incorporate practical and theoretical ideas from the scholarly literature into your thinking about and practice of teaching and assessment

» Critically evaluate your teaching or assessment in relation to your outcomes, teaching and learning beliefs and principles from the scholarly literature.

Due date: To be negotiated
Length: 3,000 words approx.

Task Two

This task is designed to give you the opportunity to design and evaluate a teaching initiative, taking account of related scholarship.

The task requires you to:

» initially review literature related to the initiative

» design, develop and implement the initiative

» design an evaluation strategy

» reflect on your own observations and other feedback

» evaluate the value of the innovation in the context of your goals and future practice, and the scholarship.

We will ask you to work with a supervisor as you undertake this task. You will also need to select a mentor from your discipline.

In the written report on this task you will

» describe your current practice (i.e. pre the initiative) and the rationale for the initiative

» present the scholarship that you have drawn on when designing the innovation

» describe the innovation

» outline the evaluation strategy

» review the implementation process

» present evaluation data

» discuss the outcomes of the evaluation in relation to your teaching goals and practice, and the scholarship.

General Assessment Criteria

The task is intended to provide evidence of your ability to

» draw on scholarship to assist the design and implementation of a teaching and learning initiative

» design and apply an evaluation strategy that will allow sound decisions about the effectiveness of the innovation

» write about a teaching innovation in a way that can inform the teaching of colleagues and which can provide the basis for an academic article.

Due date: To be negotiated
Length: 3,000 - 3500 words approx.

For both tasks, we will provide more detailed information about the assessment criteria.

Task Three:

Observation and Assisted Reflection

You will select a class for observation by reflection and discussion with your supervisor.

Criteria

» This class has well-defined learning outcomes.

» The teaching approaches are compatible with the learning outcomes.

» There is evidence of student engagement with the learning.

» The teacher can engage in a reflective conversation about the class.

3.2 TERTIARY TEACHING RESEARCH AND DEVELOPMENT (PROF531B)

Teaching and learning in this paper focuses on the development of two teaching portfolios and an accompanying reflection.

3.2.1 LEARNING OUTCOMES

Students will be expected to be able to:

» Conceptualise their teaching philosophies and link them to the tertiary teaching literature.

» Reflect on their past teaching and learning experiences and identify the sources of their teaching philosophies.

» Analyse the evolution of their teaching philosophies and account for changes that have taken place.

» Select examples from their teaching practice which illustrate attempts to implement particular teaching philosophies.

» Demonstrate growth as a reflective practitioner who uses teaching experience to inform pedagogy and future practice.

» Evaluate a range of teaching initiatives.

» Demonstrate involvement in and contribution to the tertiary teaching community.

» Reflect on their growth and development as teachers and identify plans for further development.

» Provide a record of teaching-related achievements.

» Demonstrate that they can employ a range of teaching and assessment strategies.

» Reflect on the portfolio writing process.

There are three related assessment tasks

1. The compiling of a portfolio for use in career advancement or job applications.

2. a) The development of a personal formative portfolio which documents your growth as a teacher and which will inform your work as a teacher.

    b) A reflective journal in which you record your experience of writing the formative portfolio.

1. The Career Portfolio

Evidence to document here includes:

»   A statement of your teaching philosophy.

»   Examples of your teaching and assessment practices.

»   Innovative teaching examples.

»   Evaluation feedback on your teaching.

»   Examples of professional development.

»   Contributions to the teaching of others.

»   Published resources on teaching

Word Length: 2,500

2a. The Personal Portfolio

The aim of this portfolio is to enable you to explore your journey as a teacher with the support of reflective conversations with your supervisor.

You may write it in any format that you choose, and it is a document that you will probably want to add to as your career continues.

The broad categories to include are:

i.   Your teaching beliefs and how these have evolved (you may want to include your past experiences as a teacher and a learner, learning from others and learning from scholarship).

ii. A selection of examples from your teaching (positive and negative) that provided you with important teaching insights.

iii. Feedback and evaluation that has informed your practice.

iv. Your process of reflection and development.

v.   Future goals and aspirations.

2b. *Keep a journal in which you jot down the ideas and feelings that surface as you compile this portfolio.*

Word Length: maximum of 4,500

A format for the portfolio is not prescribed as this is one of the learning outcomes (i.e. designing an appropriate and effective format). We encourage you to explore options that include the use of computer/multi-media/on-line modes.

Further details about the portfolio assessment and examples of portfolios will be given to you at the first class meeting.

Dorothy Spiller of the University of Waikato's Teaching Development Unit (TDU) has the main responsibility for teaching this programme.

An English and History major, Dorothy Spiller has taught at high school and lectured in English. At Waikato University, she has been involved in student learning and teaching development. She has research interests in teaching, learning and assessment and is also interested in academic leadership.

Dorothy Spiller - BA Hons; Dip Ed; MA.

AB.09; Extn: 8697; dorothy@waikato.ac.nz.

Pip has worked in education for most of her working life, initially as a primary school teacher, then simultaneously as mother, student, adult educator and researcher. Her various degrees are in education and social sciences, and she has certificates in adult education and Te Reo Māori (the Māori language).

Pip has worked to develop research skills with tertiary institution staff, and conducted research in collaboration with colleagues, within early childhood, primary and secondary settings. She is a keen action researcher.

Dr Pip Bruce Ferguson - Ph.D (Waik), Dip. Tchg (Wellington Teachers' College), Cert Adult and Tertiary Ed (AIT), Cert Te Reo Māori (Te Wānanga o Aotearoa)

A.B.10; Extn. 4116; pip@waikato.ac.nz (Teaching Developer - 0.6: Tuesday to Thursday)

5. SUPPORTING YOUR LEARNING

5.1 OUR SUPPORT

We are aware that undertaking the PGCert(TertTchg) on a part-time basis and as an adjunct to the on-going demands of teaching and research responsibilities will be a challenging experience. This is one of the main reasons why we have endeavoured to build flexible features into the programme. Please don't hesitate to talk with us about issues or concerns in relation to your other professional and personal commitments that are having an impact on your progress. Where possible, we will try to adopt the programme further to accommodate these realities.

In addition to our scheduled meetings you can contact us by email at Dorothy@waikato.ac.nz or pip@waikato.ac.nz.

5.2 THE UNIVERSITY OF WAIKATO LIBRARY

Obviously the library will be a key source for the scholarship and associated literature that you will draw on during the programme. Because most participants in the programme are likely to be unfamiliar with that literature, we will help you learn:

» what that scholarship consists of

» the sources for scholarship on tertiary teaching and learning that are available in the library, and from other sources

» how to search for related literature.

6. RECOGNITION OF PRIOR LEARNING

We will do this initially in one of the Module One Workshops (Introduction to the Scholarship of Teaching and Learning) and relevant literature and sources will be identified in other workshops. Library staff are always ready to assist you to identify and locate materials, to make inter-loan requests and master the use of particular electronic data-bases. They will provide tutorials on the latter.

Additionally, you will be able to borrow books from the Teaching Development library.

One of the flexible elements of the programme is the provision for 'recognition of prior learning' (RPL). This allows us to exempt you from completing certain activities and tasks because we recognize that you have already completed a teacher development programme that has covered similar aspects of the PGCert(TertTchg) programme. In effect, this means that you are granted a partial credit towards the qualification, which effectively reduces the overall workload.

This provision applies to module one of the paper 'The Professional Practice of Tertiary Teaching. If you can verify that you have already completed a comparable series of workshops or a related programme (e.g. Certificate of Adult Teaching), you will not be required to complete the 2009 TDU workshops. If prior learning is recognized, you will begin the programme by undertaking a directed reading task and then completing the first assessment task.

If you believe you are eligible for this provision, you will need to submit an application for RPL. In addition to your contact information, the application will need to

(a)   detail your prior learning

» form(s): workshop,/seminar, academic programme, etc

» objectives/learning outcomes and/or content

» institutions/organizations that provided

» when completed

» whether formally assessed

(b)   include 'evidence' that will support the application. The latter may include academic records, certificates, a statement from previous teachers/programme coordinator, sample learning materials from previous programmes.

Please don't hesitate to discuss these requirements with Dorothy before you complete an application. You may be asked to meet with Dorothy to discuss the details of your application. If your application is approved, you will complete a reading task before undertaking the first assessment task. That task is to read one of the following texts (we encourage you to read both).

References

For a comprehensive list of references, please refer to the lists at the back of booklets given out at workshops

7. ENROLMENT PROCESS

As soon as you decide that you would like additional information about the programme or you have made the decision to enrol, do contact Dorothy. We would like to meet prospective participants as early as possible to discuss, if appropriate, the recognition of prior learning provision, and to explore possibilities for the Paper One assessment tasks. As the latter are likely to involve activities that will be part of your on-going teaching work, it will be helpful to have them identified well in advance and to begin some planning.

You will need to follow the normal University of Waikato enrolment processes – see http://www.waikato.ac.nz/sasd/info-general/enrol.shtml

Please check with your manager about your entitlement to free study in our paper.

> *"The PGCert(TertTchg) has been a critical event in my professional development as a higher education teacher. The actual tasks of the PGCert(TertTchg) gave me the opportunity to reflect more deeply, with support, on the huge gap between my teaching ideals and my lived experiences as a new lecturer. The University of Waikato's PGCert(TertTchg) offers teachers a powerful, institutionally-endorsed space in which we can explore and practise alternative ways of being a better teacher."*
>
> ***M Fitzpatrick***, WMS Marketing

8. GETTING STARTED WITH THE PORTFOLIO

Welcome to this paper in the Postgraduate Teaching Certificate. We hope that you will enjoy this opportunity to revisit your teaching career and plan creatively for future development.

Aims of the portfolio

Portfolios have become commonplace in the higher education sector. They are frequently used as part of an institution's career progression requirements, as evidence of teaching achievements and professional development or as part of the expected teacher evaluation process. They are also often required or encouraged as a tool for ongoing reflection and teaching development. In summary, teaching portfolios are generally seen as having two broad goals. These are to:

» Document teaching-related achievements and development for career-related purposes (promotion, job applications, performance appraisals and goal setting). For these purposes, the portfolio can be seen as an in-depth CV, with the documentation and elaboration of all the spheres of one's working life related to teaching.

» Use as a tool for reflection on one's teaching philosophy, teaching approaches, teaching research and other teaching-related activities so as to enable continual evaluation and teacher growth.

The first goal is primarily concerned with putting one's teaching into the public domain as evidence of a thoughtful commitment to teaching, its practice and its scholarship as well as commitment to teaching improvement for oneself, one's department and the institution.

The Portfolio Tasks in the Postgraduate Certificate in 2008

In previous iterations of the Programme, we required one portfolio. However, the portfolio task is now divided into two distinct documents. We have separated the summative documentation required primarily for institutional purposes from the formative, developmental aspect. While there will be inevitable overlap between the two documents, we hope that the separation of the tasks will allow you to complete both a public document that will enhance your career progression and a private one that enables you to engage in an in-depth exploration of your role and development as an academic teacher, determine new goals and serve as a tool for an ongoing refinement of your practice. In the personal portfolio, we want to provide you with the space to investigate your teaching in a way that may not be compatible with institutional requirements.

1.   The career portfolio

The sections for this portfolio are outlined in the course handbook on p.20.

Some additional points to consider:

» Writing style – the kind of audience that you need to imagine for this portfolio includes chairpersons, university managers, and appointment committees. With this in mind, the writing should be formal, concise and accessible. A simple, but easily readable format is best.

» Teaching philosophy - for the purposes of this portfolio, you need a succinct account of the main aspects of your teaching philosophy, using, where possible, the appropriate terminology, but also providing an accessible explanation. Reference the literature on teaching philosophy/beliefs where appropriate.

» Examples of your teaching and assessment practices. For this section, provide an overview of your current teaching responsibilities (Relevant course outlines can be included in an appendix). Select examples from your teaching and assessment practices that you want to highlight or comment on.

» Innovative teaching or assessment- select some examples from your teaching and assessment in which you tried something innovative. Explain the purposes, describe the innovation and comment on what it achieved.

» Evaluation feedback-include course evaluations, informal feedback from students, testimonials, peer feedback.

» Examples of professional development-TDU workshops, individual TDU consultations, teaching qualifications, in - department teaching conversations, reading about teaching.

» Contributions to the teaching of others – conversations, mentoring, presentations, sharing of resources

» Published resources on teaching- any publications on teaching in a reputable refereed journal.

Criteria

To pass this assignment, you need to provide appropriate information for as many of these categories as possible. The layout needs to be clear and use sub-headings. The writing should be formal, correct and appropriate for the target audience.

2.   The personal portfolio

The sections for this portfolio are outlined in your handbook on p.20 and 21.

The main audience for this portfolio is yourself and your PG Cert supervisor. The primary aim is to provide a tool for your stocktaking of your current teaching thinking and practices, articulate your teaching identity, explore your journey as a teacher and offer a framework for planning future goals. If you choose, you may want to share aspects of your portfolio with other colleagues as a way of inviting different perspectives and advancing your growth as a teacher. You may write this portfolio in any style as long as you use the main headings provided. I think these headings are self-evident; the emphasis is on in-depth exploration of the different aspects of your career as a teacher- this is a place to brainstorm, experiment, acknowledge all the points along the way that have contributed to who you are as a teacher. It is a place where you can try to draw the personal and professional together.

Criteria: In order to pass this portfolio component, you need to provide a response to each of these sections. Most importantly, you should be able to identify key moments/reading/experiences that have contributed to the way you see yourself as a teacher and helped to shape your practice and future aspirations.

3.   Reflective journal

When you are engaged in writing the personal portfolio, we would like you to keep brief journal notes about your experience of looking at your teaching in this way.

Some questions to help you:

» Is writing this portfolio helping me to get new insights into myself as a teacher?

» What learning am I doing that I might want to translate into practice?

» Is the portfolio process helping me to think in new ways about learners?

» What emotions does the portfolio writing process generate?

» Is this portfolio a valuable learning exercise?

Portfolio supervision process

Ongoing conversation will help you to maximise the portfolio learning opportunities. we would like you to meet regularly with us to discuss sections of your portfolios. Your drafts will provide the basis for our meeting conversations.

Reeves, T.R., Herrington, J. and Oliver, R. (2002) Authentic activities and online learning. Proceedings of the Annual Conference of the Higher Education Research and Development Society of Australasia, Perth, Australia. 562 – 567.

Barnett, R. (2003). Learning for an unknown future. Keynote address to the Annual Conference of the Society for Research and Development in Higher Education, 6-9 July 2003, Christchurch.

9. NOTES

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