Pathe-ways:

A resource for Foundations Program teachers

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Introduction

The Pathe_ways resource has been partially developed and a draft is included in this Appendix. It is intended that the resource be piloted with a group of new academic developers in the first instance and then put online and extended. The resource has 3 sections (for different stages relating to academic development experience) and a selection of modules within each section.

Section 1: Teachers new to teaching foundation programs: Surviving
Module 1: The Context: Foundations programs, what do you need to know?
Module 2: Presentation skills and delivery (teaching skills)
Module 3: Curriculum design
Module 4: Working effectively with diversity
Module 5: Evaluation

Section 2: Ongoing professional development for established foundation program teachers: Engaging

Section 3: Leadership development or renewal for experienced foundation program teachers: Thriving

Draft introduction for online resource

Pathe_ways is an online professional development resource developed as an outcome of the Australian Learning and Teaching Council (ALTC)-funded ‘Preparing Academics for Teaching in Higher Education (PATHE)’ project, led from the University of South Australia, Flinders University and Bond University and by Professor Margaret Hicks, Associate Professor Heather Smigiel and Associate Professor Gail Wilson, and supported by 32 participating institutions around Australia. The resource draws on much excellent work already undertaken in the development of education in Australia, the sources of which are acknowledged throughout the resource. There are three sections of self-paced learning modules for foundation program teachers. Choose whichever section best suits your present situation:

Section 1: Teachers new to teaching foundation programs: Surviving
Section 2: Ongoing professional development for established foundation program teachers: Engaging
Section 3: Leadership development or renewal for experienced foundation program teachers: Thriving

(Please note that only Section 1 has been developed within this project brief.)

The concept of ‘pathways’ is the approach to professional development for Foundations teachers recommended by participants in the foundations colloquia. The Colloquia have been held since 2003 but foundations programs for foundations teachers themselves have only been articulated as a need in the last three years. Foundations teachers generally are designated as ‘academic/educational developers’. This program responds to the lack of any
recognised pathway to educational development and lack of research into why individuals become academic developers, how to retain them in this field and how they might advance within what has become an international and cross-cultural field (Gosling, McAlpine, & Stockley, 2008). You can contribute to UK research into these areas via http://www.iathe.org.pathways/

This resource is called Pathe_ways because the modules are part of ongoing work and research designed to encourage and support you to develop new and ongoing professional expertise as a foundations program teacher, to remain within this field and to progress as a professional academic developer.

**Key challenges**

All the challenges academic developers face need to be considered against the background of changing expectations of universities. This is a consequence of and is in response to globalisation and rapid developments in information technology. Australian academics comprise one of the most elderly workforces of all sectors. Hugo (2008, p. 15) shows that, while numbers are improving over time, women are still under-represented: “[A]mong the older lecturing staff, there are four men for every woman aged over 55”. Australian universities will face a “recruitment challenge” in the next few decades as ‘baby boomers’ retire at the same time as growing and “intense international competition for high-quality academic staff” (ibid, p. 8) is likely to attract Australian academics offshore. North America, the UK and New Zealand also need to recruit and retain academic staff and Asian universities are increasing in number and in their attractiveness to high quality staff. Hugo describes three main challenges facing higher education as the 3 Rs, ‘recruitment’, ‘retention’ and ‘return’ (attracting those academics working overseas back into Australian universities).

Many new jobs are short-term contracts held by younger staff, many of them women and many from other countries. It is significant that just over 40 per cent of Australian academics were born overseas, compared with around 27 per cent of the total workforce. Almost half of the ‘permanent academic arrivals’ are from Asia (Hugo, 2008, p. 35). They are also highly qualified. Almost half of those with PhDs in Australia in 2001 were migrants (p. 30). Yet there is a worrying trend for more academics to be leaving permanently than moving here permanently (p. 35). These factors impact on who will need professional development, what they will need and how best to facilitate it.

Due to the expansion of foundations programs for academics instituted at most Australian universities over the past five years, many foundations teachers, while highly qualified and experienced in various disciplines, are new to teaching for professional academic development. For example, Sorcinelli et al. (2006) found that, due to increasing demand, more than 50 per cent of Canadian and US developers had five or fewer years’ work experience in this field.

Data in the report of the ALTC-funded ‘Development of Academics for Higher Education Futures’ project indicate the same trend in Australian academic development units: in the 2007 survey undertaken as part of this project,
two-thirds of respondents had been in academic development work for between one and five years. Further, 50 per cent were aged between 50 and 59 years, and almost 27 per cent were aged between 40 and 49 (p. 35). This suggests a workforce that has moved into academic development after a disciplinary academic or professional career, and one not formally qualified specifically in higher education.

There has been some pressure to make formal preparation programs for university teaching mandatory. Structured programs exist, but they vary greatly, from one-day induction through to mandated post-graduate certificates in higher education. Goody’s review (2007, p. iv) indicated that one-quarter of Australian universities still did not offer any introduction to teaching programs for their staff. By 2008, only three universities represented at the foundations colloquium that year reported having no Induction or foundations programs. Yet as reported in Dearn, Fraser and Ryan (2002) and confirmed in Rich (2009), few Australian university teachers have teaching qualifications. At least one sandstone university had no academics enrolled in a Graduate Certificate in Higher Education in 2009. These modules seek to address the call for professional development for foundations teachers by offering a short introduction and guide to some of the main issues and key challenges you may face in preparing and teaching a foundation program for academic staff. Given increased academic mobility, it would benefit the quality of higher education teaching generally if foundations teachers shared a common pedagogy and philosophy, so that academics moving between universities also shared common perceptions about learning and teaching, and had a common language to describe and discuss their teaching roles.

This resource is not a substitute for a Graduate Certificate in Higher Education, the award program most often encouraged by academic developers, and it is not intended to be. We hope that this resource will encourage you to undertake more formal studies when you can. Various avenues are discussed in sections 2 and 3 and there are links to relevant websites. You may wish to investigate the Graduate Certificate in Tertiary Education (GCTE) offered under the auspices of the University of New England (UNE), but including units from the University of Canberra, the University of Ballarat, the Edith Cowan University and Central Queensland University.

http://www.une.edu.au/education/for_students/postgraduate/gradcertsandmasters/g_cte.php The GCTE project was funded by the Australian Learning and Teaching Council (ALTC).

Section 1: Teachers new to teaching foundations programs

Section 1 is for teachers new to teaching foundations programs and introduces you to the context, supporting theory and practice of academic development in higher education. We have taken a curriculum approach to this, so each module consists of a set of learning outcomes, learning activities, readings and resources.
Section 1 consists of five 3-hour modules, which ideally you will study over three to six weeks. We ask you to evaluate the modules and to self-evaluate your learning when you complete the modules.

Module 1: The Context: foundations programs, what do you need to know?
Module 2: Presentation skills and delivery (teaching skills)
Module 3: Curriculum design
Module 4: Working effectively with diversity
Module 5: Evaluation

(Please note that only Module 1 has been completed in full. There are draft outlines of Modules 2-5 but they are not included as part of this appendix.)

Learning outcomes
On completing the five modules, you should:
be able to discuss the current context of academic development in Australian higher education
be able to critique the basic philosophies and approaches guiding Foundations programs
feel confident to prepare, teach and evaluate a foundations program
work effectively to model and embed diversity in foundations programs.

Module 1: Context: foundations programs

Learning outcomes
On completing the five modules, you should:
be able to discuss the current context of academic development in Australian higher education.
be able to identify the basic philosophies and approaches guiding foundation programs.
be able to apply accepted key concepts in academic development in your own context.

Context: What do you need to know?

What do we mean by academic (or educational) development?
The term you use will depend on personal preference or accepted usage in your university. Academic development “revolves around the improvement, support and development of teaching, learning, assessment and curriculum, the enquiry into, investigation of and research into higher education, and informed debate and promotion of the scholarship of teaching and learning into higher education goals and practices” (Bath & Smith, 2004, p. 14).
Academic developers engage in a wide variety of roles within three main areas: teaching, research and service. Bath and Smith explore each of these areas in detail.

What is a foundations program?
Goody (Appendix 1) summarised the common aims of foundations programs in his survey as:
to introduce academic staff to the principles, concepts and practice of teaching and learning in higher education, to provide them with the knowledge, skills and confidence to operate as effective teachers in a
university setting and an informed foundation upon which to continue to develop their practice in their institutional context.

Foundations programs are about building relationships that will underpin a conversation over time. They go beyond introducing new academic staff to the institution (induction) or only offering teaching tips, although these are part of most programs. McLoughlin and Samuels (2002) suggest that a useful program would “foster the scholarship of teaching” as well as provide “academics with the scope and time to develop professional interests and a portfolio, critical reflection on curriculum design, assessment approaches and evaluation ...”. The aim of foundations programs should be developmental rather than ‘remedial’ with its judgmental connotations and assumptions.

This can be a tall order, because most programs are not conducted in ideal contexts, which assume time and motivated participants. You may have as few as four hours or as many as 48 hours. The danger with short programs is the temptation to create a lecture-fest to cram information in, rather than providing a good experience for participants to build on. As Goody’s review (Appendix 1) shows, Australian universities have increasingly moved towards mandatory programs for new staff. While most are not formally assessed, they do require participants to undertake various tasks to complete the course. Most programs generally form the first unit of a Graduate Certificate in Higher Education and they are usually offered each semester. They are usually face-to-face with online resources or discussion forums, or as a ‘blended’ mix of both modes.

The texts most commonly used and recommended in the programs are John Biggs (1999), updated by Biggs and Tang (2007), Paul Ramsden (2003), Prosser and Trigwell (1999), Race (2001) and Laurillard (2002). A longer list is available (Appendix 1). Each of these texts has a different focus. For example, Phil Race’s work is a practical survival guide with detailed ‘how to’s’ for new teachers, while Laurillard’s work responds to the need to teach effectively with new technologies.

Some Australian foundations programs have moved away from using one core text to using a small selection of resources for each topic. Their Participants participants were time-poor and they felt less overwhelmed by fewer texts and engaged more with those selected. There are useful descriptive case studies in the journal Innovations in Education and Teaching International, for example, Orey, Koenecke and Crozier (2003) and Shephard, Riddy, Warren and Mathias (2003).

**Why do we need foundations programs?**

Most higher education teachers do not have any formal teacher training and demands on their teaching expertise have increased as a result of larger and more diverse classes. A survey of one Australian university found that only four per cent had some teaching qualification (Rich, 2009, np). Graduate Certificates in Higher Education and short-term foundations programs have emerged to try to fill this gap. Australia offers no professional association program equivalent to the UK Staff and Education Development Association (SEDA) professional qualifications programs (see http://www.seda.ac.uk/fellowship/supportingandleading.htm).
As a foundations teacher, you are entering a relatively new field. Professional development for teaching in Australian universities has only existed for around 30 years. The field is expanding due to increasing professionalisation and the need to meet quality standards in response to the higher expectations of students who are paying for their education in a competitive ‘market’. There is also the effect of greater accountability of academic staff through evaluations of teaching and quality audits of universities. Since experienced educational developers began to retire in the mid-90s, there have been increased numbers of younger staff needed to deliver foundations programs. These are from diverse disciplinary backgrounds and with an interest in teaching but not necessarily with teaching qualifications in higher education.

A further stimulus to mandated programs may be the current move to legislate for more stringent teaching qualifications in the vocational college sector in response to quality concerns: it has been suggested that a Certificate Level IV in Training be a minimum qualification for teachers (The Weekend Australian, The Australian, 21 August 2009, p. 6).

Educational development has a national and an international dimension. The Higher Education Research and Development Society of Australasia (HERDSA) is a member of the International Consortium for Educational Development (ICED). HERDSA publishes a scholarly journal HERD: http://www.herdsa.org.au/?page_id=25

The ICED network has members from Europe, Canada, Australasia and Asia and encourages collaboration to improve teaching practice. It is concerned with current challenges, but it has a long-term goal of developing core standards and a professional recognition framework. The ICED journal, International Journal of Academic Development (IJAD): http://www.mcmaster.ca/stlhe/publications/ijad.html is a forum, a space for networking and a rich resource of research-based ideas and practice. Many other journals and professional associations are devoted to research into higher education. Together these form the basis for claiming that higher education is now a discipline area in its own right.

**What are the key teaching and learning theories that I need to understand and engage with?**

Peter Kandlbinder and Tai Peseta (2009) identify five key concepts about higher education teaching and learning that currently underpin most foundations programs in Australasia and the UK, and which are introduced briefly below:

- reflective practice
- constructive alignment
- student approaches to learning
- scholarship of teaching
- assessment-driven learning.

University teachers need to understand at least these five concepts as the basis for developing as teachers. You will be need to engage with these and be able to explore their relevance with participants in foundations programs in your university. Many experienced foundations teachers would also include
‘communities of practice’ (Pickering, 2006; Viskovic, 2006; Wenger, 1998) and ‘working effectively with diversity’. Other important concepts are listed by Goody (Appendix 1).

**Reflective practice**

Schön (1983) introduced this term. A reflective practitioner will consciously explore and understand how he/she teaches, and ask whether it is effective, what alternatives are possible and what assumptions lie behind their actions (Carew et al., 2008). Reflection involves a critique of assumptions to determine whether any belief, often acquired through cultural assimilation in childhood, remains functional for us as adults. We do this by critically examining its origins, nature and consequences (Mezirow, 1994, p. 223). A reflective practitioner will be able to answer or engage with questions such as: "What steps have you taken to critically evaluate your own work? What is the range and depth of evidence that you use? What have been the effects on students’ learning?” (Ramsden, 2003, p. 216).

Bell (2001, in Carew et al., 2008, p. 56) identified three levels of reflection in academics’ writing: ‘technical’ reflection or improving techniques of presenting information, ‘pedagogical’ reflection which related to developing “a learner-centred conception of teaching” and ‘critical’ reflection, which related to ‘re-defining’ the an academic’s’ educational role. Biggs and Tang (2007, p. 43) prefer the term ‘transformative reflection’: using reflection to become the most effective teacher you can be. This requires teachers to have an ‘explicit theory of teaching’. Developing teaching portfolios is one practical way in which teachers can reflect on and document their practice. This is one reason why portfolios are commonly used as an exercise in foundations programs.

**Are professional development programs and reflective practice effective?**

This is a question that foundation program participants often ask. Rich (2009, np) cites “a growing body of evidence demonstrating the links between quality teaching and effective learning” and considers that quality teaching is linked to “being well informed on the literature of teaching and learning, being reflective about one’s practice and committed to improved student learning”. Kreber (in Brew & Ginns, 2008, p. 545) found that engaging in teaching development courses led to “higher level thinking in relation to teaching”. Brew and Ginns (2008) go further and assert that engaging in the scholarship of teaching and learning can lead to a ‘reflexive’ approach in which teachers continually challenge their embedded and hidden assumptions. This can lead to emancipatory and transformational changes in what they teach and how they teach it. The module on evaluation revisits this question.

**Constructive alignment**

Constructive alignment “is based on the constructivist theory that learners use their own activity to construct their knowledge” (Biggs & Tang, 2007, p. 52). Alignment refers to specifying the Intended learning outcome (ILO) in the form of a verb such as ‘reflect on’, or ‘apply’. These verbs guide the teaching/learning activities (TLAs) and what the student needs to do in the
assessment tasks (AT). The grading scheme reflects to what degree and how well the ILOs have been met. Constructive alignment can be adapted to courses and programs at all levels (Biggs & Tang, 2007). For a short but comprehensive review of various approaches to teaching and learning, see Ryan (2008).

**Student approaches to learning**

Key research into how students learn was conducted by Marton and Saljo in Sweden (1976), who studied surface and deep approaches to learning. Biggs and Tang (2007, p. 29) make clear that ‘deep’ and ‘surface’ describe ways of learning, not the students, and are better seen as “reactions to the teaching environment”. A surface approach involves getting “the task out of the way with minimum trouble, while appearing to meet course requirements” (p. 22), while a deep approach focuses on “underlying meanings, on main ideas, themes and principles, or successful applications” (ibid). There are both student and teacher factors impacting on each approach. Biggs and Tang (2007) explore these in detail.

Ramsden (2003) also bases his influential texts on the principle of student-centred learning, arguing that rather than focussing on ‘content’, academics need to consider how students best learn a discipline. Changing from seeing teaching as what the teacher does to seeing it as what the student does, is central to developing the scholarship of teaching.

**Scholarship of teaching**

This is a recent and much discussed term, attributed to Boyer (1990), who identified the scholarship of teaching as the fourth way of being scholarly, equal for the first time with the ‘scholarship of discovery’ (or basic research), the ‘scholarship of integration’ and the ‘scholarship of application’ (in Badley, 2003, p. 303). Teaching and learning are not seen as separate or competing. Quality teaching is itself a ‘scholarly effort’. It is part of a shift from an instruction paradigm in which knowledge is transferred from teachers to students, to a learning paradigm, in which higher education institutions create environments in which students are motivated to discover and construct knowledge as members of learning communities (Barr & Tagg, 1995, in Badley, 2003). The accessible introduction by Trigwell et al. to the scholarship of teaching includes its history as well as helpful examples and frameworks to help participants understand where they are in their own scholarship of teaching journey:
http://www.clt.uts.edu.au/Scholarship/A.Model.html Their matrix provides a good discussion point for individual and group work on this topic.

**Assessment-driven learning**

Paul Ramsden (2003, p. 177) defines assessment as a two-way learning process between teachers and learners, with various elements including “reporting on students’ achievements”, teaching better through clearly expressed goals, measuring their learning, diagnosing misunderstandings, and “changing ourselves as well as our students”. This is a very different approach from acquiring facts, skills and techniques and reproducing them on demand. One of the most useful activities foundations programs can provide is a safe space to discuss assessment worries, what makes effective
assessment, using real examples of assessment to show how important moderation is, and guiding staff in developing rubrics to make their lives and those of their students easier. A DVD of a critical incident can provide a nonthreatening opening for discussion.

What is a rubric?
Adelaide University’s website defines a rubric as “a scoring guide, check list or set of rules that identifies the criteria and the expected standards for a given assessment.” Knowing how to develop and/or use a rubric can be one of the most useful skills for new academics in particular. A clear rubric, which students understand and respect, can help to avoid disputes over marks. These are one of the most time-consuming and stressful activities that academics face, as students can be upset or aggressive if they feel they have been treated unfairly. A rubric can be used to explain where and how students have not met the requirements for a grade, and how they can improve in future. There are many websites with detailed explanations of rubrics and examples and templates. Macquarie University’s Teaching and Learning Centre offers one clear, brief introduction:
www.mq.edu.au/ltc/about_lt/assess_docs/use_ass_rubrics.pdf This includes a link to a podcast, in which Dr Mitch Parsell talks about using instructional rubrics to engage students in assessment:
www.mq.edu.au/learningandteachingcentre/for_staff/engage_students/parse ll2/inde x.php Adelaide University’s website offers an introduction to assessment issues, including Bigg’s SOLO taxonomy:

Communities of practice
Jean Lave and Etienne Wenger (1991) coined the term ‘communities of practice’ as a new term for an old phenomenon. The term describes “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”. However, a genuine community of practice must have three characteristics: a shared domain of interest (and shared competence), engagement in mutual learning and information sharing, and a shared repertoire of resources (Wenger, n.d., p. 1). This process takes time and sustained interaction. For a useful discussion of the concept and a higher education case-study see Leshem (2007) and Zimitat (2007). The concept is influencing theory and practice in many domains, from local to global, and is seen as helpful in moving organisations from an instruction paradigm to a learning paradigm.

Working with diversity
All staff (and their students) need the skills and understanding to work effectively in increasingly complex and diverse contexts within Australia and overseas. Diversity includes diversity of entry to university, age, ethnicity and culture, Indigenous or non-indigenous status, class, sexual preferences and disabilities. Staff and students may represent changing intersections of any of these. Many teachers find comfort in a ‘deficit’ approach because it is easier to stereotype or label a group as a ‘problem’ than to look for answers in teaching methodologies or in their own attitudes.
You can detect a deficit approach in terms such as teachers ‘overcoming’, ‘dealing with’, or ‘managing’ the ‘problems’ posed by diversity. This expresses itself in curricula where diversity only appears as an issue in content that ‘deals with’ minorities as ‘problems’. There is little or no mention of cultural issues, cross-cultural skills and understandings as part of the need for global competencies and qualities in the 21st century.

Even the word ‘inclusive’ is problematic. Inclusive can simply imply a centre prepared to tolerate or admit a periphery. An alternative term is ‘responsive’, which allows for “reciprocity...the development of a two-way flow of ideas and values between communities” (Barnett, 1994, p. 20). More issues are explored by Kelly (2008a), Sidhu (2006), Singh and Shrestha (2008) and Volet and Ang (1998). There has been little noticeable response to Volet and Ang’s (1998) research conclusion that academic staff are responsible for creating environments which support crosscultural communication, or to research showing that genuinely inclusive or, preferably, responsive teaching is good teaching for all students (Biggs, 1999; Heath, 2000). You will need to model best practice in all aspects of a foundations program, from catering, name labels and resources, to group work and inclusive language.

**What are some key challenges involved with teaching foundations programs?**

One acknowledged challenge is the need to understand and respond to the great variation in how participating staff perceive teaching and scholarship in the current higher education context of highly vocationalised programs (Clement & McAlpine, 2008) and the higher status of research (Rich, 2009). Another is the need to move beyond ‘one-off’ staff development programs towards a ‘continuing collaboration’ model. This involves ongoing collaboration and discussions around content and process between developer and discipline staff (Zeigenfuss & Lawler, 2008). This approach echoes and complements the sustained interactions involved in creating ‘communities of practice’ described by Lave and Wenger (1991) and Wenger (2007), explored further below.

Some senior academics are suspicious of generic development programs and there is a tendency for both academics and staff developers to ‘other-ise’ each others’ experiences (Bradley & Helm, 2007, p. 10). Some academics view academic developers as the ‘thought police’. Comber and Walsh (2008) have completed a report based on research into the differing perceptions of academic staff and academic developers. Their report is available online and contains case studies, surveys and responses from academics in various disciplines which explore various reasons for these differences: http://www.heacademy.ac.uk/resources/detail/aboutus/sheer2_comberwalsh

Goody’s review (Appendix 1) identified some common challenges facing or limiting Australian foundations programs. These are described briefly below. Others will be unique to your university. [Insert Learning activity1]

**Finding qualified staff to facilitate programs**

The need for younger qualified staff is increasing, while many experienced facilitators are reaching retirement. It is useful to develop a network of academics, support staff and consultants who can collaborate with you in
delivering programs. It is important to get good presenters, rather than just ‘filling gaps’ in the program.

**Time to attend and time to cover topics**

Time stress is a multi-faceted challenge. Seventy-four per cent of Rich’s respondents (2009, n.p.) felt that they could not keep up to date with the current literature on university teaching, “making it unsurprising that 79 per cent of science academics also do not think that they incorporate current education theories in [their] teaching practice”.

It is hard to schedule programs to suit everyone and time-pressed academics find it hard to give time to follow-up activities, especially when programs require ongoing activity. There is not enough time to cover all topics and you do not want to overwhelm participants. You need to balance the legitimate need for ‘teaching tips’ with the need to develop participants’ understanding of the scholarship of teaching as a foundation for their career development. One approach is to offer some choice and include at least one program on a weekend. One practical problem is participants who register but do not attend on the day. This can be improved by sending out personal invitations and reminders several days before the program, asking participants to let you know if they will be unable to participate, because non-attendance impacts on program design and catering. Some universities advise that they will charge schools for non-attendance without notice. Non-attendance without notice is unprofessional and indicates a failure to value the program.

**A changing and diverse academic workforce**

Participants in foundations programs and graduate certificate programs are from diverse discipline, cultural and motivational backgrounds. Moreover, regardless of backgrounds, not all staff want to attend, nor may they see any need to. Some have been ‘required’ to attend with the intent of ‘improving’ their teaching. New academic staff are the most vulnerable since they face so many expectations and demands. They are often learning how to teach at the same time as they are expected to research in their discipline area and understand the complex policies and procedures universities have developed in the past 20 years in response to external and regulatory pressures. These pressures may be compounded for staff from overseas, who are working in a new educational environment, in what may be their second or other language. There is a skill in writing invitations so that they appeal to these groups and in making the programs relevant to differing needs.

**Accommodating everyone**

Participants may include large numbers of sessional staff, on multiple campuses, as well as off-campus and overseas-based staff where there are transnational programs. There are additional issues for Australian staff teaching abroad in transnational programs. There is currently little systematic professional development for them or the local teachers with whom they work. This has been noted as an area of need in AUQA reports (Australian Universities Quality Agency) and by the NTEU, the academic union (Dunn & Wallace, 2006).
A recent study for the Australian Council for Learning and Teaching (Scoufis et al., 2008) argue that over 60 per cent of undergraduate teaching in Australian universities and, based on NTEU surveys, up to 80 per cent, is now done by sessional teachers. Sessional staff have been “embedded in the employment structure” (AUTC, 2003, p. 1) and are likely to remain a feature of university employment for the foreseeable future. Working with sessional staff has its own challenges and the literature is increasing. Read the NTEU’s report, the RED report (Scoufis et al., 2008) and the Final Report into the sessional staff development program at the University of Canberra (Kelly, 2008b) for detailed information, a guide to relevant literature and approaches that have been used successfully elsewhere. Combining sessional and full-time staff for some or all sessions can benefit both groups by establishing networks and informing them of issues of concern. Marginalising sessional staff diminishes their learning and ignores their skills and expertise (Anderson, 2007).

Focus on research
There is a continuing struggle to raise the status of foundations programs as an integral part of the promotion and tenure process rather than as an optional extra which takes time away from the ‘real’ business of research.

Where teaching is not valued as much as research, despite official rhetoric claiming that it is, Hunt (2007, p. 773) found that lecturers found it a “career hazard” not to focus on their discipline research, as did Rich (2009). This problem is partially addressed by greater reward and recognition for teaching, and formal allocation of time for staff to participate in professional development. This needs to be explicitly linked to their work so that they can see it is relevant. It is also addressed by encouraging research into teaching approaches, thus meeting the twin imperatives of research and improving learning and teaching. Resourcing, whether staff or financial, can support or constrain foundations programs. Sessional staff, in particular, need to know that their contribution is valued enough for them to be paid to attend. A practical tip here is to include a few appreciative quotes from participant evaluations in your reports on foundations programs to senior managers. This provides evidence of the support the programs provide.

Whether a program is mandated or voluntary, problems may arise
Mandated programs may create resentment, yet a voluntary program indicates that it is not a priority for the institution. For more information on this issue, see Trowler and Bamber (2005) and Rich (2009). Trowler and Bamber (2005) conclude that professional development programs will succeed only if they are supported by systematic and integrated institutional processes. This would include ways of identifying and spreading ‘preferred practices’ and developing ‘enhancement cultures’ in departments and workgroups, working on solving problems through changing practice (p. 88).

How do you evaluate the impact of such programs on teaching or on learning outcomes for students?
Ongoing research is a critical aspect of turning around attitudes to professional development and the scholarship of teaching. Brew and Ginns at the University of Sydney (2008) demonstrate that planned, sustained,
institution-wide strategies designed to support and extend the scholarship of teaching do benefit staff and have cumulative benefits. They also led to improvements in three of the five measures that Sydney University uses to gauge students’ course experiences: Good teaching, clear goals and standards, appropriate assessment, generic skills, and overall satisfaction with degree quality. Fraser, (2006, p. 13) describes a model based on collaborative partnerships across the various levels within the university. This model depends on ‘co-instruction’ with each partner trying to explain their understandings and to learn from each other in order to develop shared understandings.

**Learning activities**

**Activity 1:** Identify the key challenges of your own context.

**Activity 2:** Use Kandlbinder and Peseta’s (2009) table of key concepts (insert LINK) to rate your current confidence in discussing and teaching these concepts. (This will need to be adapted, using a scale from ‘not at all confident’ to ‘very confident’). Revisit after you have completed the modules and the readings.

**Activity 3:** Read and summarise at least one article related to teaching and learning in your discipline and at least one paper related to a broader aspect of teaching and learning. Send your summary to a colleague for comments.

**Activity 4:** Identify and explain to a colleague the philosophy/ies underpinning your university’s foundations program. Draw a sketch or mind map of the themes that run through your program, such as scholarly teaching and reflective practice. How do they relate to and support your university's mission statement and key policies?

**Activity 5:** Here are two genuine comments from foundation program participants:

“I’ve never attended a professional development program and never seen the need to” (Experienced senior academic).

“I’ve never attended a professional development program because it would be like being sent to a Marxist re-education camp” (academic).

What are some possible interpretations of these comments? Knowing that this is a point of view in these academics’ schools, prepare a flyer encouraging their staff to attend a foundations program.

**Discussion questions**

- How might the attitudes expressed by the academics above impact on other staff in his/her school and on any foundations program you may wish to plan?
- “In my country, a teacher is a father and a prophet” (quote from an academic from a middle-eastern background). How might this cultural approach help or hinder this person in an Australian education setting?
Self-evaluation

- Where are you now? The following self-evaluation questions are based on Brenda Dervin’s Sense-Making Methodology (SMM) (2003). They can be adapted for workshop purposes. Sense-making methodology assumes that “people have gaps in situations, that they bridge these gaps, and that they put their new sense to work in guiding their behaviour” (Dervin, Foreman-Wernet & Lauterbach, 2003, p. 256). Write brief responses to the following questions and statements. These responses should give you an overview of your current situation.

Where am I now as a staff developer?
The reasons I took this road...
The best of what I have achieved...
What hindered me/what I have struggled with...
What would help me now ... (adapted from Vicki Shields, pers.com., 2007)

- Retain a printout of your self-evaluation in your teaching portfolio. You can refer to this and update it as you work through the modules. If you want to know more about teaching portfolios there are many available online.

References and readings

As part of your scholarship of teaching, the following books and resources offer a good basis for extending your knowledge and understanding.


Resources

Comber and Walsh report on useful research into discipline based versus generic foundations programs and academics' varying attitudes towards the need to do a Graduate Certificate in Higher Education.
http://www.heacademy.ac.uk/resources/detail/aboutus/sheer2_comberwalsh


McDonald notes that The Higher Education Academy is also preparing a 2009 Exchange Magazine with the topic "Teachers as learners - the formation of academic staff": http://www.altexchange.edu.au/uk-reflections-preparing-academicsteach

This is a quick guide to reflective practice, critical practice and offers ready access to a list of resources on these topics: http://www.itslifefimbutnotasweknowit.org.uk/RefPractice.htm
This site of the UK centre for legal education offers a clear introduction to reflective practice and critical reflection, with additional resource links: http://www.ukcle.ac.uk/resources/reflection/what.html

The University of Adelaide Peer Review of Teaching site offers video clips of teaching situations that people can download and view: http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/internalpr_resources.html

There are four teaching situations, from Medicine, Chemistry, Professional English and a practical session from Electrical Engineering:
- Bachelor of Medicine/Bachelor of Surgery: http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/internalpr_resources.html#MBBS#MBBS
- Chemistry 1B: http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/internalpr_resources.html#Chem#Chem
- Professional English (ESL): http://www.adelaide.edu.au/clpd/peerreview/reviewerdevelopment/ProfEngl


Here is a link to a self-paced online Frameworks for internationalisation (preparation for offshore and intercultural teaching from Curtin University): http://intercurriculum.curtin.edu.au/program.html

The national Graduate Certificate in Tertiary Education website represents the shared vision of the five participating universities to provide a high quality qualification in tertiary teaching and learning to lecturers in their institutions: http://www.une.edu.au/education/for_students/postgraduate/gradcertsandmasters/gcte.php

This is the website for the ALTC funded PATHE project: http://www.flinders.edu.au/teach/pathe/index.html

Table A8.1. Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
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<tr>
<td>Academic/educational/faculty development</td>
<td>“the numerous activities which have to do with the professional learning of academics in post-compulsory, tertiary or higher education” (Brew, 2004, p. 5).</td>
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<td>Term</td>
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<td>Constructive alignment</td>
<td>Constructive alignment “is based on the constructivist theory that learners use their own activity to construct their knowledge” (Biggs &amp; Tang, 2007, p. 52). Alignment refers to specifying the Intended Learning Outcome (ILO) in the form of a verb such as ‘reflect on’, or ‘apply’. These verbs guide the Teaching/Learning activities (TLAs) and what the student needs to do in the Assessment Tasks (AT).</td>
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<tr>
<td>Collegiality</td>
<td>“power shared equally between colleagues” … “reciprocal”, can be fostered under appropriate conditions to develop reflective practice and support learning (in Carew et al., 2008, p. 57).</td>
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<tr>
<td>Community of practice</td>
<td>“groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly” (Wenger, 2007, p. 1). If done effectively, it allows for co-construction of knowledge to develop. However, this depends on three elements which need to be developed in parallel: a shared domain of interest, engaging in mutual learning and knowledge sharing, and a shared repertoire of resources. (See Leshem, 2007, for an example.)</td>
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<td>Diversity</td>
<td>Responding to increasing diversity involves every aspect of teaching and the institution, including curriculum materials, methodologies, attitudes and policies. It is challenging as “every-one is some-one else’s other” (Gentile in Ellsworth, 1989, p. 322).</td>
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<td>Evaluation</td>
<td>“a search for evidence-informed understanding, of the effects of our work and of our successes (and otherwise) in achieving our negotiated goals as developers” (Baume, 2008, p. 6).</td>
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<td>Globalisation</td>
<td>“opening up of markets to greater competition; increased flow of people between countries; the influence of international forums, laws and treaties; and developments in communications technology” particularly telecommunications and the internet (Coaldrake &amp; Stedman, 1998, p. 30). Appadurai (1990) offers a more layered framework for exploring the disjunctions between economy, cultures and politics, based on five dimensions of global cultural flow: “ethnoscapes, mediascapes, technoscapes, finanscapes and ideoscapes” (p. 296). You might add “eduscape” to these.</td>
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<td>Global competence</td>
<td>This term can be used to describe the qualities needed by students to work in global environments. It assumes globally competent teachers with a complex set of skills and qualities (Badley, 2000).</td>
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<td>Internationalisation of the curriculum</td>
<td>It is more than ‘one-off’ lectures on diversity or student mobility. “Teachers and students learning from each other, meeting the needs of overseas, off-shore and local students, creating interdependence between students, viewing our professional practice from diverse perspectives, using culturally inclusive teaching practices, accessing teaching and learning resources which reflect diversity, and offering high quality courses which are internationally relevant” (Patrick 1997, p. 6).</td>
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<td>Peer evaluation/peer review</td>
<td>“Peer review of teaching in universities involves academic colleagues giving and receiving feedback on their teaching practices and its effectiveness in promoting student learning” (Harris et al., 2007 p. 7).</td>
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<td>Foundations of teaching program</td>
<td>“those formal programs that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university” (PATHE, 2007, p. 1).</td>
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<td>Reflection</td>
<td>Reflection involves critiquing our assumptions to determine whether any belief, often acquired through cultural assimilation in childhood, remains functional for us as adults. We do this by critically examining its origins, nature and consequences (Mezirow, 1994).</td>
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<td>Reflective practice</td>
<td>Schon (1983) introduced this term. A reflective practitioner will consciously explore and understand how he/she teaches, whether it is effective, what alternatives are possible and what assumptions lie behind their actions (Carew et al., 2008).</td>
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<td>Reflexivity</td>
<td>Critical reflective practice should lead to an inbuilt, healthy scepticism in which we are conscious of both being on ever-shifting ground and of the need for on-going growth, reflexivity.</td>
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<td>Scholarship of teaching</td>
<td>Building on work by Boyer, (1990) it is “sustained inquiry into teaching practice and student learning that contributes to practice beyond the individual’s classroom” (Hutchings &amp; Schulman, cited by Carew et al., 2008, p. 58).</td>
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<td>Scaffolding</td>
<td>A learning process or strategy, based in Vygotky’s developmental theories, in which experts provide appropriate help or support structures to involve learners and sustain their interest. As learners gain skills and internalise the learning, they take over more responsibility for the task and teachers gradually withdraw the support. See Cagiltay (2006) for a good discussion of various types of scaffolding.</td>
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<td>Transformative education</td>
<td>Askew and Carnell’s view of education as “transformation” saw everyone as “proactive learners who can use intellectual and emotional skills to initiate, negotiate, evaluate their experiences and bring about actions for change” (1998, p. 167, cited by Badley, 2000, p. 246). Transformation is a recursive, not linear, process based firmly in the affective domain and highly dependent on supportive and trusting relationships (Taylor, 2000, p. 308).</td>
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<td>Transnational education</td>
<td>Education is offered on a continuum from delivery by Australian academics at an offshore campus, block teaching by Australian academics with tutoring by local staff, to delivery by local staff using the parent university’s resources. May use online learning and may be assessed locally with moderation or by Australian academic (Dunn &amp; Wallace, 2006, p. 358).</td>
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<tr>
<td>Work-based learning or Work-integrated learning</td>
<td>“Encompasses all activities that represent independent enquiry and achievement (research, development, design, technology transfer) ...” that occur in the work-place (Johnson, 2008, p. 24).</td>
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