

B2 - Foundations

Informing principles

Contained within the framework outlined in the program schematic.

Goals

- To develop self-paced Professional Development online modules:
- Eight, self-paced, online modules will be modelled on USQ Open Courseware materials utilising ICE and the USQStudyDesk (Moodle).
- USQ staff may participate at three levels: induction, for information, or for credit.
- Educators worldwide will have access to the materials and will receive credit for completed assessment items only.
- The resources will comprise:
 - material prepared by staff of the Faculty of Education;
 - LTSU information flyers;
 - audio-visual material prepared by LTSU, including material arising from Tailored Professional Development, Peak Events and the USQ Learning and Teaching Visiting Scholar Program;
 - Other Internet-based resources.

Strategic alignment

These foundation courses form the backbone of LTSU Academic Professional Development (APD) framework for learning and teaching and are strategically aligned as follows (Ref also to figures program schematic):

- induction;
- foundation program of eight self-paced, on-line courses linked to the Graduate Certificate in Tertiary Teaching and Learning;
- peak events such as an annual USQ learning and teaching forum, summits and visiting scholar events;
- tailored professional development initiated by faculties and developed in collaboration with faculty LTSU staff; and
- communities of practice.

Details of Faculty support for an 18 month period

Embedded in a program development team approach, with supplementary support from USQ experts and interested reference group members.

Tasks, timelines & budgets

Tasks	Timelines	Budget
Assessment module (sample design and development)	Report Apr 1 08 End Apr 08	0.5 staff / academic, administration staff to help locate resources
Designing and developing course materials for flexible learning	Report May 1 08 End May 08	
Learning and teaching strategies	Report Jun 1 08 End Jun 08	
Program and course curriculum design	Report Jul 1 08 End Jul 08	
Technology-enhanced learning	Report Aug 1 08 End Aug 08	
Embracing diversity OR, Inclusive practice: Working with diversity	Report Sep 1 08 End Sep 08	
Supporting lifelong learning	Report Oct 1 08 End Oct 08	
Evaluation of learning and teaching	Report Nov 1 08 End Nov 08	
Teaching excellence	Report Dec 1 08 End Dec 08	
Assessment module (sample design and development)	Report Apr 1 08 End Apr 08	
Designing and developing course materials for flexible learning	Report May 1 08 End May 08	

Total Resources/ Budget Required

0.5 staff/ academic & 0.2 staff/ admin

Required documentation and policy rewriting

No policy rewriting needs to occur for these courses to be developed.

Professional development requirements

To be advised

Scholarship opportunities

University as a whole – collaborative international projects, more research and grants, external reporting purposes, strategic marketing and decision making

Communication plan

Monthly updates will be provided through the 'PRP Info' newsletter, distributed by email.

Evaluation strategies

To be advised

The Eight, Foundation Program Self-paced Courses

Course and program front-end design

- Course/program systems and program co-ordination/administration including working with tutors and sessional staff
- Student support services and the appeal process
- Course specification requirements

- Writing course objectives, rationale and synopsis
- Selecting resources
- Minimum standards

Designing assessment

- Formative
- Summative
- Work-linked
- Assessment and graduate attributes (employability skills)
- Exams
- Marking and feedback

Developing materials for distance and on-campus delivery

- Presentation skills, face-to-face and virtual
- Scheduling
- Writing for students at a distance

Dealing with diversity

- Supporting the student learning journey (retention and progression issues)
- Low OP students and non-traditional learners
- Indigenous students
- International students
- Gender equity

Technology enhanced learning

- Using *USQStudyDesk*
- Effective integration of learning technologies and media
- Web 2.0 and mobile technologies

Lifelong learning skills

- Embedding graduate attributes (employability skills??)
- Embedding academic skills

ALSONline

- Information literacy
- Virtual and on-campus Learning Centres
- E-Portfolios

Teaching excellence

- Developing a staff portfolio
- Scholarship of learning and teaching
- Professional higher education professional associations
- USQ citations, awards and fellowships
- National citations, awards and fellowships
- International networks

Evaluation of learning and teaching

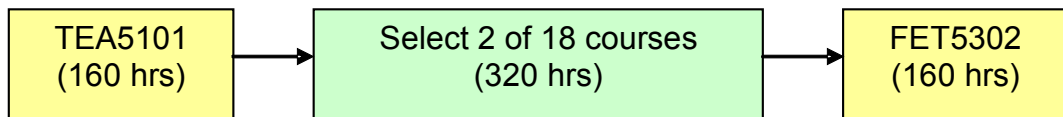
- Teaching indicators
- Course and program evaluations
- Post-evaluation strategies
- Benchmarking

Integration with the Graduate Certificate in Tertiary Teaching and Learning

Proposed structure

Staff may participate in the Graduate Certificate in Tertiary Teaching and Learning in one of two ways (Figure 1):

- By completing two compulsory units (enabling and capstone), then select two further courses from a list of 18 provided by the Faculty of Education.



- By completing two compulsory units (enabling and capstone), then participate in all 8 APD courses (Foundations), the equivalent of 2 normal USQ courses.

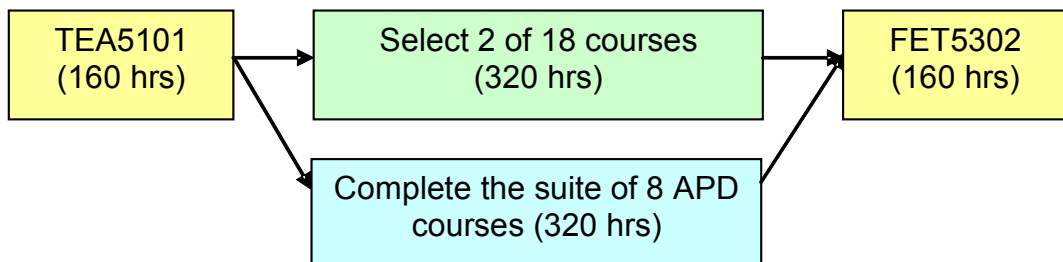


Figure 1 Two alternate paths to attaining the Graduate Certificate in Tertiary Teaching

Three levels of staff engagement – one story

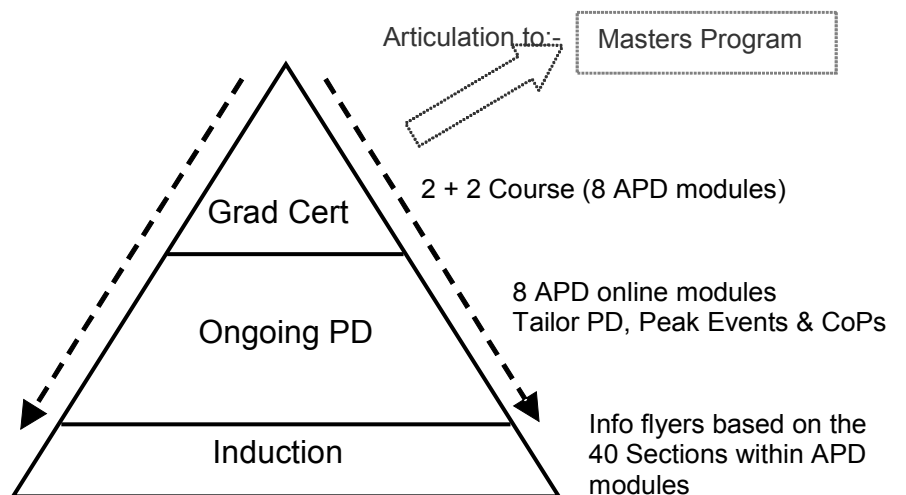


Figure 2 Common information cascades down from the Grad Cert to Induction