Framing Credentials for Higher Education Educators

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JCU (on behalf of Project Team)

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Goals of CAULLT grant – delay in 2020

- To create a micro-credential taxonomy/framework for Foundations of Learning and Teaching utilising the CAULLT benchmarking survey results

- To utilise the IRUA institutions as a pilot study for the taxonomy/framework implementation

- To establish a CAULLT Advisory Committee to monitor the usefulness of the taxonomy across institutions

- To produce a micro-credential taxonomy for Foundations of Learning and Teaching adaptable for educators in Australian and New Zealand institutions

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Project Team

- **Original Lead team**: Maree Dinan-Thompson (JCU), Simon Bedford (WSU), Ruth Bridgstock (Griffith), Amani Bell (IRUA)

- **Members**: Andrea Lynch, Rob Fitzgerald/Bopelo Boitshwarelo (CDU) , Liz Branigan (LaTrobe), Shannon Johnston (Murdoch), Ann Luzeckyj (Flinders), Jude Williams (Griffith), Gina Saliba (WSU)

- **Advisory Team members:** Abby Cathcart (QUT), Barbie Panther (Deakin), Gayle Morris (NZ)

- **Project Administration**: JCU

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Lit Review themes relevant to project

What about potential for teaching quality to be added to performance criteria? Impact on professional development?

- Nomenclature

- Design – applicability, personalisation and flexibility, unbundling, RPL, blockchain, scaffolding within and across, volume of learning?
  - Sequencing of learning – core/elective, foundation/advanced, breadth/depth

- Validity and portability of credential – issues of consistency

- Assessment – competency or GPA or both

- Pedagogy – chunking, scaffolding? (aggregation), gamification, varied

- Platforms, digital credentials (badges), the role of ePortfolios.

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Proposals for consideration – CAULLT survey

1. Universities Australia consults with all Australian universities to **seek consensus** on a national Australian teaching standards framework, which can be used to underpin teaching quality within institutions; **and agree a number of standards which will support an Australian L&T recognition scheme.**

2. Universities Australia (or another organisation or individual on its behalf) investigates and seeks an approach to developing the original proposal by Sally Kift to the DVCA group for a **national Australian L&T recognition scheme which is governed by a national L&T organisation**, with consideration of **funding** required to implement the scheme.

3. Membership of the national L&T organisation **requires all member universities to implement or confirm annual L&T professional learning requirements** for teaching staff.

4. The resulting teaching standards framework is to be **contextualised for Australia with reference to Aboriginal and Torres Strait Islander peoples**. Significant consultation is carried out to achieve this.

5. Those who complete assessed programs which meet the standard(s) **achieve national recognition. All Australian universities will recognise the completion of such a program at another university.**

6. **Universities Australia develops a teaching standards framework which can be met by all universities.**

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HESF – Domain 3 Teaching - excerpts

- .. academic teaching staff must be qualified to at least one level of qualification (AQF level or equivalent) higher than the course of study being taught, or have equivalent relevant academic or professional or practice-based experience and expertise

- …requirements include knowledge of contemporary developments in the field they are teaching (which is informed by continuing scholarly activity), skills in teaching, learning and assessment relevant to the needs of the student cohorts involved, and a qualification at least one level higher than is awarded for the course of study, or equivalent experience.

TEL: There are also specific requirements in the Standards:

- concerning access to electronic information (Standard 2.1.2)

- for supporting interactions among students outside of formal teaching (Standard 2.1.3) such as group work

- for safety and support services (Section 2.3)

- for access to learning resources and educational support, and for maintaining contact with off-campus students (Section 3.3).

The requirements for course design (Section 3.1) will need to take into account pedagogical principles that are consistent with the needs of learners and TEL, and there are implications for teaching staff in so far as they need to be equipped for a TEL role (see, for example, Standard 3.2.3).

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CORE agreements for Educators in Higher Education Framework

- AQF
  - Knowledge
  - Skills
  - Application
  - General Capabilities
- Hours
  - As a notional base of 1200 hrs per EFTSL for RPL
  - Institutional flexibility
- Learner pathway options – standalone validation (AHE), Grad Cert (RPL), Professional Certificates (internal to institutions), Probation/Promotion, Awards
- Credentials not micro-credentials

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Condense/cluster themes??

- Environment

- Professional Practice

- Attributes and Capabilities

(Chalmers & Gardiner, 2015)

How do we cater for Educators?
(design, deliver, enable, lead):
Professional/technical staff
(e.g. digital media, curriculum services)
Research supervision

Strand
Introduction: Your role in university teaching and learning
Planning and preparing learning activities
Teaching and supporting learning
Assessment and feedback
Addressing barriers to student success
Reviewing your teaching

UTCS - Epigeum

Areas of Activity

Core Knowledge

Professional Values

UK PSF

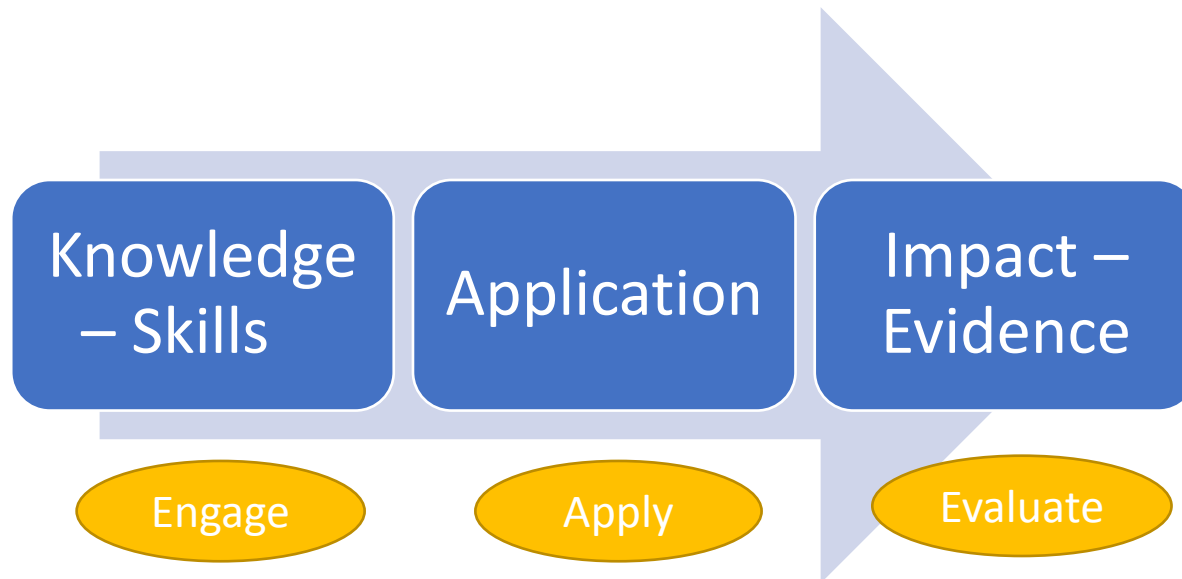JAMES COOK UNIVERSITY AUSTRALIA
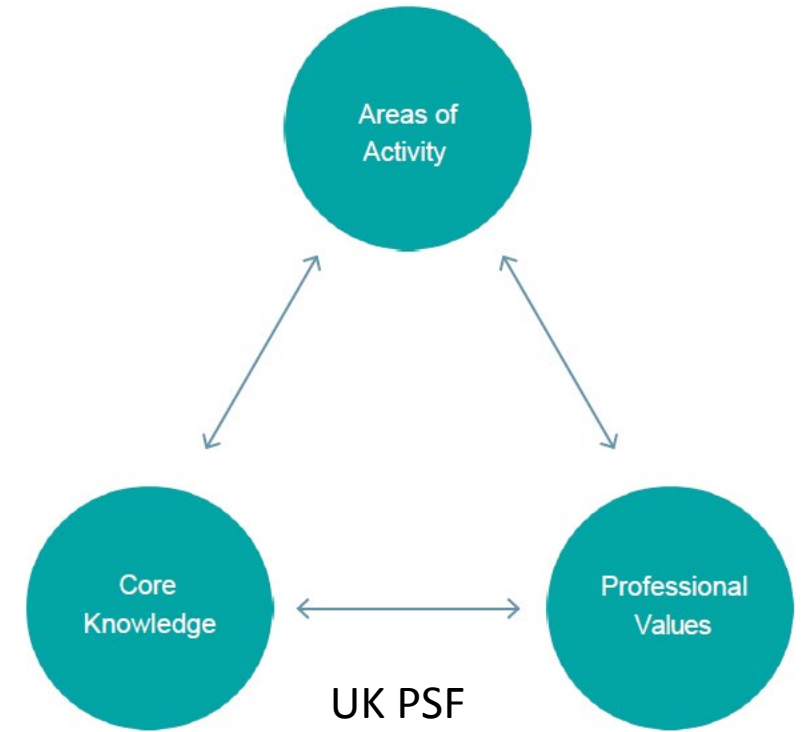
AITSL (2018, p.4, p.10)

Each institution has clustered its domains aligned to internal policy/procedures, promotion etc.

Domains of teaching	Standards	Focus areas and descriptors
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it	Refer to the Standard at each career stage
Professional Practice	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning	
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community	

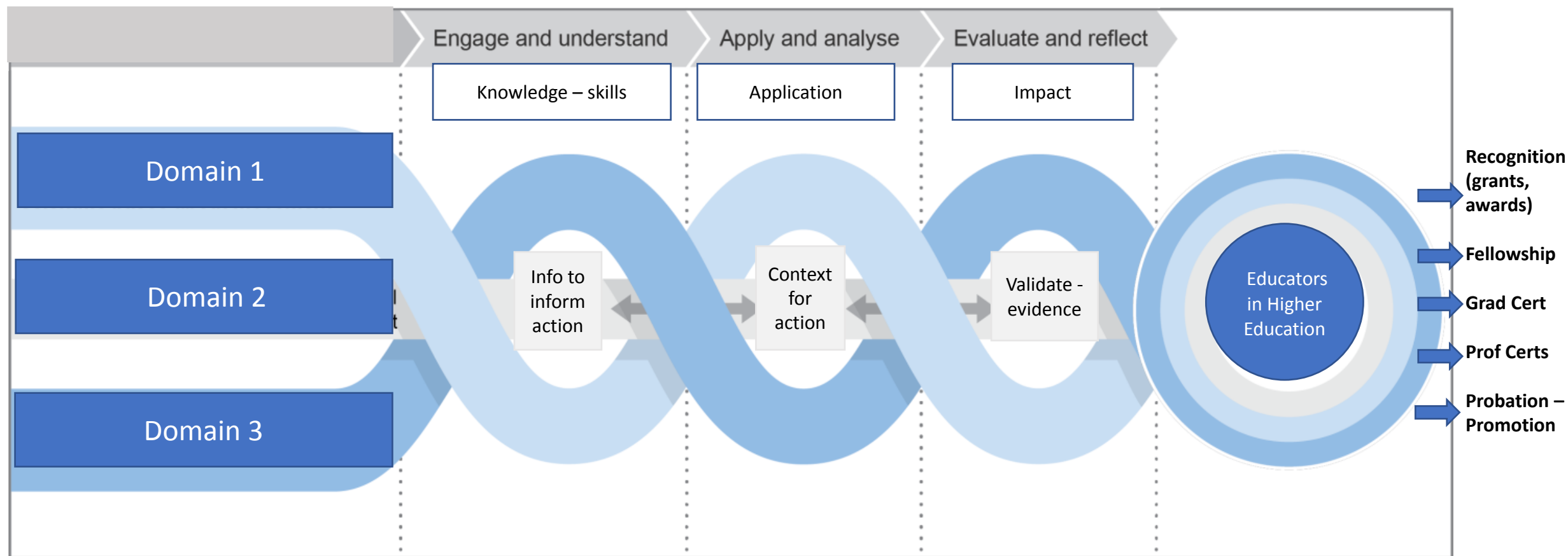| Graduate	Proficient	Highly Accomplished	Lead

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Framework – taxonomy – *current thoughts*

- Framework - a basic structure underlying a system, concept, or text. A frame or structure composed of parts fitted and joined together.

- Taxonomy - a classification into ordered categories

Knowledge – Skills	Application	Impact – Evidence
Engage	Apply	Evaluate

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Possible taxonomy- AQF8

Engage and understand — Apply and analyse — Evaluate and reflect

Knowledge – skills | Application | Impact

Domain 1

Domain 2

Domain 3

Info to inform action

Context for action

Validate - evidence

Educators in Higher Education

Recognition (grants, awards)

Fellowship

Grad Cert

Prof Certs

Probation – Promotion

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Modularisation Example: FOUNDATION EDUCATOR- IRUA AUDIT

Hours consensus
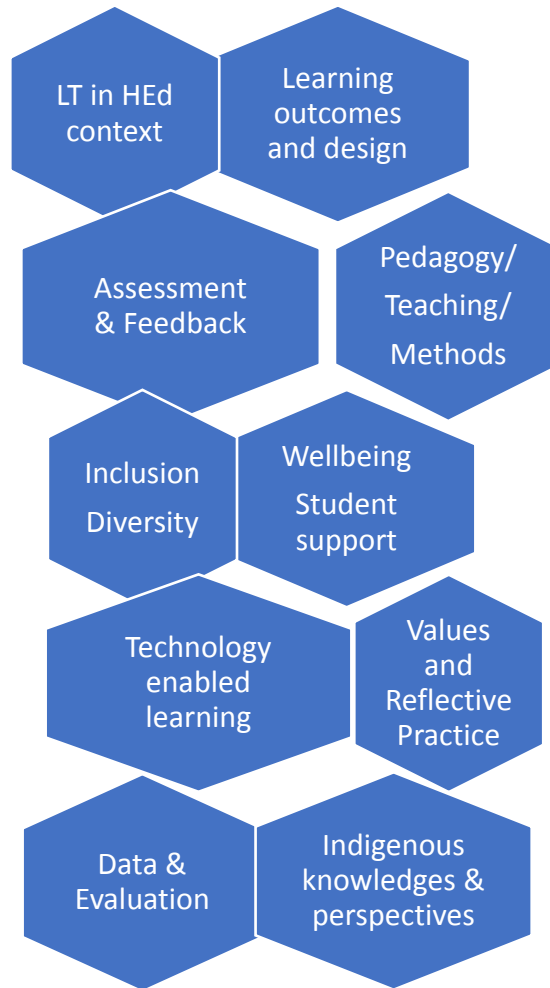(120-150 hrs = subject/unit/ course) Credit pt.

RPL / Articulations
(university specific – GCert, AHE, teaching capability frameworks)

AQF 8
Advanced theoretical/technical knowledge
Analyse critically/evaluate
Transmit solutions to complex problems
Transmit skills/ knowledge/ideas to others

LT in HEd context

Learning outcomes and design

Assessment & Feedback

Pedagogy/ Teaching/ Methods

Inclusion Diversity

Wellbeing Student support

Technology enabled learning

Values and Reflective Practice

Data & Evaluation

Indigenous knowledges & perspectives

Application task examples from IRUA audit:
Teaching Practice Inventory?
Instructional moment + resource
Reflective statement using literature/feedback/evidence
LT session plan + rationale
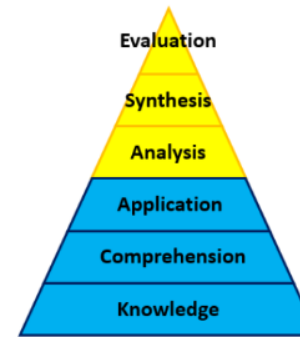*Micro-teaching presentation + learning portfolio*
Peer review of teaching/observation

What's the link to the CAUT MOOC?

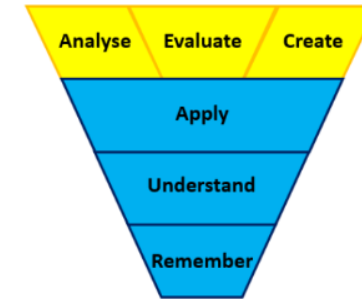JAMES COOK UNIVERSITY
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Taxonomy underpinning cognitive demand

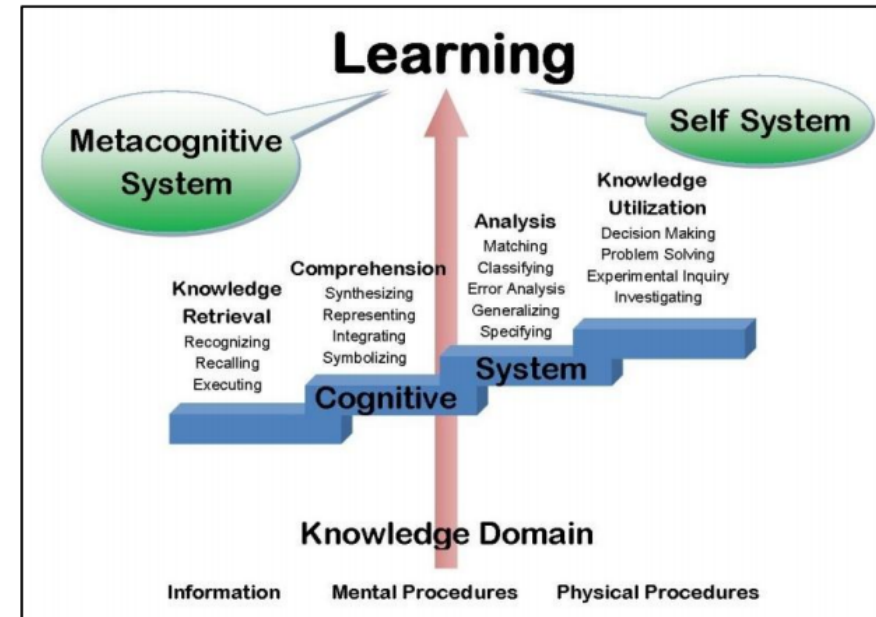AQF 8 – knowledge, skills, application, general capabilities

Bloom's Taxonomy

Cognitive Domain c. 1956

Revised Cognitive Domain c. 2000

Marzano's Taxonomy of Educational Objectives (2000)

Image courtesy of the PDO
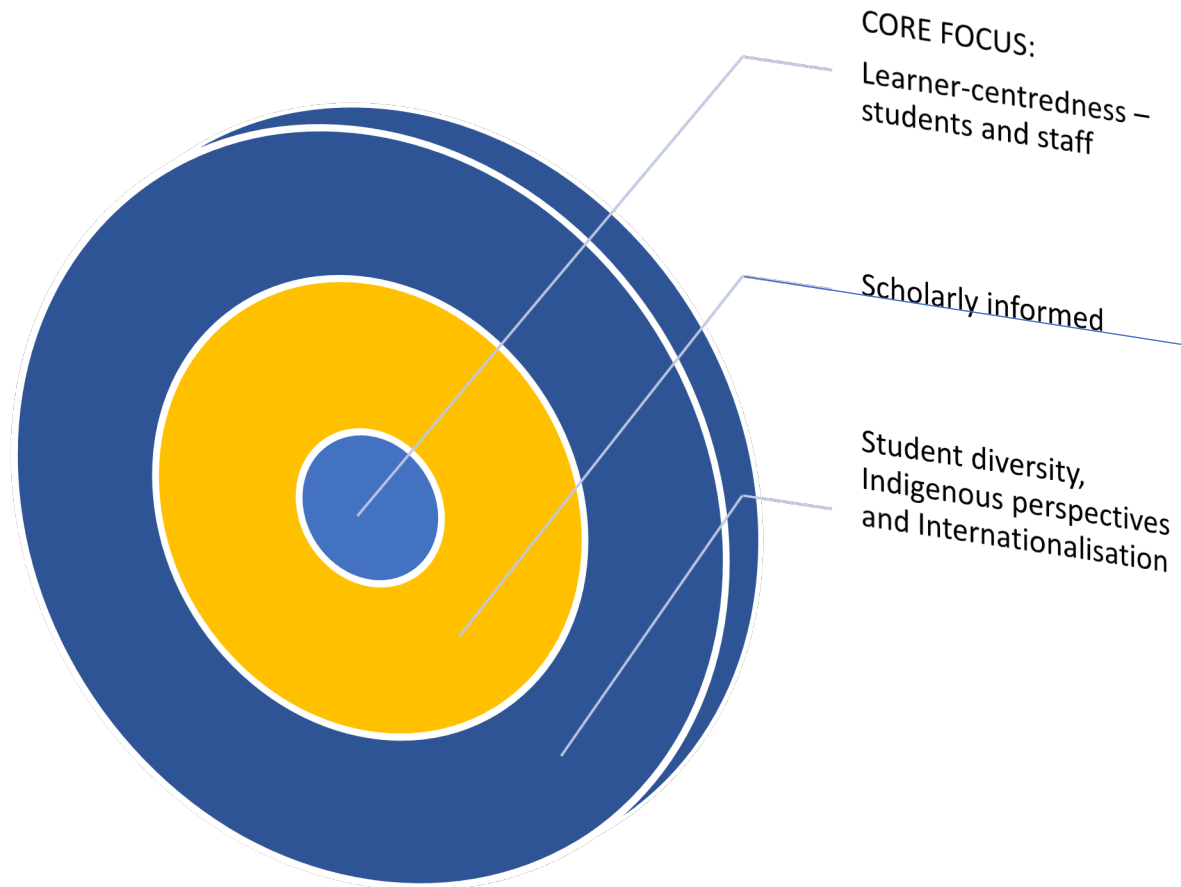
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What else could we try?

Critical information summaries

Highlighting known quality markers and aligning to formal qualifications

Certified learning	In up to 100 words, describe what the successful learner knows and can do based on their assessed learning
How learner participated	Choose one: Online only, Onsite only, Both onsite and online
Effort required (including assessment)	Insert number of hours (for typical learner)
Complexity of main assessment task	Choose one (best fit): No assessment Testing recall of facts Application of a skill to a routine problem Application of a skill to a complex problem Application of multiple skills to routine problems Application of multiple skills to complex problems Portfolio and reflective evidence for validation of proficiency
Supervision and identity verification	Choose one (best fit): Unsupervised, no identity verification Supervised online or on-site, identity not verified Supervised online, identity verified (one factor) Supervised online, identity verified (two factors) Supervised onsite, identity verified (one factor) Supervised onsite, identity verified (two factors)
If assessed, equivalent level (main task)	Choose one: Not at degree level/Pre-Bachelor/Bachelor/ Pre-Masters/Masters/Doctorate
Quality assurance	Nil, or insert names of governing or endorsing bodies
Successful learner earns: • admission to a degree program • credit towards a degree program • If yes, how much credit?	Choose one: No/Yes – state degree(s) and institution(s) Choose one: No/Yes – state degree(s) and institution(s) State credit in units (a unit is a typical semester of study in a degree program). For example: Credit is less than one unit: 0.4 unit Credit is one unit: 1.0 unit Credit is more than one but less than two units: 1.5 units

Oliver, 2019.,p.25 (slide from TEQSA 2019)

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FOUNDATION EDUCATOR: *Nested knowledge, skill and application*

CORE FOCUS:
Learner-centredness – students and staff

Scholarly informed

Student diversity, Indigenous perspectives and Internationalisation

- **LT in HEd Context + Institutional and personal values**

- **Learning outcomes and inclusive design**

- **Assessment and feedback**

- **Pedagogy and TEL**

- **Wellbeing and support – staff and student**

- **Reflective practice, data and evaluation**

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FOUNDATION EDUCATORS – CRITICAL INFORMATION SUMMARY

Title and brief description	The Core Learning and Teaching Induction in Higher Education program is designed to support new staff in becoming intentional educators of student learning. It provides an opportunity for staff to explore key ideas and concepts that form the basis of student-centred curriculum and contemporary pedagogies, staff and student wellbeing, and evidence-informed practices.
Certified learning	The Core Induction Full Time Educators Credential will develop knowledge and skills in the following areas and appraise their application to personal educator experiences: • Learning and Teaching in Higher Education Context (including institutional and personal values) • Learning outcomes and inclusive design • Assessment and feedback • Pedagogy and Technology Enhanced Learning • Wellbeing and support – staff and student • Reflective practice, data and evaluation
How learner participated	Online and on-site
Effort required (including assessment)	Hours (nominated by each institution)
Complexity of main assessment task	Application of multiple skills to complex problems Portfolio and reflective evidence for validation of proficiency
Supervision and identity verification	Supervised onsite, identity verified
If assessed, equivalent level (AQF alignment to assist potential for RPL)	Progression towards Graduate Certificate
Quality assurance	CAULLT or Universities Australia? IRUA? *Trained moderators at CAULLT level and peer moderators at each institution?*
Successful learner earns: • Admission to a degree course/program • Credit towards a degree course/program • If yes, how much credit? • Alignment to standalone validation (e.g. AHE)	• No • Yes • Completion of PTARA task earns one unit/subject/course credit to Graduate Certificate degrees where the course rules allow. • Articulation to Advanced Higher Education *Fellow*

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Adapted from Oliver, 2019

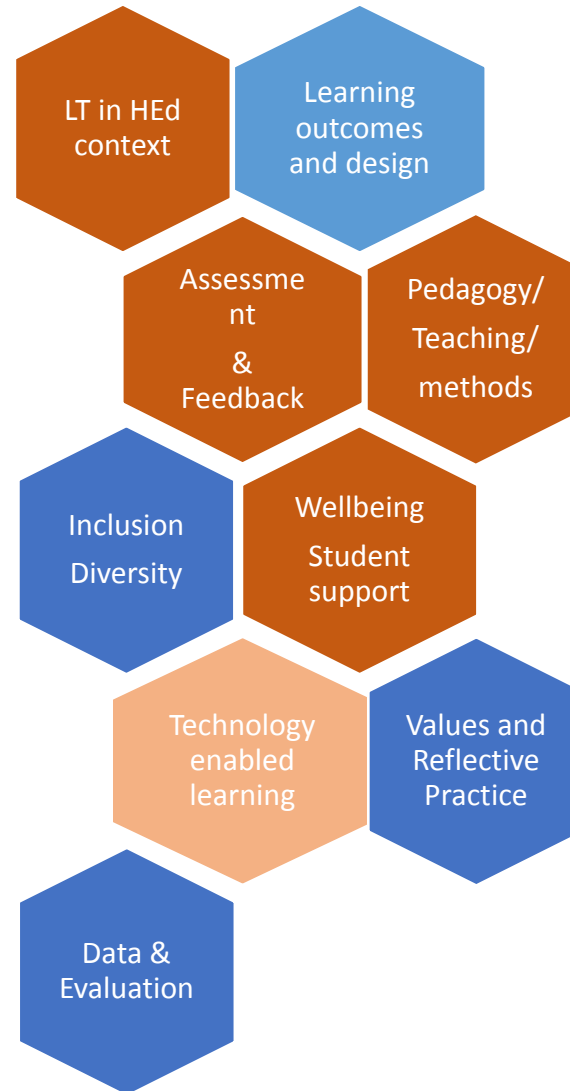# Modularisation Example: ASSOCIATE EDUCATORS (SESSIONAL)

Hours consensus
(120-150 hrs = subject/unit/ course) Credit pt.

AQF 8
Advanced theoretical/technical knowledge
Analyse critically/evaluate
Transmit solutions to complex problems ??
Transmit skills/ knowledge/ideas to others

RPL / Articulations ???

LT in HEd context

Learning outcomes and design

Assessment & Feedback

Pedagogy/ Teaching/ methods

Inclusion Diversity

Wellbeing Student support

Technology enabled learning

Values and Reflective Practice

Data & Evaluation

What is more important/valued to a sessional staff member?

Sessional staff issues

Time constraints

Issue of pay to attend/undertake modules

Currency – every 3 years?

HR records

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ASSOCIATE EDUCATORS: *Nested knowledge, skill and application*
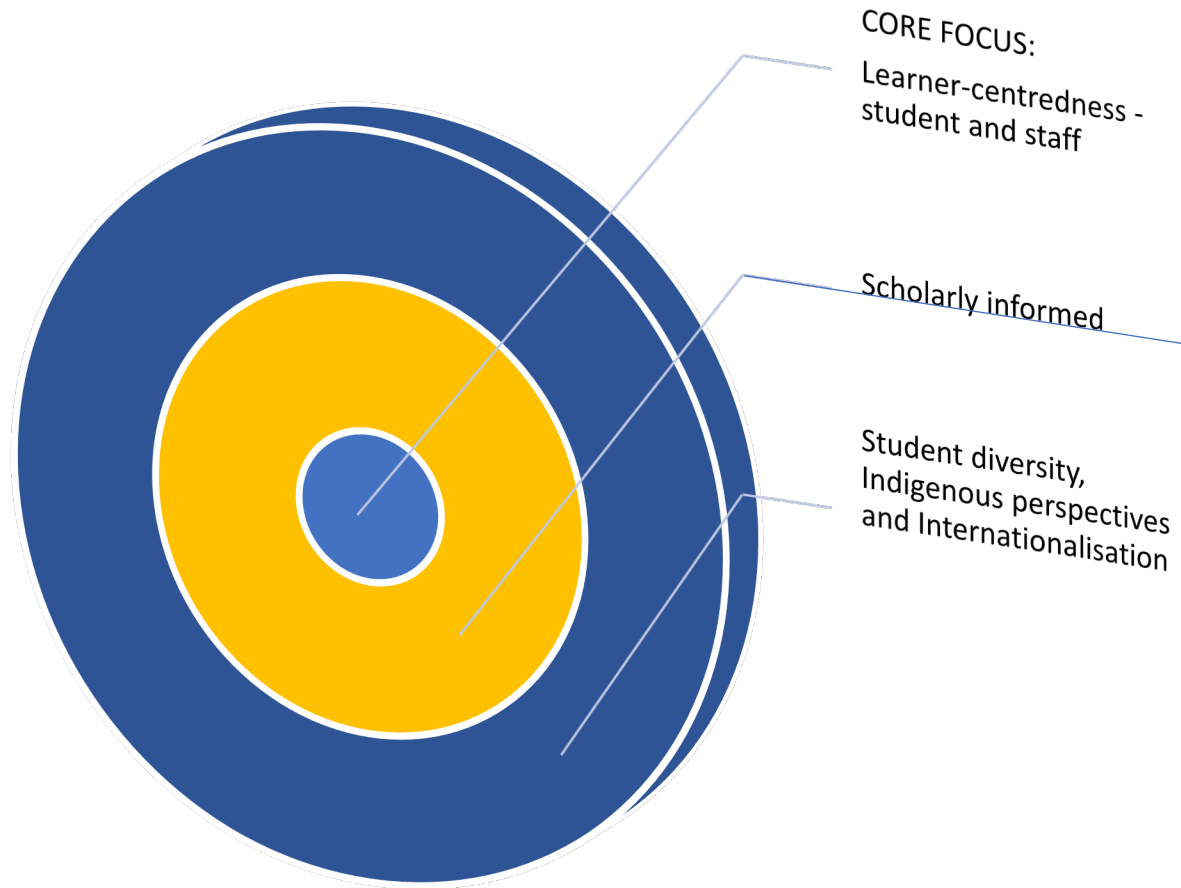
CORE FOCUS:
Learner-centredness - student and staff

Scholarly informed

Student diversity, Indigenous perspectives and Internationalisation

TEL

- **LT in HEd Context + Institutional and personal values**
- **Assessment and feedback**
- **Pedagogy and TEL**
- **Wellbeing and support – staff and student**

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ASSOCIATE EDUCATORS – CRITICAL INFORMATION SUMMARY

Title and brief description	The Core Learning and Teaching Induction in Higher Education program for Sessional Staff is designed to support casual and sessional staff in becoming of student learning. It provides an opportunity for staff to explore key concepts that form the basis of student-centred learning and contemporary pedagogies, assessment and feedback practices, and staff and student wellbeing.
Certified learning	The Core Induction Full Time Educators Credential will develop knowledge and skills in the following areas and appraise their application to personal educator experiences: • Learning and Teaching in Higher Education Context (including institutional and personal values) • Assessment and feedback • Pedagogy and Technology Enhanced Learning • Wellbeing and support – staff and student
How learner participated	On-site and Online
Effort required (including assessment)	Hours (nominated by each institution)
Complexity of main assessment task	No assessment OR Application of a skill to a routine problem?
Supervision and identity verification	Supervised online or on-site
If assessed, equivalent level	Nil
Quality assurance	CAULLT or Universities Australia? IRUA? *Trained moderators at CAULLT level and peer moderators at each institution?*
Successful learner earns • Admission to a degree course/program • Credit towards a degree course/program • If yes, how much credit? • Alignment to standalone validation (e.g. AHE)	• No • No • Articulation to Advanced Higher Education *Associate Fellow*

Adapted from Oliver 2019

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Next Steps – discussion points

- Taxonomy – is this useful for your context?
  - Consensus on K/U, S and GC
  - Levels
  - Domains and Focus Areas
  - Flexibility to permit institutional context/adaptation
  - AQF 8
  - Notional hours
- Utility of the Critical Information Summaries
- Mapping to existing resources e.g. CAUT, UTCS (Epigeum, OER, Open Access
- CAULLT governance – Moderators? Recognition?
- CAULLT webpage for dissemination of project – taxonomy plus institutional frameworks and examples

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