

## Module Descriptions

### Module 1: Teaching Skills Workshop

The workshop program is designed to provide immediate and practical assistance to academics new to UWS, enabling them to prepare their teaching, and to begin their own exploration of teaching in higher education through interaction, discussion, experiential and interactive learning.

The workshop activities include Micro-Teaching sessions in which each participant designs and teaches a learning activity for the others and is given feedback on the activity.

### Module 2: Reflective Practice

How are our students experiencing our teaching? Are these experiences helping them to learn effectively? What evidence do we have that our teaching is effective? How can we teach more effectively?

Module 2 provides the opportunity to ask these questions, find answers and act on the information.

The module is based on cycles of peer observation, feedback and reflection. In Module 2 participants work with a Support Colleague (self-selected) and a Nominated Colleague (selected by TDU) from their College.

### Module 3: Negotiated Project

This project explores the nexus between teaching, learning, assessment and evaluation through a negotiated independent study project of a scholarly nature.

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For further information about the program please contact:

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## Foundations of University Learning and Teaching

The Foundations of University Learning and Teaching program is a professional development program for practising teachers offered by the Teaching Development Unit. Participation is mandatory for all new full-time University of Western Sydney (UWS) teaching staff, employed at the Associate Lecturer, Lecturer, and Senior Lecturer levels where the appointment is for 12 months or longer.

The Letter of Offer to new full-time staff outlines the requirements and procedures for enrolment in Foundations.

The program is offered twice a year, in Autumn and Spring semesters, and runs over two semesters. Program participants require an allocation in their workload agreement across a year, equivalent to the hours allocated for one unit of postgraduate level study.

This program offers UWS staff the opportunity to enhance their teaching effectiveness through the integration of skills, reflection and the experience of teaching within a collaborative learning environment.

Participants are able to explore a variety of ideas and approaches to teaching in higher education.

The Foundations program promotes the educational theory and practice nexus, linking the work completed during the program to the individual's own learning and teaching practices.

Teaching is a social activity. Seeking feedback from colleagues and students and reflecting on university teaching lies at the heart of the program.

## Program Aims

The Foundations program enables participants to:

- value the diversity of student experiences and backgrounds and appreciate the ways in which students learn;
- value and share individual and colleagues' experiences and knowledge of learning and teaching;
- design effective learning experiences for students for face-to-face and blended learning environments;
- plan and design effective teaching strategies;
- choose and design appropriate strategies for assessing student learning, and for evaluating teaching;
- reflect upon feedback from students and colleagues in order to improve teaching practice, and
- utilise UWS policies and guidelines relevant to learning and teaching.

## Program Design

Two educational principles frame the Foundations program: *experience based learning* and *reflective practice*.

During the program participants 'learn by doing'; and are encouraged to question their own assumptions, ideas and actions.

An emphasis is placed on inquiry into teaching, including the scholarship of teaching and learning (SoTL), at the commencement of a career in teaching at UWS.

## Program Structure

The Foundations of University Learning and Teaching program is comprised of three modules:

Module 1: Teaching Skills Workshop

Module 2: Reflective Practice

Module 3: Negotiated Project

## Program Assessment

Assessment consists of three module assessment tasks.

Assessment is 'Satisfactory' or 'Not yet satisfactory'.

A Certificate of Completion is issued by the Teaching Development Unit to participants on satisfactory completion of the program.

## Advanced Standing

Staff who complete the Foundations program can seek advanced standing for one unit in Deakin University's online Graduate Certificate in Higher Education (GCHE).  
<http://www.deakin.edu.au/arts-ed/courses/postgrad/higher-ed/>

## Exemption

Exemption from the Foundations program may be sought on the following grounds:

- the applicant holds a postgraduate award in higher or adult education
- an equivalent teaching development program has previously been completed, or
- the applicant can evidence experience and excellence in teaching, and in reflective practice.

Staff intending to seek exemption should discuss this with their Head of School and the Foundations Coordinator, before submitting an application for exemption (form downloadable from the TDU website [www.uws.edu.au/tdu](http://www.uws.edu.au/tdu)).