

From local to global: Connecting Australian and Colombian educators to best practices in learning and teaching

Ashleigh Prosser, Ezrina Fewings & Elaine Lopes
The University of Western Australia

Over a six week period between October and November of 2018, the Educational Enhancement Unit (EEU) at the University of Western Australia hosted 22 educators from two Colombian universities for a Learning and Teaching Continuous Professional Development Program. Sponsored by the Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX), the educators came from a variety of teaching backgrounds and disciplines, who all spoke English as an additional language with varying levels of proficiency. The goal of the program was for the educators to transform aspects of their teaching for delivery in English at their home institutions. Utilising a blended approach over two modules, guided by four learning outcomes and evidence based best practices in learning and teaching, the program consisted of 80 hours of study, delivered through daily workshops inclusive of a weekly peer teaching observation learning activity, and two days attendance at the inaugural UWA Teaching Excellence Conference.

Module 1 (40 hours) introduced learning theories, examples of active learning, reflective practice and Technology enhanced learning in Higher Education formally assessed through a Reflective Journal. Module 2 (40 hours) discussed the learning design of a teaching unit using the UWA Unit Design Workshop format. Educators were tasked with creating their own constructively aligned interactive unit of teaching for delivery in English to their Colombian students, which was assessed through a Poster Presentation at a mini conference hosted by the EEU on the final day of the program.

In this showcase presentation, we will address how this professional development program was carefully designed using the principles of intensive mode teaching to scaffold the educators' learning experience, and how it became evident that a flexible and adaptive approach was required to fit their own personal learning journeys, and to effectively satisfy the needs of their Colombian students.