**Video Transcript – Getting the most out of the Graduate Certificate in Higher Education (GCHE)**

I think as an early academic, because I’ve had limited teaching experience, it’s been great to go into the Graduate Certificate and learn about the different theories and how to apply them to teaching and learning. I found that really rewarding and it’s given me a lot of confidence.

Within the Grad Cert, I had the fabulous opportunity of working with staff from a variety of different faculties and that’s probably one of the key experiences, allowing me to collaborate with them on projects we were completing but also opening myself up to a whole variety of different opportunities in terms of teaching design and learning structure.

My second subject was a teaching portfolio, so really useful for reflection on my teaching in the past and probably highlighted that I could improve how I measured my effectiveness of teaching.

When we practice the scholarship of teaching and learning, the idea is I need to identify the problems that I encounter during my subject design and subject delivery and try to find solutions that I can improve for the next time I teach the subjects.

I applied particularly the concepts of constructive alignment, especially in the first year subject which have allowed my own teaching to become a lot clearer in terms of providing evidence of students’ learning, but also making assessment tasks fundamental to their ongoing sort of learning journey.

As a scientist, I’m used to doing the scientific method; the one way of gaining data and analysing data and then interpreting it. And I guess through doing this research is a good chance to see that there’s other ways of doing research. So that, in many ways, has helped me not only with my own teaching but my own research as well.

Probably with application, because I was developing a new subject. I learned a lot about Intended Learning Outcomes (ILOs), how to align those with different sorts of assessments and also how to obtain accurate feedback from students as well.

My classes are now much less like a presentation. It’s a lot less of me standing at the front and just talking about what the library can do for the students. Really involving the students and getting them to talk to each other as well as give me feedback on how their finding things.

It was actually really difficult while we were learning the stuff in the Graduate Certificate, to not rush out and do it that week, in class straight away. I had to be a little bit controlled, but did end up implementing a lot of it into a second year subject and a fourth year subject that I was doing. Just some of the little things around, you know, group work and how you can really tighten that up and then some of the bigger things like constructive alignment that were really explained in much more detail in the Graduate Certificate.

It’s fully paid for. With all of the subjects I had options of the kinds of assessments I could do, so really tailor it to things I was probably already doing anyway.

The chance to be a student and to interact with the online databases and the eBooks and the pressures of assignments and all those kind of things have been really really useful for me.

It opened opportunities for me to do more research in education. I never thought before that I will be able to do some sort of research, writing technical report or research paper about, for example, my rationale about a subject design. And it’s quite refreshing to do something that’s out of my current areas of expertise.

Feeling more connected with the University and feeling like you know a bit more about what’s going on sometimes, in terms of Design for Learning and in terms of the sort of underlying reasons for a lot of the change that’s happening in the University. It was good to feel a part of that.

It’s given me an opportunity for career progression in terms of promotion application, which is, I have to be honest with you, is also a good motivation.

Understanding why we teach and what we do has been really beneficial and hopefully I’m able to transfer my passionate love for teaching on to students.