Supporting recent advances in the enhancement of teaching and learning

Dr Terry Maguire
HUCBMS 2019
Who we are

The national body responsible for leading and advising on teaching and learning enhancement in Irish higher education
Our vision

A valued and informed teaching and learning culture in Irish higher education
Our Key Strategic Priorities
2019–21

1. Professional Development of All Those Who Teach
2. Teaching and Learning Enhancement Within and Across Disciplines
3. Student Success
4. Teaching and Learning in a Digital World

Policy & Context
People
Most importantly: Our ethos

We believe in our people. We believe that the potential to enhance teaching and learning already exists within the higher education sector and our role is to respect, nurture and support it.
How do we support innovation in teaching and learning?
Working with those who teach and learn

**Students**
- Student-led Learning Impact Awards
- Serving on review panels
- Key member of funded project teams
- National Forum Board
- Student Associate Interns
- Input into strategy consultation

**Staff**
- National Forum Associates
- Advisory groups
- Conversations/Workshops
- National Forum staff members
- Senior management consultations and engagement
Developing staff capability

PROFESSIONAL DEVELOPMENT FRAMEWORK
for All Staff Who Teach in Higher Education

TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES
- Individual, non-structured
  - e.g. professional conversations with colleagues
- Structured and accredited
  - e.g. teaching professional council
- Academic
  - e.g. Graduate Support

TYPEs OF LEARNING
- Reflective
- Collaborative learning
- Monitoring
- Locating

PROFESSIONAL DEVELOPMENT DOMAINS
- Professional development: the self in teaching and learning
  - Professional identity, values and development in teaching and learning
  - Personal communication and dialogue in teaching and learning
  - Professional knowledge and skills in teaching and learning
  - Personal and professional digital capability in teaching and learning

UNDERPINNING VALUES
- Inclusivity
- Authority
- Encouragement
- Learner independence
- Collaboration

REFLECTIVE AND EVIDENCE-BASED APPROACHES

National Professional Development Framework for All Those Who Teach
Teaching and learning in a digital world

Roadmap, Frameworks and Reviews

Irish National Digital Experience (INDEx) survey of those who teach and of students OCT/NOV 2019

“Let’s see where we are so we can build our future together”
Developed a National Digital Skills Framework
Assessment Enabling Policies

In order for a policy to be deemed implementable it needs to:

• clearly define the HEI’s commitment to the policy area
• have an implementation plan
• be accompanied by policy instruments such as procedures, and clearly defined areas of responsibility

In order for a policy to be deemed situated in practice it needs to:

• be based on consultation
• have been tested at operational level
• facilitate innovation
• be routinely monitored and reviewed for effectiveness

In order for a policy to be deemed reflective of the HEI’s priorities it needs to:

• be guided by the HEI’s vision
• be in line with the HEI’s strategic objectives
• allow the HEI to meet its legal obligations
Supporting teaching and learning enhancement within and across disciplines

Disciplinary Excellence in Learning Teaching and Assessment ... a framework for enhancement
Consulted with staff and students
Enhancement within and across disciplines
- Student perspective

• Application of academic theory to real-life practice

• Flexibility in teaching and learning practice e.g. active learning, choice in assessment methods

• Valuing and integrating diversity (international, socioeconomic, additional needs etc.)

• Efficiency in administrative structures e.g. registration, timetabling, examinations
DELTA FRAMEWORK

Design of Learning

Teaching and Learning Practice

Assessment OF/OF/AS Learning

DELTA
Disciplinary Excellence in Learning Teaching and Assessment

Strategy and Capacity Building

Evidence-Based Approach
DELTA FRAMEWORK

Design of Learning

Teaching and Learning Practice

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Strategy and Capacity Building

Evidence-Based Approach

Aligning with institutional and external strategies and providing support for building staff capacity driven by a committed senior leadership
Increasing the engagement of students in their learning and supporting them in this process, in particular during times of transition and in the critical application of digital technologies.

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DELTA FRAMEWORK

- Design of Learning
- Teaching and Learning Practice
- Assessment of FOR/AS Learning
- Disciplinary Excellence in Learning Teaching and Assessment
- Strategy and Capacity Building
- Evidence-Based Approach
DELTA FRAMEWORK

Taking into consideration the decisions, structures, processes and practices that are required in the design of learning

Increasing the engagement of students in their learning and supporting them in this process, in particular during times of transition and in the critical application of digital technologies

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Evidence-Based Approach

NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION
DELTA FRAMEWORK

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Teaching and learning enhancement should be evidence-based and should inform the incremental steps required for planning enhancement

DELTA
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Strategy and Capacity Building

Evidence-Based Approach
Higher Education is at a crossroads
Context is really important
Innovations across priority areas 2014-2018

Teaching and Learning Enhancement Fund Projects (circa €5.5m)

— 32 projects completed across 25 institutions
— fosters collaboration and innovation
— involvement of students is key

National Seminar Series

— 234 seminars since 2014
— focused conversations on assessment, transitions, professional development, digital, student success, enhancement within/across disciplines
Strategic Alignment Fund 2019

Developing Disciplinary Excellence in Learning, Teaching and Assessment

Fund €5.57 million

Allocation based on student number

Focuses teaching and learning initiatives rather than projects
Types of Teaching and Learning Initiatives included (4)

**T&L Initiative Type 001/19**
Focus on Supporting and Highlighting the Value of Teaching and Learning Enhancement within Higher Education Institutions

**T&L Initiative Type 002/19**
Focus on Teaching and Learning Enhancement within Disciplines
Types of Teaching and Learning Initiatives included (4)

T&L Initiative Type 003/19
Focus on Teaching and Learning Enhancement across Disciplines

T&L Initiative Type 004/19
Focus on Teaching and Learning Enhancement in Collaboration with Professional Bodies and/or Industry Partners
Technology Enhanced Assessment Methods (TEAM) in Science and Health Practical Settings

- Developed a framework for applying the principles of good assessment and feedback to practical assessment
- Piloted and evaluated technology-enhanced assessment practices across 45 programmes in four HE institutions
- Involved active leadership and engagement by senior managers collaborating with students, lecturers and employers in the science and health fields

www.teamshp.ie
ePrePP

Electronic Preparation for Professional Practice

This site offers a number of tools and resources that will help students understand the challenges presented during clinical placement.
ePrePP: Electronic Preparation for Professional Practice

• Aimed to enhance the transition to professional practice for students in medicine, nursing and pharmacy
• Developed a national cross-disciplinary network of educators and nurtured inter-professional collaboration
• Created placement resources for practice/clinical tutors and students to enhance learning on clinical placements
• Developed digital platform incorporating shared competencies, digital resources, and ePortfolios
The Geoscience e-Laboratory (Ge-LAB) project is designed to deliver teaching and learning resources to improve the development of essential petrological skills at the four national third level geoscience units in Ireland. (Ge-Lab has been modified to GeoLab to clearly communicate the geoscientific nature of this project).
Geolab

• The digitising of slides allowed for collaborative and peer learning instead of the individual learning that happened previously.

• The discipline was regarded as a key vehicle for digital skills development. The team felt it was important to keep the processes simple and keep a balance between traditional methods and new –keeping the best of both.
‘The Genie is out of the bottle now’
Students

Students need time to develop or consolidate their understanding of key concepts or strategies. Independent activities can be used to reinforce the directed learning that takes place in the classroom. These activities include practical support and recommendations for students entering higher education or embarking on their Erasmus programme. Choose a theme from the tabs on the left to access the overview and categories for that theme.
Speeds Project

The disciplinary context was regarded as being important because it opened up conversations about teaching and learning within the discipline in a collaborative way. This was important aspect of changing culture.

They had a language around their discipline. Now they have a language for teaching and learning within their discipline. The project provided a space for this to develop.
Chemical Engineering – design Simulation

Irish Engineering Graduates Advancing Global Manufacturing Competitiveness: Design Simulation for the Process Industries

http://cheme.ie/
The nature of chemical engineering is such that students need to spend time doing experiments that often require large, expensive equipment and they are constrained by the resources, times and equipment available. This project allowed for the development of experiments, tutorials and digital experiences that would deepen student understanding.
WELCOME TO OUR IRISH STREET LAW WEBSITE SET UP TO FACILITATE AND ENCOURAGE MORE THIRD LEVEL LAW STUDENTS TO SHARE THEIR KNOWLEDGE IN THEIR COMMUNITIES.

Please click here if you would like to know what Street Law is all about.
Ready to put Street Law into action? Find all the resources and useful links.
Read about Street Law in action which is described in our latest news.

http://www.streetlaw.ie/
Street Law

It is a way of teaching law to law students by training and supporting them to deliver legal education to others in the community.

The project engages HE and Second level, it engages students with the community, develops transferrable skills and has academic value.
T-REx Teachers Research Exchange

A social network for teachers and educational researchers. to provide a means by which practicing teachers and higher education researchers can communicate and collaborate with one another more easily.

Now an emerging community of practice (COP) that includes student teachers, practicing teachers, and Irish educational researchers, all working and collaborating together.
Are we having an impact?

• Enhanced teaching and learning practices, e.g. ChemE simulations and GeoLab digital samples allowing for deeper and more collaborative learning
• Increased collaboration between and within institutions, and better understanding of processes, systems and connections
• Increased links across levels of education, e.g. REX and Street Law working with teachers and communities
Are we having an impact?

- Resources and tools embedded in courses and systems across institutions, e.g. All Aboard Framework, RPL tool, ePortfolios
- Value of involving students in planning and implementation of enhancement work recognised
- ‘You cannot unlearn’… learning about how to engage, how to achieve impact, how systems work, what works and why…
Are we having an impact?

“It went from a very singular way of learning to a collective way of learning because everyone could see the same picture, and it can be projected – that, from a learning point of view, was hugely beneficial.” GeoLab

“As of July 2019, 381 collaborative projects registered on T-REX and nearly 2000 members, including student teachers, in-service teachers and higher education professionals.” (REX)
Are we having an impact?

“The lasting impact of [working in the project] is now in any project we do we say ‘Well, where is the student rep in this? How do we include the student voice?’ We saw the value of it.” (TEAM)

“An important but unmeasurable impact is the sense of collaboration and community engendered through the project. . . Hugely important for the project team, who worked across disciplinary boundaries.” (Digilanguages)
Our approach

- Evidence-based: Knowing your starting point
- Impact: Knowing what works
- Informing and being informed by policy
- Working with the sector for the sector
- Supporting those who teach and learn
- Supporting open and sustainable innovation
Increasing the Value of Teaching and Learning

If there is one lesson we have learned, nothing is worth anything if the value of teaching and learning is not understood and recognised.
Many thanks for listening
Looking forward to our discussion

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