Other resources   Learning Teaching & Assessment

2017-02-05

Pilot Studies Implementation of the National Professional Development Framework for all Staff who Teach in Higher Education and the National Digital Badges initiative.

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Project Overview:

- Pilot Studies Implementation
  of the National Professional Development Framework
  for all Staff who Teach in Higher Education

- National Digital Badges initiative

5th February 2017

Dr Roisin Donnelly, Project Manager

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

Abstract

In higher education, we have become increasingly aware of the narrative of being part of a knowledge-based economy, and know there are strong, compelling reasons for continuous professional development (PD) to support our role as educators. For anyone who teaches and supports learning in Irish higher education, PD is fundamental for remaining current in their role, it provides the drive to progress their career, and to deal with change in the sector. Prior to 2016, there has not been a mechanism or route in place nationally to give structure, focus and support to individual academic staff to avail of relevant PD and utilise it to realise their full potential in their teaching role. Promisingly, there are more PD opportunities to choose from nowadays for those teaching in Irish HE than ever before, but negotiating the labyrinth can remain difficult.

This study discusses a key strand of the workplan of the National Forum (NF) for the Enhancement of Teaching and Learning - the formation and early implementation of the National Professional Development Framework (PDF) for all who teach in higher education (HE). This important work is leading towards national recognition of an individual's commitment to professionalism in teaching. By deepening sectoral understanding of the PDF itself and raising awareness of the recent pilot study implementation with staff who teach in universities, institutes of technology and private colleges, we are adding to the long-standing debate about the possible connections between professionalisation of teaching and improvements in student learning experiences and outcomes. We have structured the article using a series of questions, to highlight what is unique about this PD Framework, its underpinning values and distinctive domains.

Overview of this short presentation

Background: Introducing the PDF for all who teach in HE, and highlighting the uniqueness of this Irish framework

Introducing the PDF Pilot Studies:
- Scope and composition

- Resource repository

- Online collaborative space

Introducing the national Digital Badges initiative

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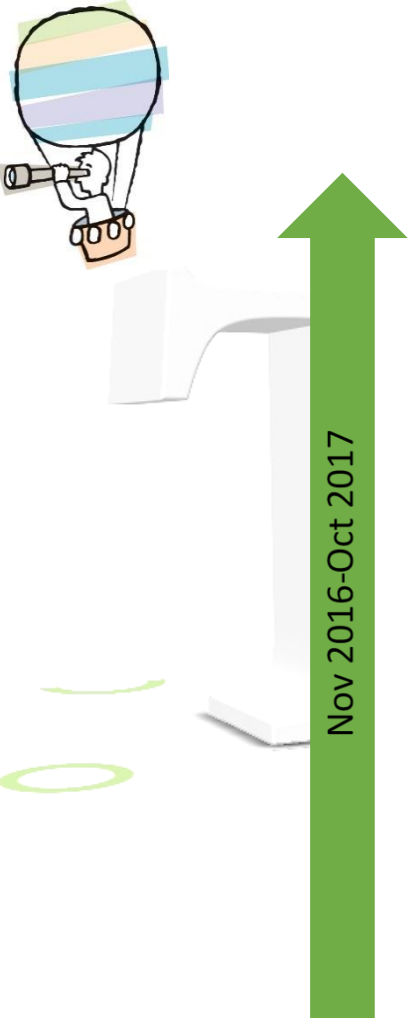
Evaluation: Research involving data Collection with 3 layers of participants

Development: Target Group Pilots [n=230]; Feb-May 2017

Design: Pilot Co-ordinators [n =13] Regional Workshops Completed

Planning: Expert Advisory Group currently being formed [n =10]

Consultation Phases: Formation of the PD Framework

Nov 2016-Oct 2017
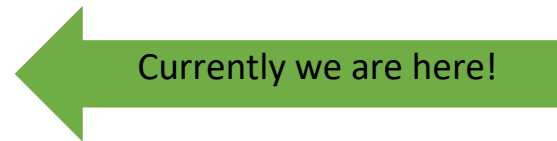
Currently we are here!

NATIONAL FORUM
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Our Understanding of Professional Development

How the framework has emerged: 6 values and 5 domains over a comprehensive consultation period

What do we mean by Professional Development?

The pilot studies are a national initiative to evaluate how individuals use the PDF and recognizes the need to work with different professional identities

What is the reward for engaging in it?

Our Understanding of
Professional Development (see p.2 of brochure)

1. Collaborative Non-Accredited

2. Unstructured Non-Accredited

3. Structured Non-Accredited

4. Accredited
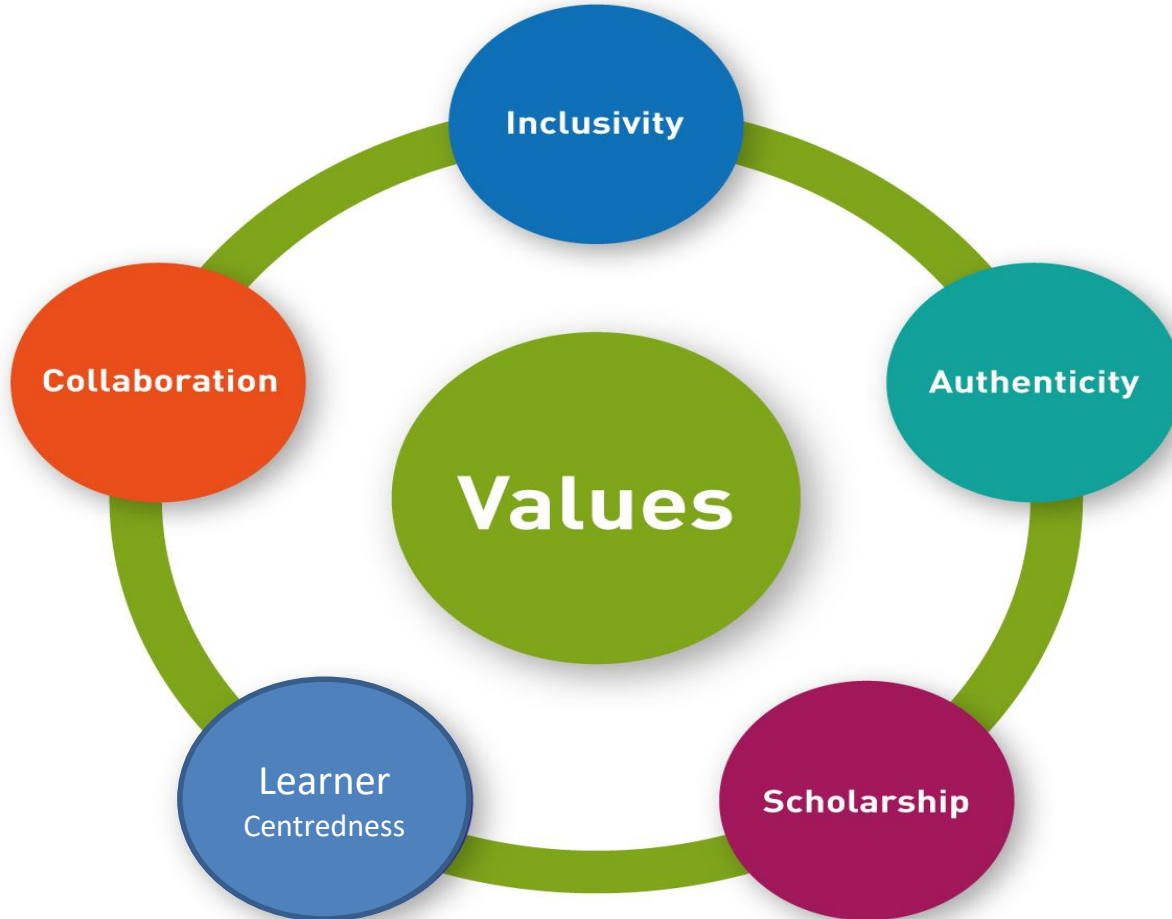
Introducing the Five Domains of the PDF

Figure 2: The domains, underpinned by the framework's values.

Scope and Composition of the Pilot Studies:

Through participation in the pilot studies, we will have engaged with hundreds of people institutionally and nationally over the year.

Nature of the Pilot Studies:
- 23 Pilot Studies across the HE Sector
- 1 Feb-31 May 2017 (approx.)
- January 'kickstarter' workshops
- Supported by a pilot co-ordinator (and expert mentor)

Series of Meetings for Pilot Groups

Kickstarter Regional Workshop

Online Collaborative Forum

Supporting Materials

Stimulus Materials

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AND LEARNING IN HIGHER EDUCATION

Educational Developers: M. GLYNN

Libraries in HECA: M. O'NEILL

Researchers as Teachers

Careers Advisors: D. KILMARTIN

Mary Immaculate College: K. HORGAN

Part-time Lecturers with Industry links

New Teachers [with HECA]

Learning Technology: F. COLCANNON

Teachers as Researchers

Heathcare Professions

Teacher Educators

Nurse Educators

Experienced Lecturers in Disciplines

B. Brereton, DKIT

F. O'Riordan, Griffith College

A. Mangan, HECA

M. Crehan, RCSI

Lecturers in Humanities

PG Teaching Certificate

M. Parker, UL

T. Farrelly IT

Heads of Schools

Maths Learning Support

S. Flynn, NUIG

M. Fitzgerald, LIT

Academic Writing Support

A. Farrell, NUIM

23 Pilot Studies: Feb-May 2017

A. Short, DKIT

Work Placement Co-ordinators

Engineering Lecturers

Art & Design Educators: S. MURPHY

Business Lecturers: M. BERMINGHAM

PhD Supervisors: J. CARTON

'Kickstarter' Regional Workshops

NUI Galway

HECA, Dublin

University of Limerick

IT Tralee

LIT

Dundalk IT

Royal College of Surgeons

Griffith College

Relationship between PDF and National Recognition Framework

Your PD Journey across your career utilising the PD Framework

National Professional Recognition Framework

Accredition as part of programme

Stages in your ongoing PD Journey where you decide to submit the work for recognition

Professional Development Portfolio

D Reflecting to identify, plan and prioritise future learning. External assessment and/or certification of learning to date

Identify my key short and long term learning goals, based on reflection and evidence.

Consider external assessment and/or certification of my learning to date.

Assessment/Certification

A Reflecting on current knowledge and experience

What do I do already or what have I experienced in the different elements of each domain?

What learning activities have led to the development of such knowledge and skillls?

Taking stock/Identification

C Reflecting on what evidence to gather and how to store it. Self -assessment

Choosing the evidence to use.

How will I store my evidence?

Identify where I am currently, based on my self-reflection.

Documentation/Assessment

B Reflecting to self-evaluate based on evidence

Reflecting on the learning activities.

What types of learning are associated with each of the learning activities idenitifed?

What kind of evidence could I provide to support my evaluation?

Identification/documentation

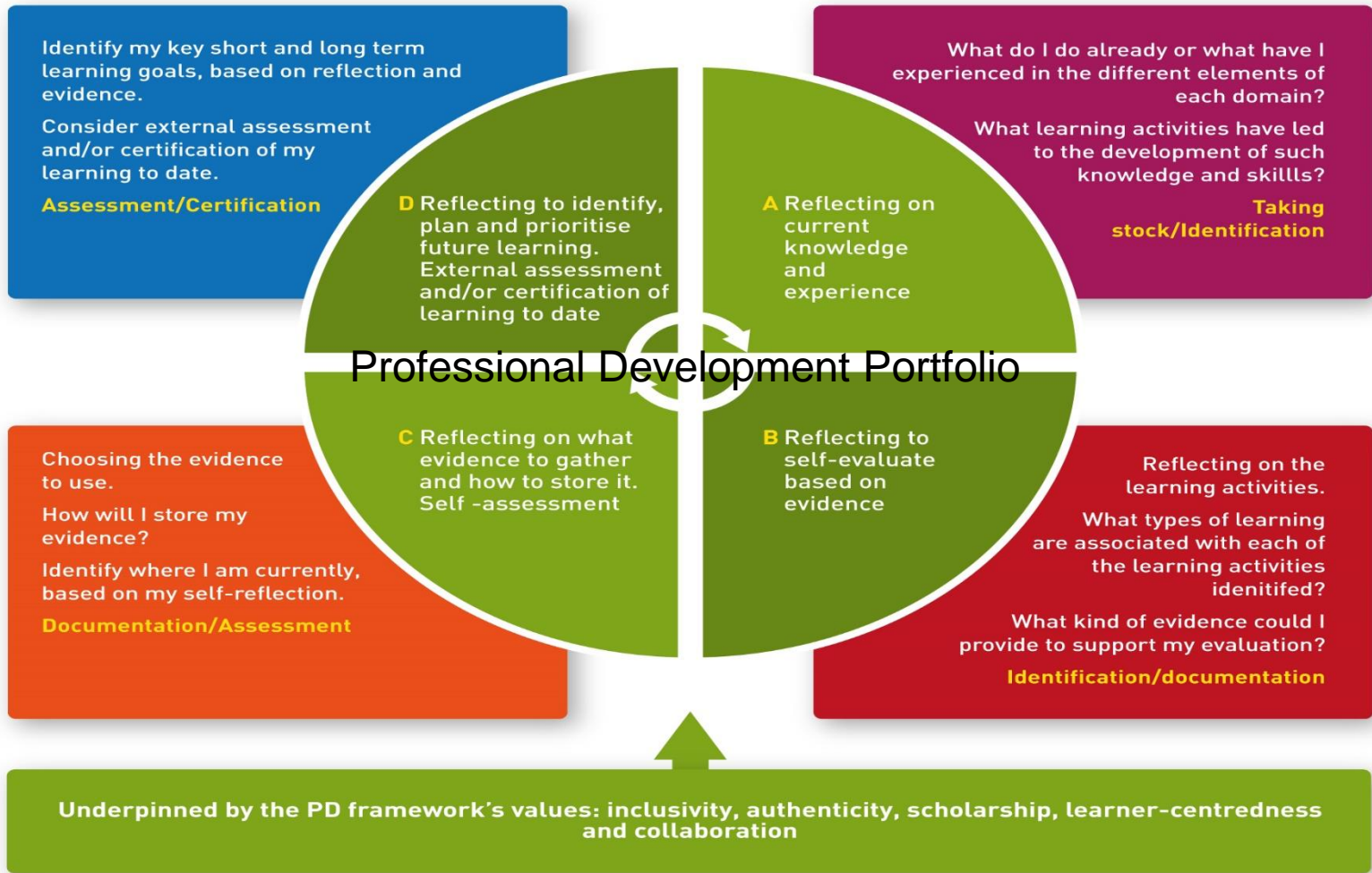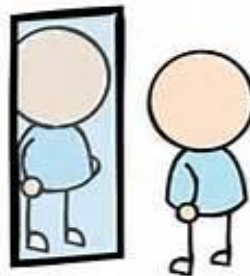Underpinned by the PD framework's values: inclusivity, authenticity, scholarship, learner-centredness and collaboration

Figure 3: Cycle of Evidence–based Reflection and Planning for Individual Staff

PDF PILOTS RESOURCE REPOSITORY

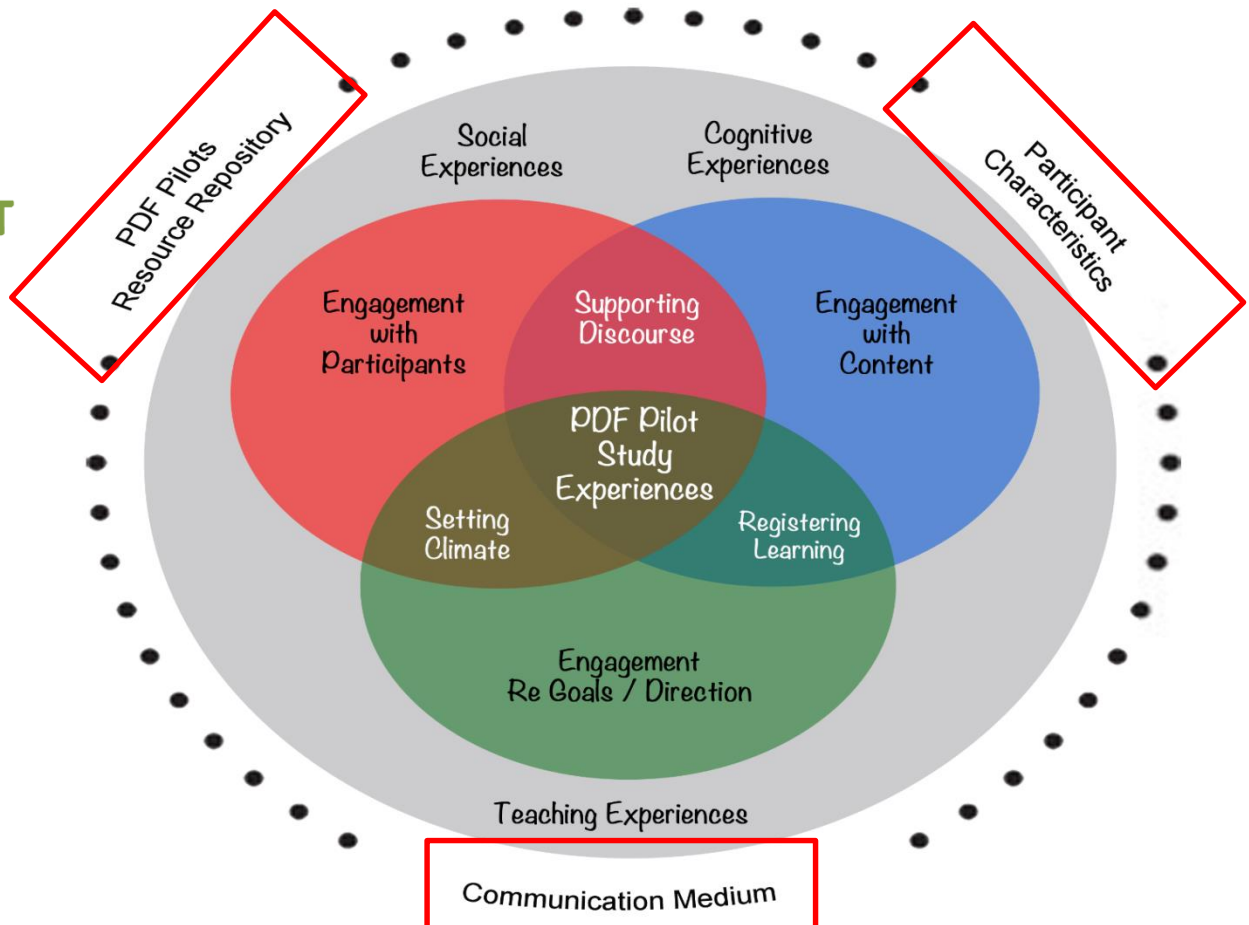| Already Developed	
Series of Reflective Trigger Activities for each domain: teaching philosophy statement, teacher self-analysis, critical incident analysis, glossary, mentoring guide, FAQs...	
Podcasts	
Animated Video Tour of the PDF	https://animoto.com/play/D6lppa70LAhAqpB6BP3btQ#
Suggestions by pilot participants	ongoing

WHY SUPPORT IN THE PILOT STUDIES IS SO IMPORTANT

Creating an Online Learning Community for the PDF Pilot Studies

PDF Pilots Resource Repository

Participant Characteristics

Social Experiences

Cognitive Experiences

Engagement with Participants

Supporting Discourse

Engagement with Content

PDF Pilot Study Experiences

Setting Climate

Registering Learning

Engagement Re Goals / Direction

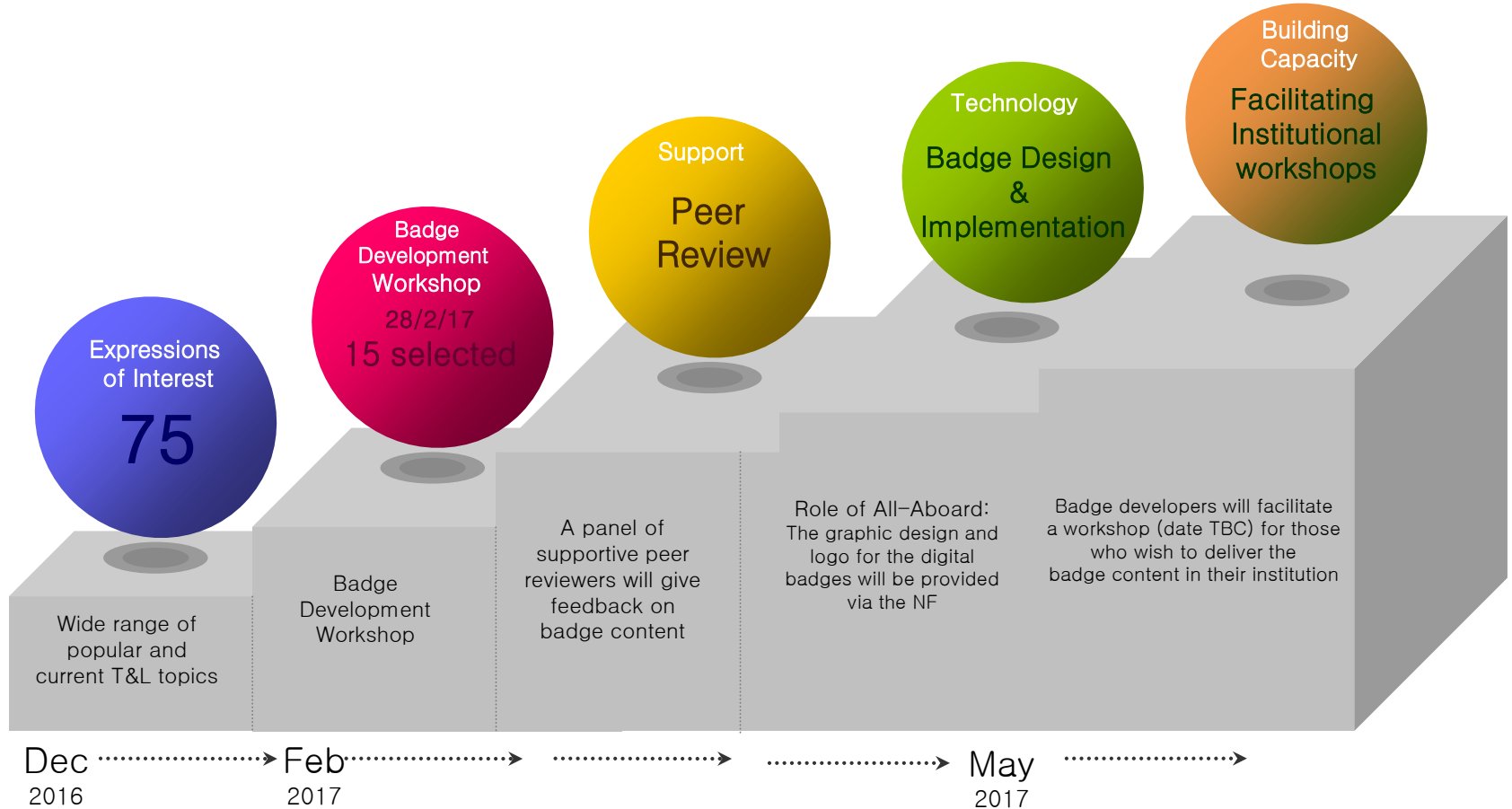Teaching Experiences

Communication Medium

EVALUATING THE PILOT STUDY IMPLEMENTATION

3 layers of data collection:

- NF ethics committee approval

- Signed informed consent leaflet

- online survey, paired interviews, focus group

Towards a model of digital badge development

DIGITALBADGES

Phase 2:
further expressions of interest

Assessment: OF, FOR, AS Learning

Avoiding Plagiarism

Blended Learning

Campus Sustainability

Career Development

Digital Leadership/Learning Technologies

Disciplinary Badges

Gamification Strategies

Managing ePortfolios

Online Identity

Student Retention

Student Transition (First Yr)

T&L for for Post Doc's/RFs

Phase 1:
Feb-April 2017

Academic Writing

Community Engaged Teaching

Developing PD Provision for Irish HE

Intercultural Awareness

Entrepreneurship

Mentoring for Leadership in T&L

Getting Started with Online Teaching

PhD Supervision

Programme Design/Re-design

Programme-focused Assessment

Policy in HE

Reflecting on Teaching

Student Engagement

Teaching Strategies for New Lecturers

Universal Design

Badge Details, including 4 criteria that must be met to be awarded the badge

Practicum:

1. short video outlining the area of development

2. Links to useful websites and resources

Practicum:

Development of PD Workshop Package

Upload materials to Badge Repository for sharing with other institutions

Sequence of Work for Badge Achievement

Contact Information

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National Forum for the Enhancement
of Teaching and Learning,
19 Dawson Street, Dublin, 2, Ireland.

Website: http://www.teachingandlearning.ie/

Blog: http://www.teachingandlearning.ie/pilot-study-implementation-national-professional-development-framework/

Twitter: #nfpdfpilots   #nfdigitalbadges

תודה רבה לך על ההקשבה

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AND LEARNING IN HIGHER EDUCATION

Questions are the path to learning

...questions