



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Developing Teaching Competencies in Academic Staff

Dr Ciara O'Farrell
Director Academic Practice
(CAPSL)
September 2017

Centre for Academic Practice and eLearning (CAPSL)

<http://www.tcd.ie/CAPSL/>

- Academic: Accredited programmes; research
- Support: Professional development of academic staff/resource development
- Strategy/Management: Contribute/implement strategy and policies
- Organizational: Lead/contribute to College - wide initiatives



'He who dares to teach must never cease to learn'

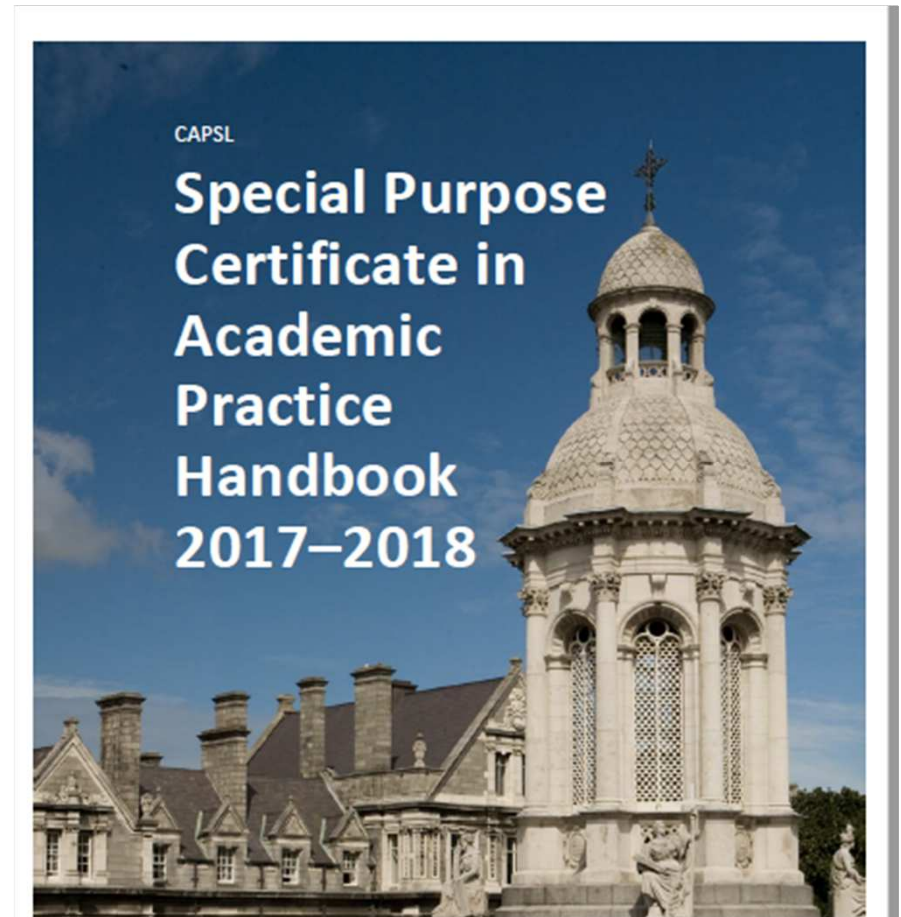
John Dana (1856-1929)



Professional Development

Academic Practice/Teaching & Learning

- Professional development in academic practice/ teaching & learning
- Special Purpose Professional Certificate in Academic Practice
- Level 9/ 15 ECTS / 3 X 5 ECTS modules
- Research-informed and practice-based
- Develop/evidence their academic practice, throughout their careers at times that are appropriate to them
- Upon completion of the SP certificate staff can undertake further modules to facilitate lifelong learning and help maintain high quality practice throughout their careers.



SP Cert in Academic Practice: AIMS

Enhance the teaching & learning experience within Trinity

- Recognise importance of supporting staff in their broader teaching & learning role at any stage in their career;
- Evidence the professional development of those involved in teaching and supporting learning;
- Enable staff to apply to individual practice a repertoire of appropriate teaching and learning principles, theories, strategies, models and approaches;
- Encourage staff to access the research and literature on teaching & learning in higher education in order to inform conclusively the development of their practice;

Aims

(Continued)

- Encourage staff to renew and share their teaching knowledge and skills within a research-led context;
- Foster multi-disciplinary critical discussion as a source of learning;
- Encourage reflection on teaching.



Learning Outcomes

Upon completion of the Professional Special Purpose Certificate in Academic Practice candidates should be able to:

- 1) Identify the knowledge, skills, competencies and professional values necessary to teaching & learning in Higher Education.
- 2) Analyse the challenges of teaching & learning in Higher Education.
- 3) Apply to individual practice a repertoire of appropriate teaching and learning strategies, methodologies, pedagogies, models and approaches.
- 4) Evaluate their teaching through reflection and the Scholarship of Learning and Teaching.



Learning Outcomes

- 5) Identify and critically appraise the academic literature on teaching & learning in Higher Education.
- 6) Use the research and literature on teaching and learning in Higher Education to inform the development of practice.
- 7) Engage with and learn from others within the subject and from within the wider Higher Education community.

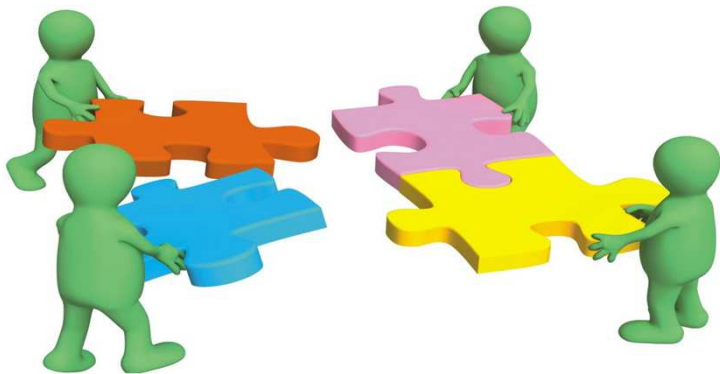


Principles

Inclusive: Academics or academic-related professionals in Trinity, including researchers with teaching responsibilities, part time or adjunct teaching staff, or staff with roles in supporting learning;

Flexible: Variety of times and dates; up to 5 years to complete

Choice: Suite of modules; choice of assessment; choice of for credit/not for credit



MODULES AND MODULE DESCRIPTIONS

Module 1	Perspectives on Teaching and Learning in Higher Education*(previously called Introduction to teaching in Higher Education)
Module 2	Curriculum design and assessment in Higher Education*
Module 3	Technology enhanced learning in Higher Education
Module 4	Research supervision in Higher Education
Module 5	Leadership in Higher Education
Module 6	Assessment and feedback in Higher Education
Module 7	Integrating research and teaching within and beyond the Disciplines
Module 8	Examining research degrees
Module 9	Reflection and evaluation in Higher Education
Module 10	Developing Creative Teaching and Learning Approaches in Your Discipline
Module 11	Pedagogy and Publication
	<i>*indicates modules running in Michaelmas Term 2017.</i>

Teaching Assistants

5 ECTS online or blended module

**Online Programme for Graduate
Teaching Assistants**

**Role of the Graduate
Teaching Assistant**



Not-for credit (some examples)

Date	Event Information
Dates: Throughout September/October	eLearning Programme for September/October 2017 <ul style="list-style-type: none"><li data-bbox="804 655 1839 740">• Designing & Building a Blackboard Module (Workshop in Foster Place) – Thursday 28th September 10am-12pm<li data-bbox="804 759 1883 844">• Designing & Creating Podcasts for a Flipped Classroom (Workshop in Foster Place) – Wednesday 4th October – 10am-1pm<li data-bbox="804 863 1861 948">• Online Communication & Reflection (Workshop in Foster Place) – Wednesday 11th October – 10am-1pm<li data-bbox="804 967 1839 1051">• Designing & Building a Blackboard Module (Workshop in Foster Place) – Tuesday 17th October 10am-12pm<li data-bbox="804 1070 1839 1198">• Creating Online Assignments: Online Feedback, Grading and Plagiarism Detection (Webinar) – Thursday 26th October 10am-11am <p data-bbox="752 1262 1901 1335"><u>Please visit our eLearning calendar for further information and to book a place</u></p>

Lunchtime Seminar Series

Time: 13:10 - 13:50

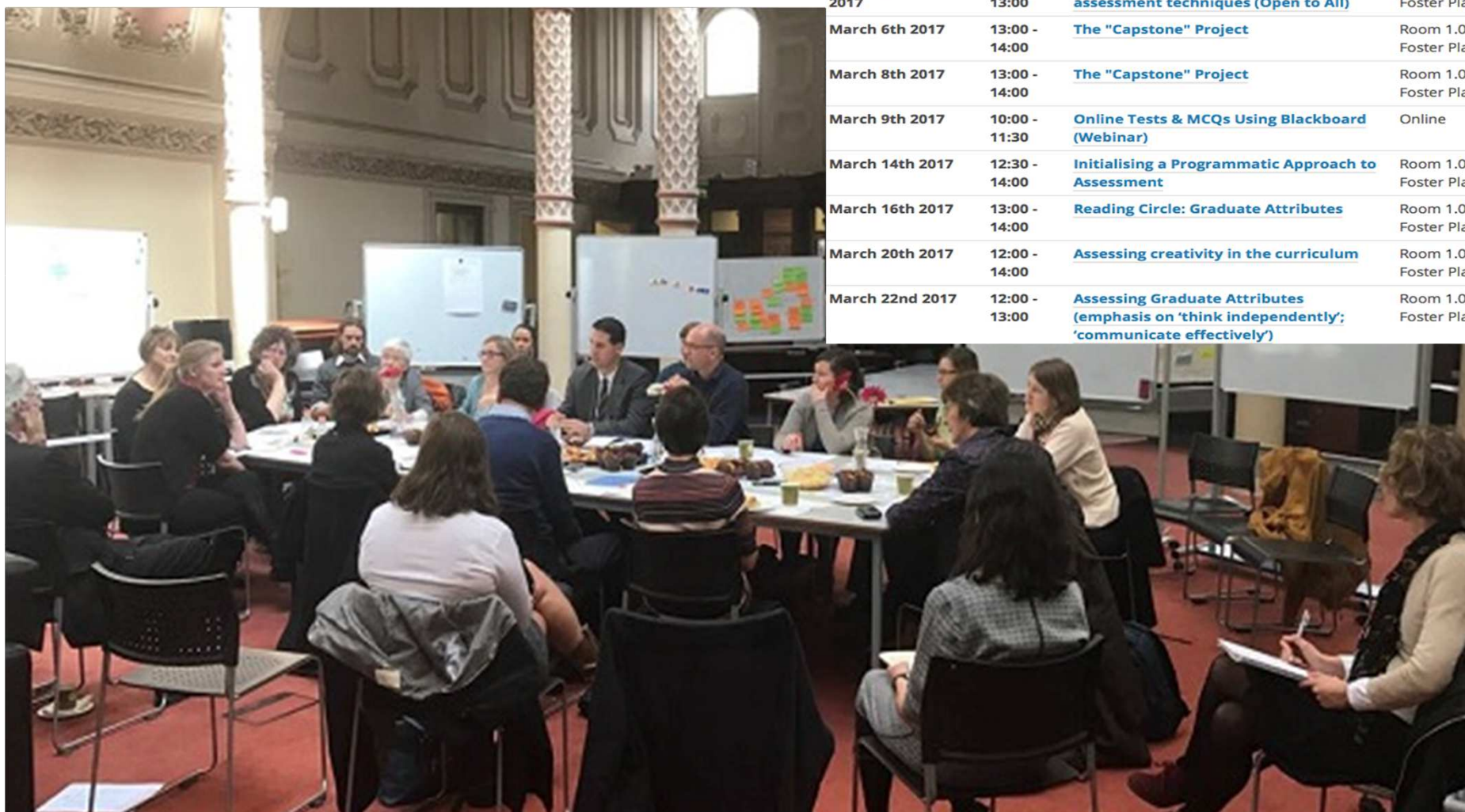
Venue: Room 03, 3-4 Foster Place



- Wed Oct 5: Susan Kirwin, Student Learning Development Coordinator, TCD, International Voices to the Fore - Academic expectations of International students.
- Tues Oct 18: Andrew Costello, Assistive Technology Officer, Disability Service, The Trinity Inclusive Learning Principles - optimising student learning.
- Tues Nov 1: *Mark Monahan, School of Nursing & Midwifery, A service user and expert-by-experience led multimedia teaching package about hearing voices.
- Tues Nov 15: *Eric Downer, School of Medicine, Department of Physiology, Interactive audiovisual animation for teaching embryology.
- Fri Dec 2: Tamara O'Connor, Student Learning Development, TCD, Teaching students how to learn: Effective learning strategies to promote deep learning.
- Tues Dec 6: Mike Wride, CAPSL, Peer to peer feedback and assessment for enhancing student learning.
- Tues Jan 31: *Catherine Darker, School of Medicine, Department of Public Health & Primary Care, Healthy Trinity Online Tool (H-TOT).
- Tues Feb 21: Dr Denis Barry, School of Medicine, Anatomy Education, The YouTube Generation: Pedagogical Considerations and Educational Strategies for Healthcare Students
- Tues Mar 21: *Clare Whelan, School of Medicine, Clinical Skills Tutor, Video cases of simulated patient encounters as an aid to learning communication skills.
- Tues Apr 19: *Stephen Smith, School of Medicine, Clinical Microbiology, Videos in Medical Microbiology (VIMM).
- June TBC: *Marie Morris, School of Medicine, Education Division, A technology-enhanced approach to assessment using a remote tele-presence device.

Themed 'Ideas Exchanges'

Date	Time	Title	Venue
February 9th 2017	10:00 - 16:00	Developing programme approaches to assessment and feedback through TESTA	Innovation Academy
February 20th 2017	12:00 - 13:00	Ideas exchange on the diversity of assessment techniques (Science and Medical Faculties)	Room 1.03, 3-4 Foster Place
February 21st 2017	12:00 - 13:00	Ideas exchange on the diversity of assessment techniques (Arts Faculty)	Room 1.03, 3-4 Foster Place
February 22nd 2017	12:00 - 13:00	Ideas exchange on the diversity of assessment techniques (Open to All)	Room 1.03, 3-4 Foster Place
March 6th 2017	13:00 - 14:00	The "Capstone" Project	Room 1.03, 3-4 Foster Place
March 8th 2017	13:00 - 14:00	The "Capstone" Project	Room 1.03, 3-4 Foster Place
March 9th 2017	10:00 - 11:30	Online Tests & MCQs Using Blackboard (Webinar)	Online
March 14th 2017	12:30 - 14:00	Initialising a Programmatic Approach to Assessment	Room 1.03, 3-4 Foster Place
March 16th 2017	13:00 - 14:00	Reading Circle: Graduate Attributes	Room 1.03, 3-4 Foster Place
March 20th 2017	12:00 - 14:00	Assessing creativity in the curriculum	Room 1.03, 3-4 Foster Place
March 22nd 2017	12:00 - 13:00	Assessing Graduate Attributes (emphasis on 'think independently; communicate effectively')	Room 1.03, 3-4 Foster Place



Post Graduate Supervision

RESEARCH SUPERVISOR DEVELOPMENT PROGRAMME



Creation of Resources



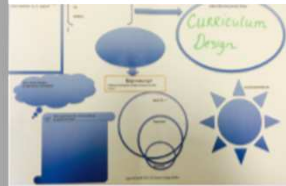
Academic Writing



Assessment



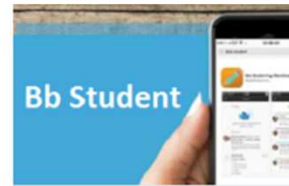
Blackboard



Curriculum Design



eLearning for Staff



eLearning for Students



Evaluation



Reflection



Teaching and Learning Approaches





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WRITING A TEACHING PHILOSOPHY STATEMENT

Dr. Ciara O'Farrell

Academic Practice,
University of Dublin
Trinity College



Development of Clinical Competencies

- Bespoke workshops
- Programme-level consultancy



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How to Give Quality Feedback

MSc In Hospital Pharmacy

Dr Mike Wride

Date 06/12/16

@WrideMike 

International Collaborations

Thapar University, India

- Developing teaching competencies as part of contemporisation programme
- Phase 1: Created and deliver a bespoke academic development programme for all their academic staff
- Phase 2: Thapar Teaching Fellows – exchange train-the-trainers programme with CAPSL
- Phase 3: Delivery of the Special Purpose Certificate in Thapar University for staff members





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Thank You