Putting Teaching and Learning at the Centre of Sectoral Enhancement and Innovation

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Director

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

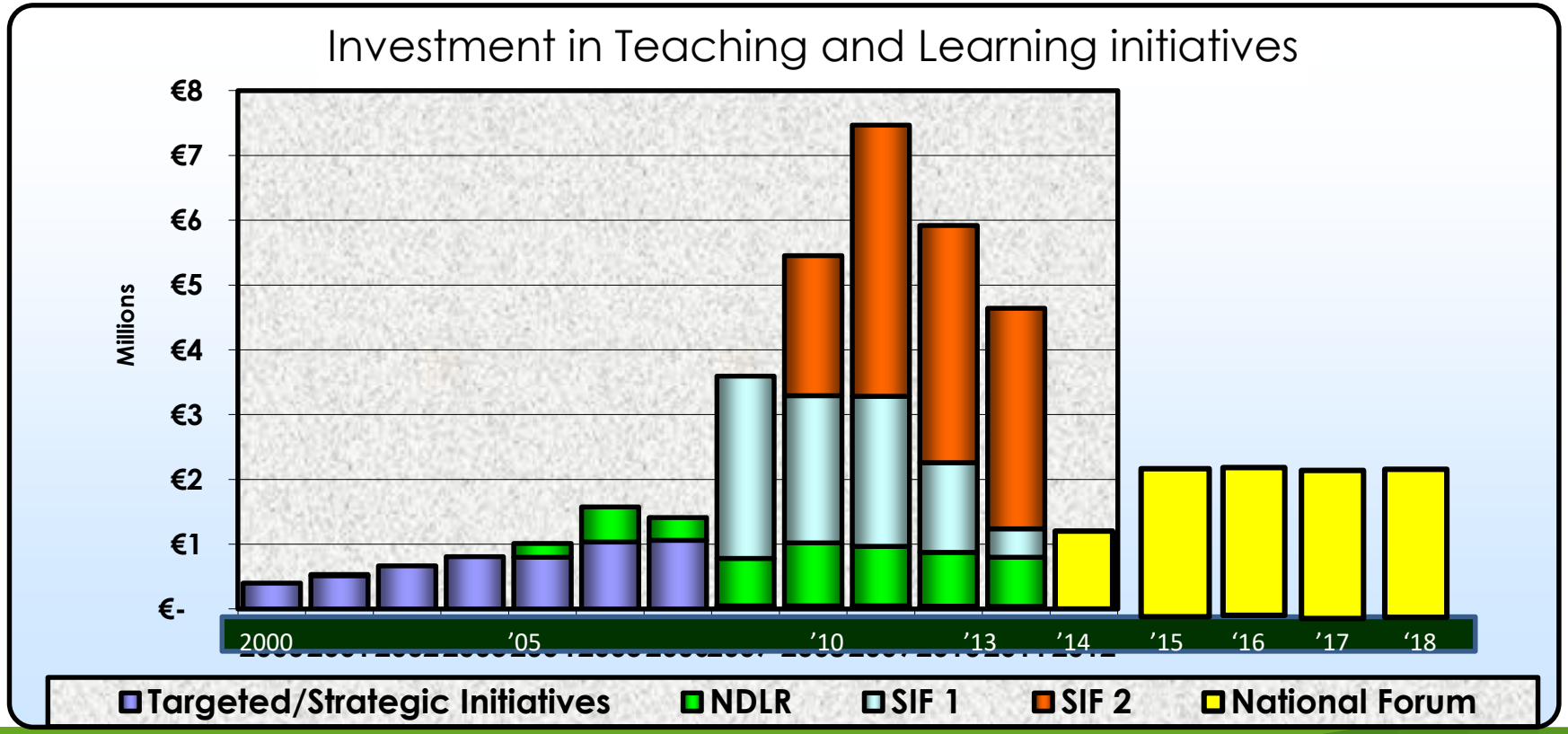
National Commitment to Teaching and Learning Enhancement since early 2000s

- National Strategy for Higher Education to 2030
- Strategic Innovation Fund

National Strategy for Higher Education to 2030

- The centrality of Teaching and Learning to the mission of Irish higher education
- Tangible parity of esteem
- Greater innovation in the design of higher education
- Greater flexibility in the delivery
- Integration of teaching and research
- Continuing professional development through collegiate networks

Strategic Innovation Fund



Development of the National Forum

- Consultation with the Sector
- December 2012 – announced by Minister of Education
- Academically led Board
- National Forum Team in place from October 2013

We are

The national advisory body for teaching and learning in higher education in Ireland.

Our Vision

A valued teaching and learning culture in Irish higher education

Things we had to do!

1. Set up a National Awards System
2. Develop a Professional development Framework for Higher Education
3. Build Digital Capacity
4. Distribute and Manage Teaching and Learning Enhancement Funding

Ireland's National Learning Impact Awards

1. Teaching Heroes
2. Teaching Experts
3. DELTA (Disciplinary Excellence in Learning Teaching and Assessment)

Teaching Heroes

So if students were to select the best teachers, who would they choose and why would they choose them?

National Teaching Hero Awards

- To help students take the lead in analysing and highlighting what good teaching means to them
- To identify what effective, transformative teaching meant to them
- To celebrate, showcase excellent teaching in higher education in Ireland.

Students' rewarding teaching excellence

Teaching Expert Awards 2015 Special Commendations

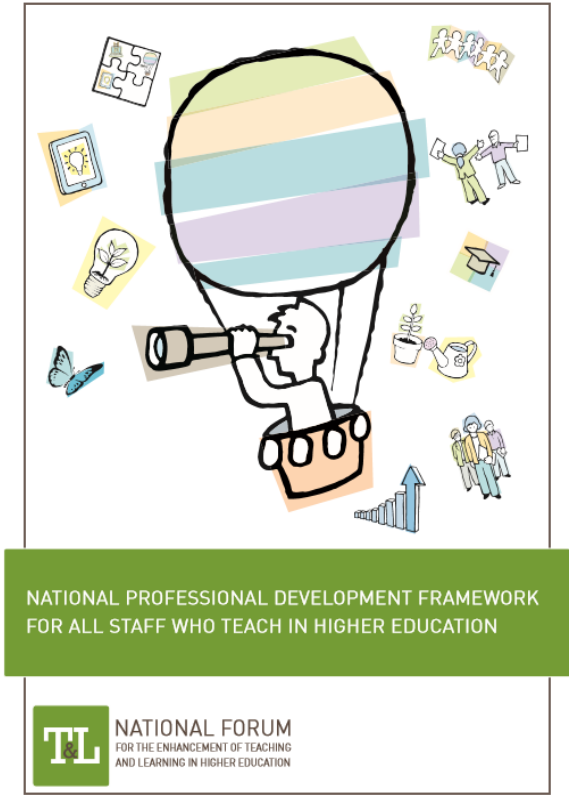
The National Teaching Expert Awards 2015

National Teaching Expert Awards

- Institution–led
- Celebrates research-informed teaching that positively impacts student learning

National DELTA Awards

- Disciplines self-nominate
- Presented to discipline groups who can demonstrate a record of excellence in teaching and learning enhancement and who commit to an ongoing, clearly articulated, shared process of continued enhancement



A National Professional Development Framework for those who teach

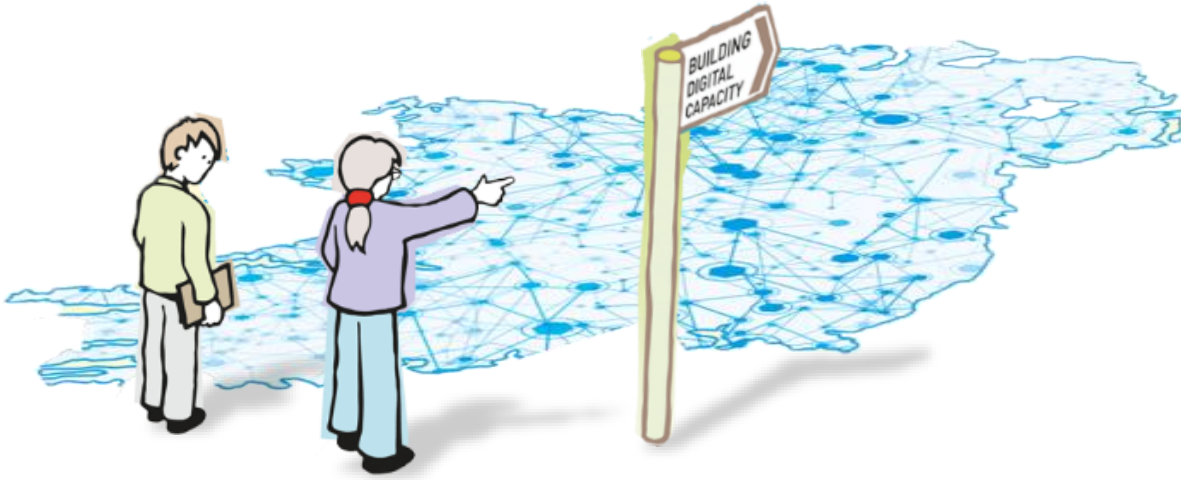
Non-Accredited			
1. Collaborative Non-accredited (informal)[4]	**2. Unstructured Non-accredited (non-formal) [4]**	**3. Structured Non-accredited (non-formal)**	**4. Accredited (formal)[4]**
Learning from these activities comes from their collaborative nature	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves	Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives	Accredited programmes of study (ECTS or similar credits)
Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums	Examples - Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Examples - Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects	Examples - Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

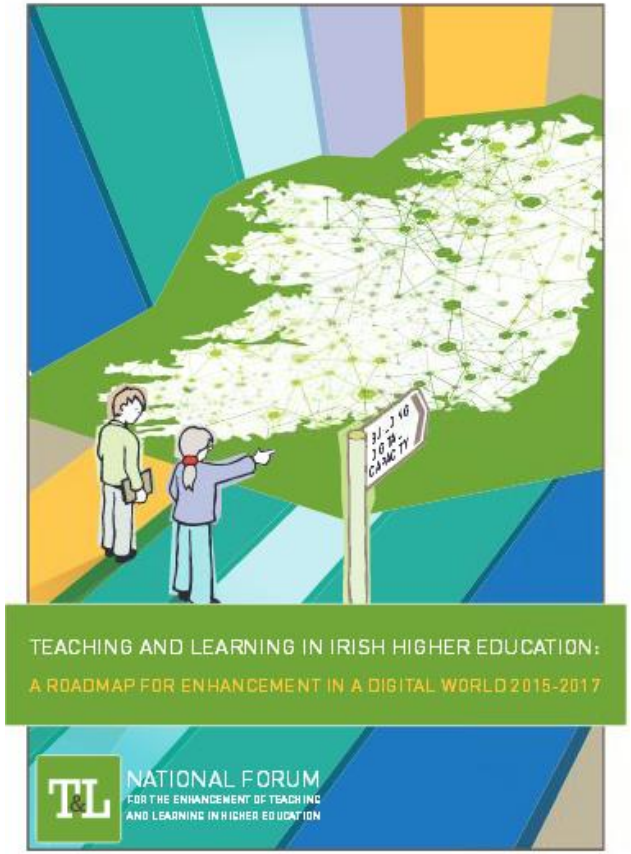
Clearly

defined types of professional development

Building Digital Capacity in Higher Education

The salient question is not 'where are we going?' but 'where do we want to go?'





A Roadmap for Enhancement in a Digital World

Teaching and Learning Enhancement Funding

- Encourages collaboration within and between institutions
- Involvement of students is key
- National Projects
- Supports teaching innovation

www.Allaboardhe.ie

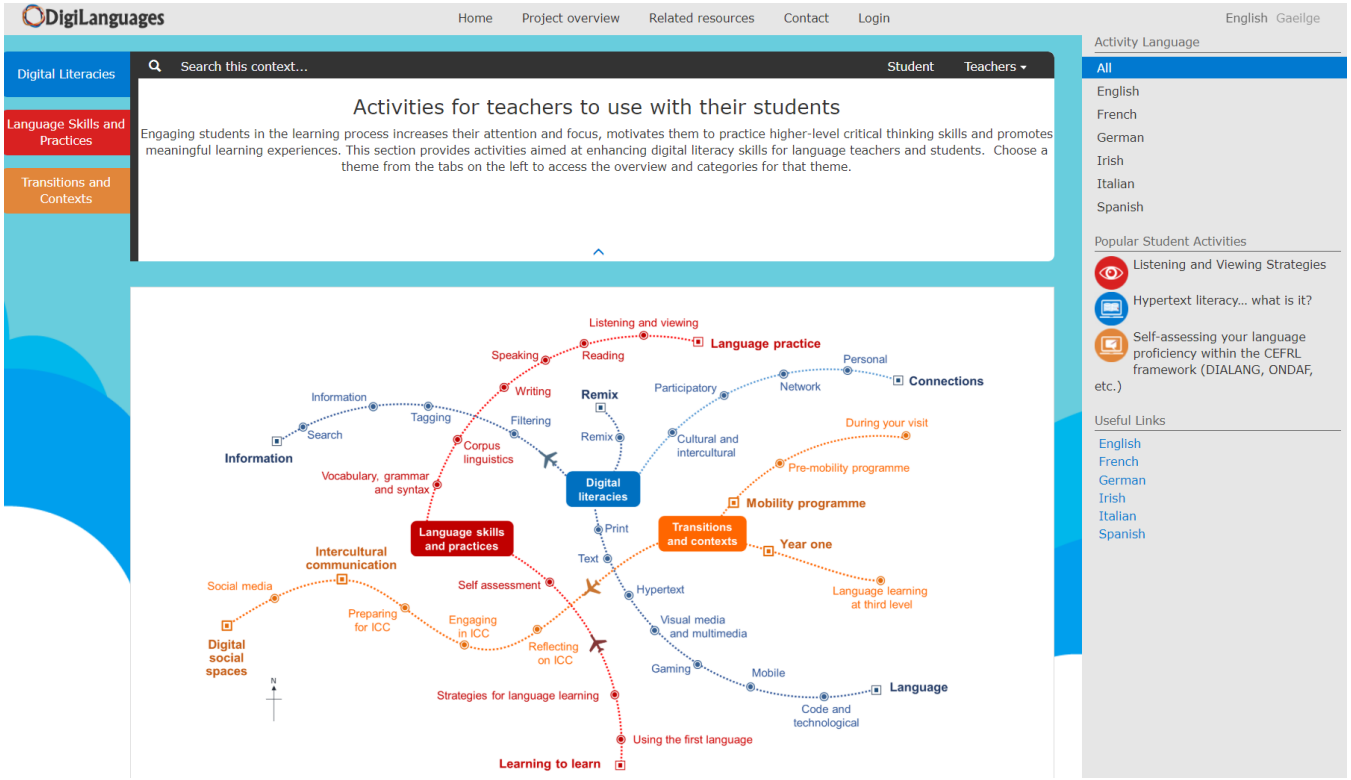
www.telu.me

TELU - Open online resources for teaching with technology

TELU is a collection of free online micro-learning courses ("Micro-Lessons") designed to help busy educators use technology to support their teaching and learning.

Browse the library of courses to get started

www.digilanguages.ie



www.geolab.ie

GeoLab The Geoscience e-Laboratory

Developing Digital Teaching and Learning Resources for the Virtual Microscope

Funded by the National Forum for the Enhancement of Teaching & Learning in Higher Education

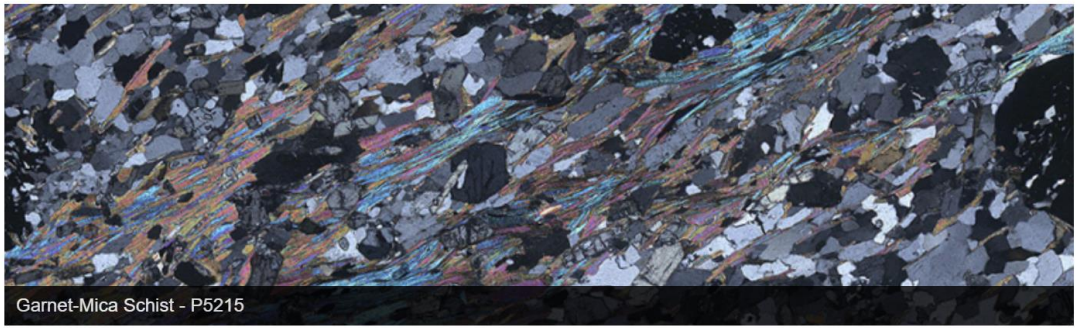
Geolab ¦ Geoscience e-Laboratory

VIRTUAL MICROSCOPE | VM IRISH UNIVERSITY COLLECTION | FIELD SITES | LEARNING | INSTRUCTIONAL VIDEOS | PROJECT OBJECTIVE

Developing Digital Teaching & Learning Resources for the Virtual Microscope

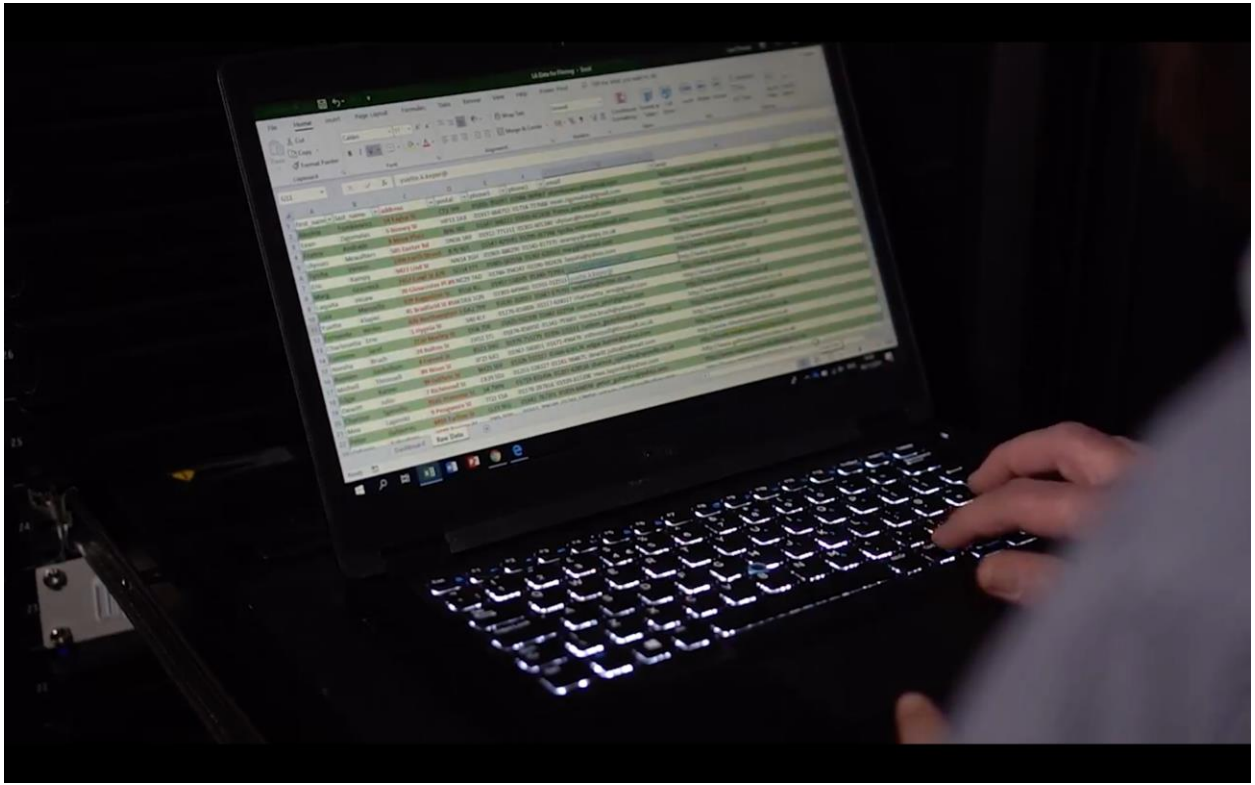
INSTRUCTIONAL VIDEOS

- Introduction to VM 1
- Point Count Overlay
- Extinction Exercise1
- Interesting Software
- Create Online Assessments



Garnet-Mica Schist - P5215

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).



ORLA
Online Resource for Learning Analytics

DESSI
Data-Enabled Student Success Initiative

Enabling Policy Guide for Higher Education Institutions

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

Enabling policies are defined as those which are implementable, situated in practice and reflective of the priorities of the higher education institution

Teaching and Learning Enhancement

Drivers:

- Professional Development
- T&L within disciplines
- Enabling student success is everybody's business
- T&L in a digital world

Obstacles:

- Getting the senior management buy in
- Research vs. Teaching (lack of parity)
- Developing measurements and indicators to assess T&L

‘Measuring’

HEA Systems Performance Framework 2018-20;

- Implementation of the Professional Development Framework by HEIs
- Number of staff with “Digital Badges” for completed CPD by academic year
- Number of DELTA Awards
- Student success policy in place
- Digital Policy in place

Mission Based Performance Compacts/Institutional Dialogue

Strategic Priorities 2019-2021

1. The professional development of those who teach
2. Teaching and learning enhancement within disciplines
3. Teaching and learning in a digital world
4. Enabling student success

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