



**Enhancing
Digital Teaching
and Learning**
Irish Universities Association

Enhancing Digital Capacity in Teaching and Learning in Ireland: a national approach

Dr Sharon Flynn, Project Manager
EUA Learning & Teaching Forum, Utrecht 2020
@sharonlflynn

#IUADigEd

Background

The Irish Universities Association (IUA)

The Irish Universities Association is the voice of the university sector in Ireland.



Enhancing Digital Teaching & Learning - Aims

- Enhance the digital attributes of Irish university graduates
- Enhance the educational experiences of Irish university students
- Develop, pilot, review and roll out an ambitious staff development programme to enhance the digital confidence, skills and competences of those who teach in Irish universities

National & International Context

Irish Universities Association charter
(2018)

*build on the quality of the student
experience in a digital age*

National Strategy for Higher
Education to 2030 (2011)

*not sufficient for academics to be
experts in their disciplinary area,
they also need to know how best to
teach that discipline*

A New Skills Agenda for Europe (2016)

*the importance of digital literacy
across occupations*

Digital Education Action Plan (2018)

*empowering and connecting
educators to enhance innovation in
education*

*focus on developing digital skills and
competences throughout the
education experience*



Project Structure

Funded through Higher Education Authority (HEA) **Innovation & Transformation Programme** 2019-2021

Steering Group: IUA; Universities Representatives; National Forum for the Enhancement of Teaching and Learning; Union of Students in Ireland; Technological Higher Education Association

Project Team: IUA Project Manager; team members embedded within each university context; student associate intern.

Project Approach

This project aims to **mainstream** digital in teaching and learning activities in Irish Universities, by addressing the **professional development** of all who teach or support teaching and learning.

4 Underpinning Principles



Not
starting
from zero



Pedagogy
first



Discipline
focus

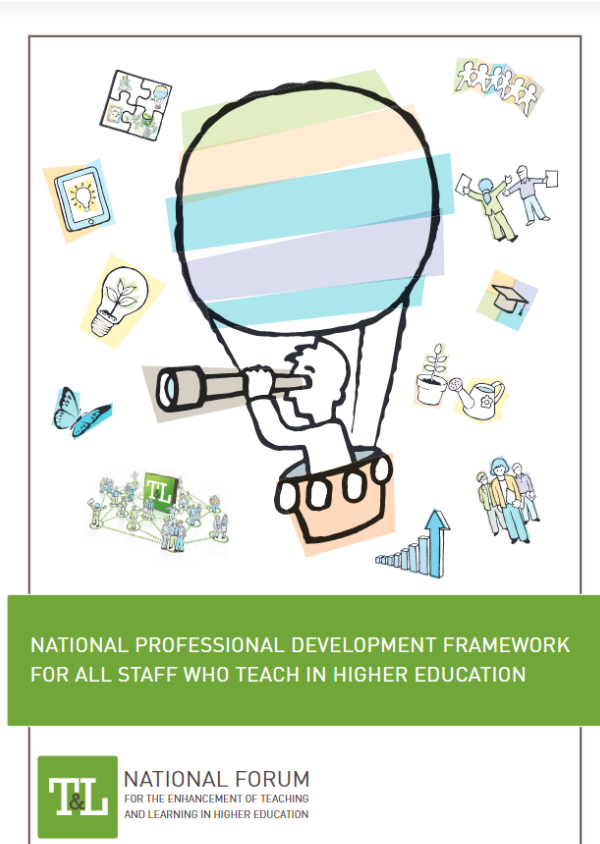


Students
as Partners



Establishing a baseline

Existing CPD opportunities



- Accredited CPD
- Structured, Non-accredited CPD
- Support for Unstructured, Non-accredited CPD

Accredited CPD

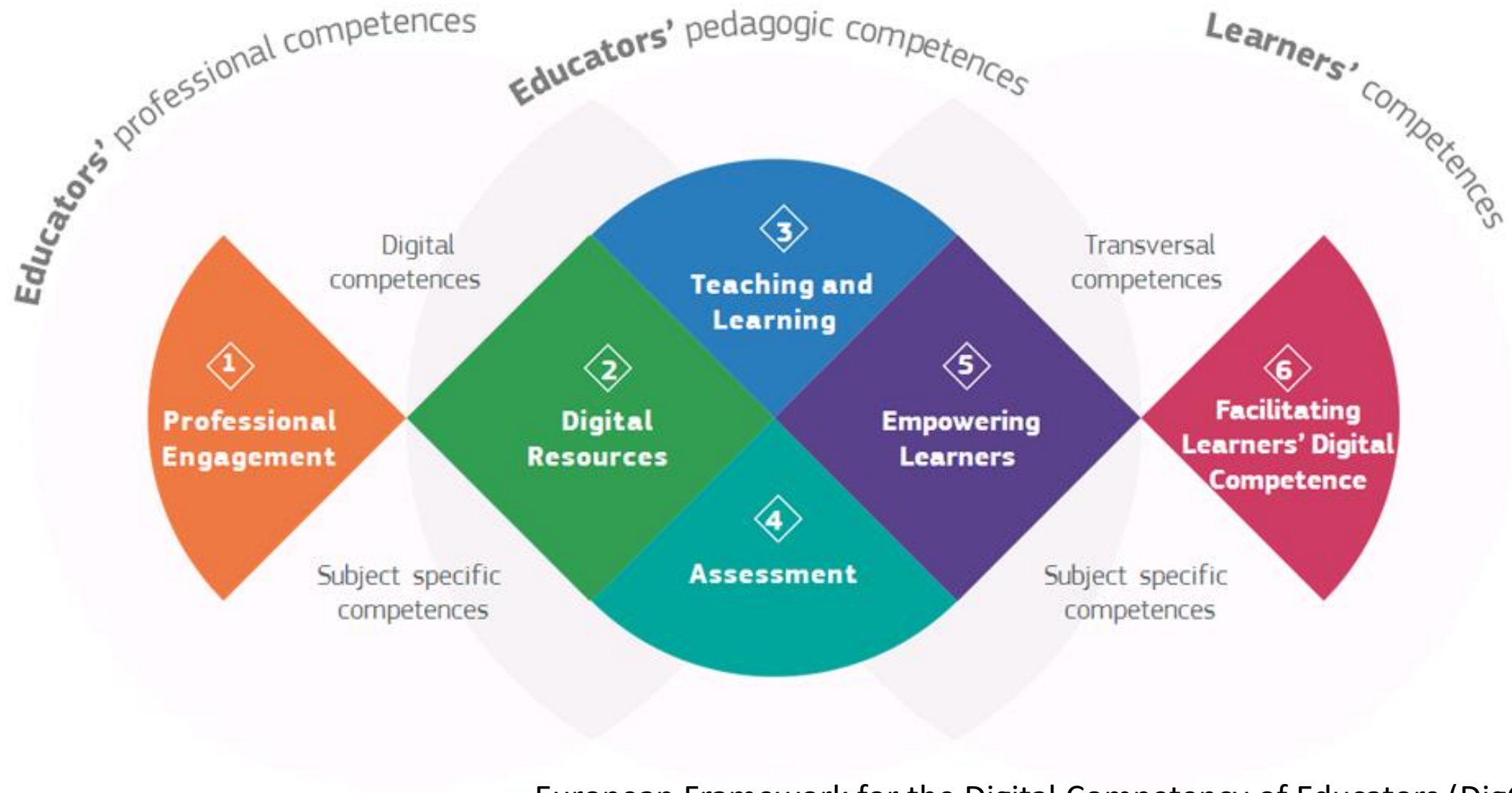
University	Programme Title	Credits	Note
DCU	PG Cert in Learning Transformations for Higher Education	30 ECTS 2 x 15 ECTS core modules	New programme to commence in September 2020
MU	PG Cert in Higher Education Teaching, Learning and Assessment	30 ECTS 15 ECTS core module + combination of 5 and 10 ECTS elective modules	New programme commenced in September 2019
NUIG	PG Cert in Teaching and Learning in Higher Education	30 ECTS 3 x 10 ECTS core modules	
TCD	Special Purpose Professional Certificate in Academic Practice	15 ECTS 3 x 5 ECTS elective modules	
UCC	PG Cert in Teaching and Learning	30 ECTS 2 x 15 ECTS core modules	Offered online
UCD	Professional Certificate University Teaching and Learning	15 ECTS 2 x 7.5 ECTS elective modules	Can achieve Certificate of CPD University Teaching and Learning based on single 7.5 ECTS elective
UL	Certificate in Teaching, Learning and Scholarship	21 ECTS Core modules ranging from 3 to 9 ECTS	Exit route from 60 ECTS Graduate Diploma in Teaching, Learning and Assessment

Accredited TEL modules

University	Module Title	Credits	Part of
MU	Digital Technologies in Higher Education	10 ECTS	PCHETL/PDHETL
NUIG	Learning Technologies	10 ECTS	PG Dip in Academic Practice
NUIG	Teaching Online	10 ECTS	PG Dip in Academic Practice
TCD	Technology Enhanced Learning in Higher Education	5 ECTS	Special Purpose Professional Cert
UCD	Active Learning with Technology	7.5 ECTS	Professional Cert
UL	Blended Learning	3 ECTS	Graduate Dip/Cert in Teaching, Learning and Scholarship
UL	Technology Enhanced Learning – Theory and Practice	6 ECTS	Graduate Dip in Teaching, Learning and Scholarship

Some programmes have aspects of Digital Teaching & Learning embedded as elements of core modules.

Unifying Framework

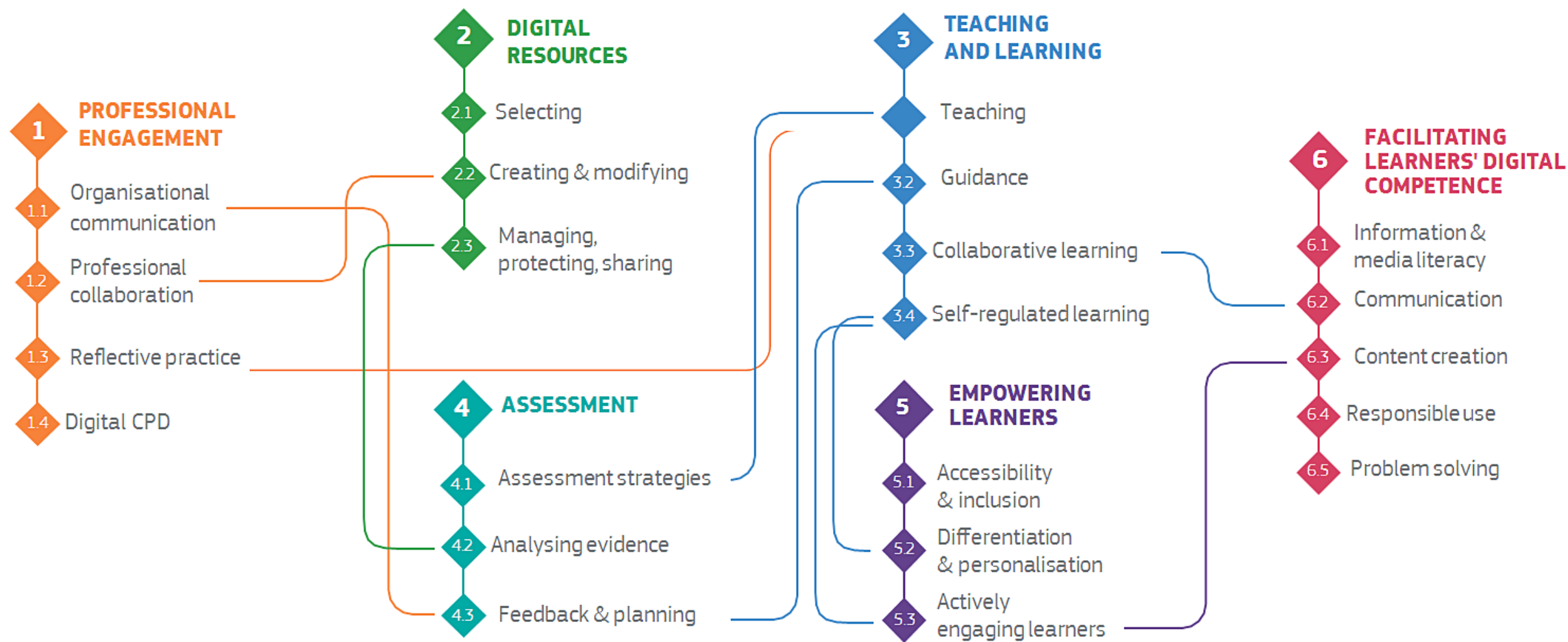


European Framework for the Digital Competency of Educators (DigCompEdu)

**Educators' professional
competences**

**Educators' pedagogic
competences**

**Learners'
competences**



European Framework for the Digital Competency of Educators (DigCompEdu)

Pilot Phase 1 (Sept to Dec 2019)

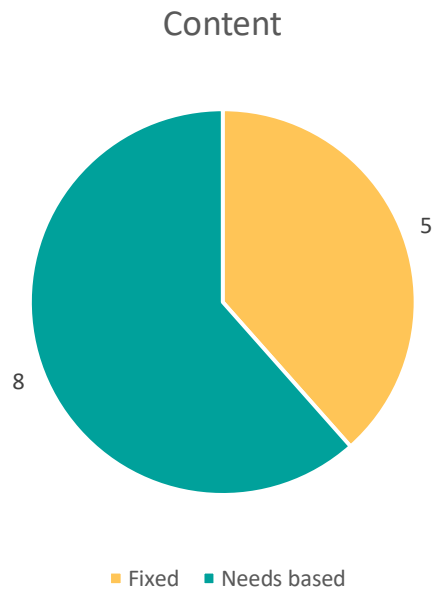
Pilot Phase 1 (Sept to Dec 2019)

Dublin City University	Focus on technology enhanced assessment through structured workshops and development activities, involving 3 pilot groups.
Trinity College Dublin	Redesigning an accredited module in Technology Enhanced Learning to focus on the Flipped Classroom.
University College Dublin	Leveraging digital for student feedback in the College of Science with the move to the new VLE; initial needs analysis in College of Engineering, focus on creation of interactive animations for engagement.
Maynooth University	Conducted a needs assessment with 3 separate pilot groups, focus on information literacy and student skills, and aligning the learning outcomes of a new accredited module.
University College Cork	Leveraging the move to the new VLE to focus on staff digital skills.
University of Limerick	Conducted a needs assessment with 2 pilot groups: enhancing staff and student digital skills to support peer and self-assessment; student produced animated video assessment.
NUI Galway	Focus on curriculum (re)design and development of digital resources through a structured approach. Alignment with existing accredited CPD.

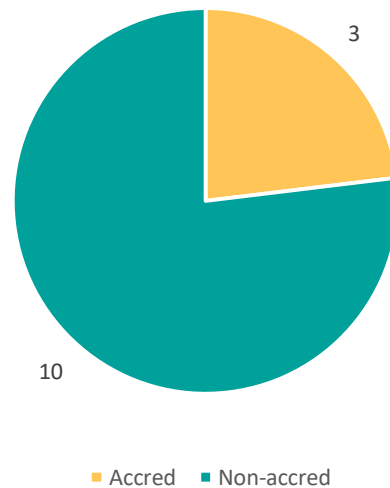
Pilot Phase 1



Pilot Phase 1

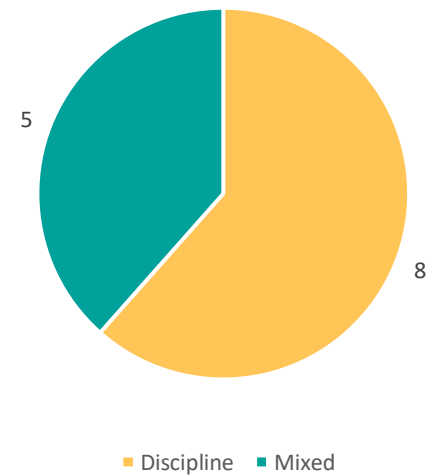


Accredited v Non-accredited



Business
Health Science
Nursing
Education
Special Needs Education
Health and Human Performance
Science
Psychology
Computer Science
Theatre Studies
English
Modern Languages
Italian
German
Engineering

Single or Mixed Discipline



Not at all

Completely

Assessment: Assessment Strategies

- To use digital technologies for formative and summative assessments
- To enhance the diversity and reliability of assessment formats and approaches

Assessment: Feedback and Planning

- To use digital technologies to provide targeted and timely feedback to learners
- To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technology used
- To enable learners to understand the evidence provided by digital technologies and use it for decision-making

Empowering Learners: Actively Engaging Learners

- To use digital technologies to foster learners' active and creative engagement with a subject matter
- To use digital technologies within pedagogic strategies that foster learners' essential skills, critical thinking and creative expression
- To open up learning to new, real-world contexts, which involve authentic, contextual investigation or other ways increase learners' active involvement in complex subject matters

Teaching and Learning: Self Regulated Learning

- To use digital technologies to support learners' self regulated learning, i.e. to enable learners to plan, monitor and reflect on their learning, to provide evidence of own learning, share insights and come up with creative solutions

Facilitating Learners' Digital Competence: Information and media literacy

- To incorporate learning activities, assignments and assessments which require learners to articulate information needs, to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources

Digital Resources: Managing, Protecting and Sharing Digital Resources

- To organise digital content and make it available to learners, parents and other educators
- To effectively protect sensitive digital content
- To respect and correctly apply privacy and copyright rules
- To understand the use and creation of open licenses and open educational resources, including their proper attribution

Digital Resources: Creating and Modifying Digital Resources

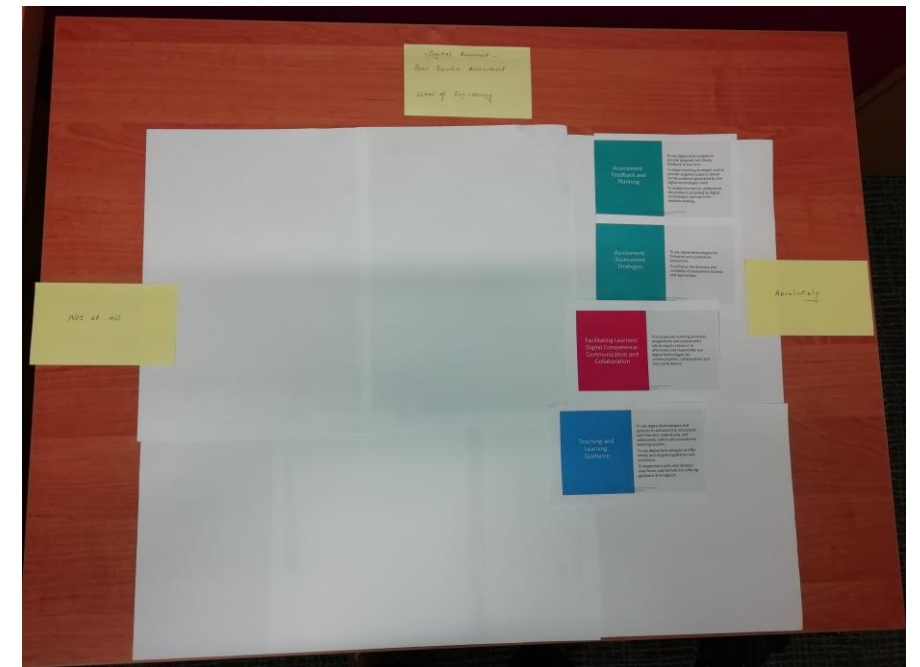
- To modify and build on existing openly licensed resources and other resources where this is permitted
- To create or co-create new digital educational resources
- To consider the specific learning objective, context, pedagogical approach, and learner group, age group, and learner group when designing digital resources and planning their use

Digital Resources: Selecting Digital Resources

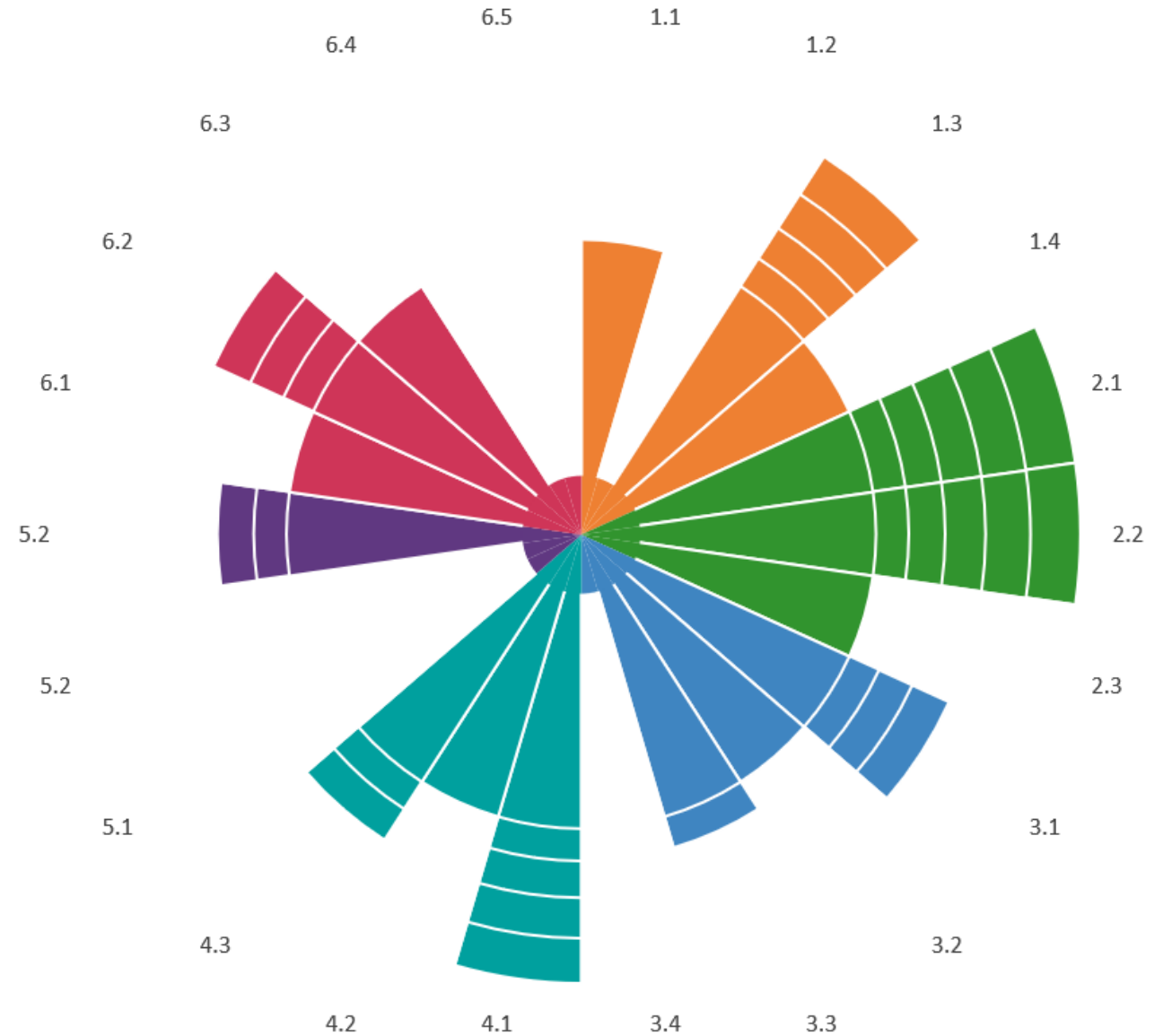
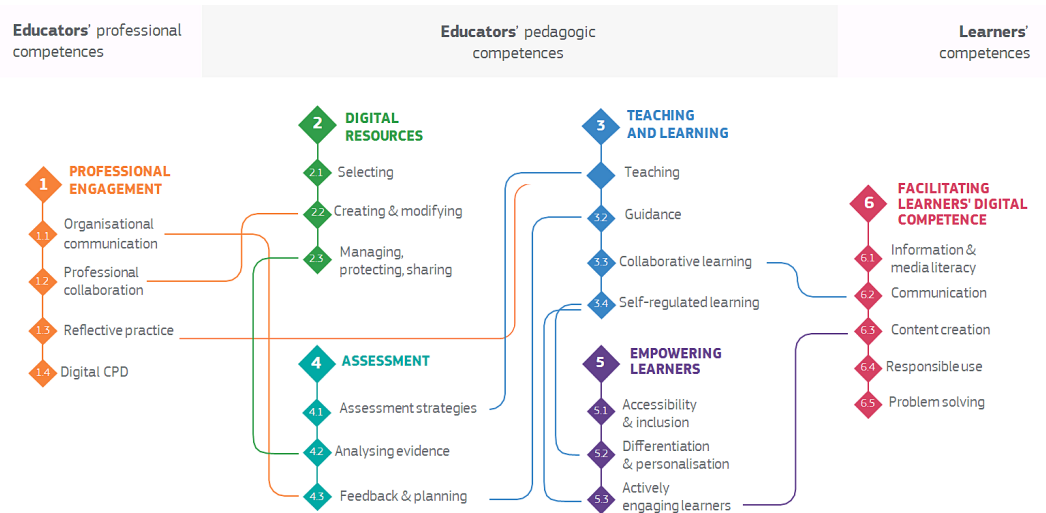
- To identify, assess and select digital resources for teaching and learning
- To consider the specific learning objective, context, pedagogical approach, and learner group, age group, and learner group when selecting digital resources and planning their use

Professional Engagement: Reflective Practice

- To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community



Pilot Phase 1



Pilot Phase 1: Challenges

Pilot Phase 1: Challenges

- Recruitment delays
- Engagement

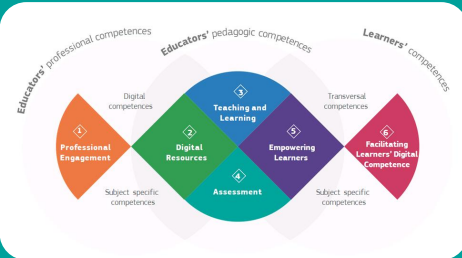
Pilot Phase 1: Challenges

- Recruitment delays
- Engagement

Pilot Phase 2 (January to May 2020) has commenced

A staff development programme

Overall Direction



Framework

- DigCompEdu
- NFETL PDF



Community

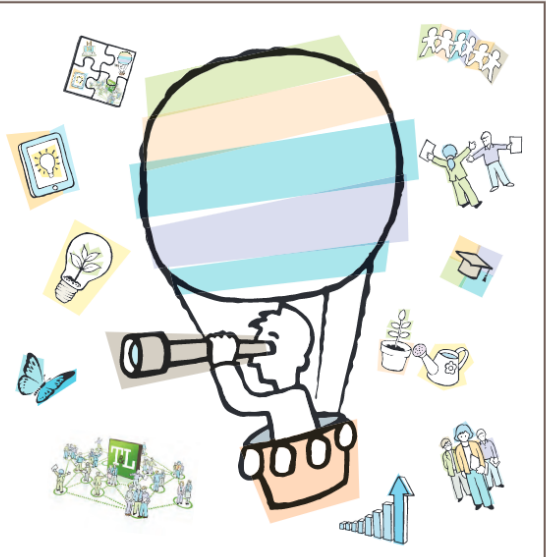
- Project Team
- Educational developers, instructional designers, learning technologists, librarians, IT services



Resources

- NFETL short courses
- Open resources

Liaise & Align



NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK
FOR ALL STAFF WHO TEACH IN HIGHER EDUCATION

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

DigCompEdu

The European Framework
for the Digital Competence
of Educators



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IRISH NATIONAL DIGITAL EXPERIENCE SURVEY



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Exploring Models of Success:
Professional Development of
HE/FET/ELE Staff

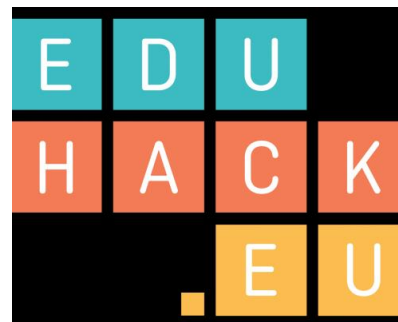
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Co-funded by the
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of the European Union

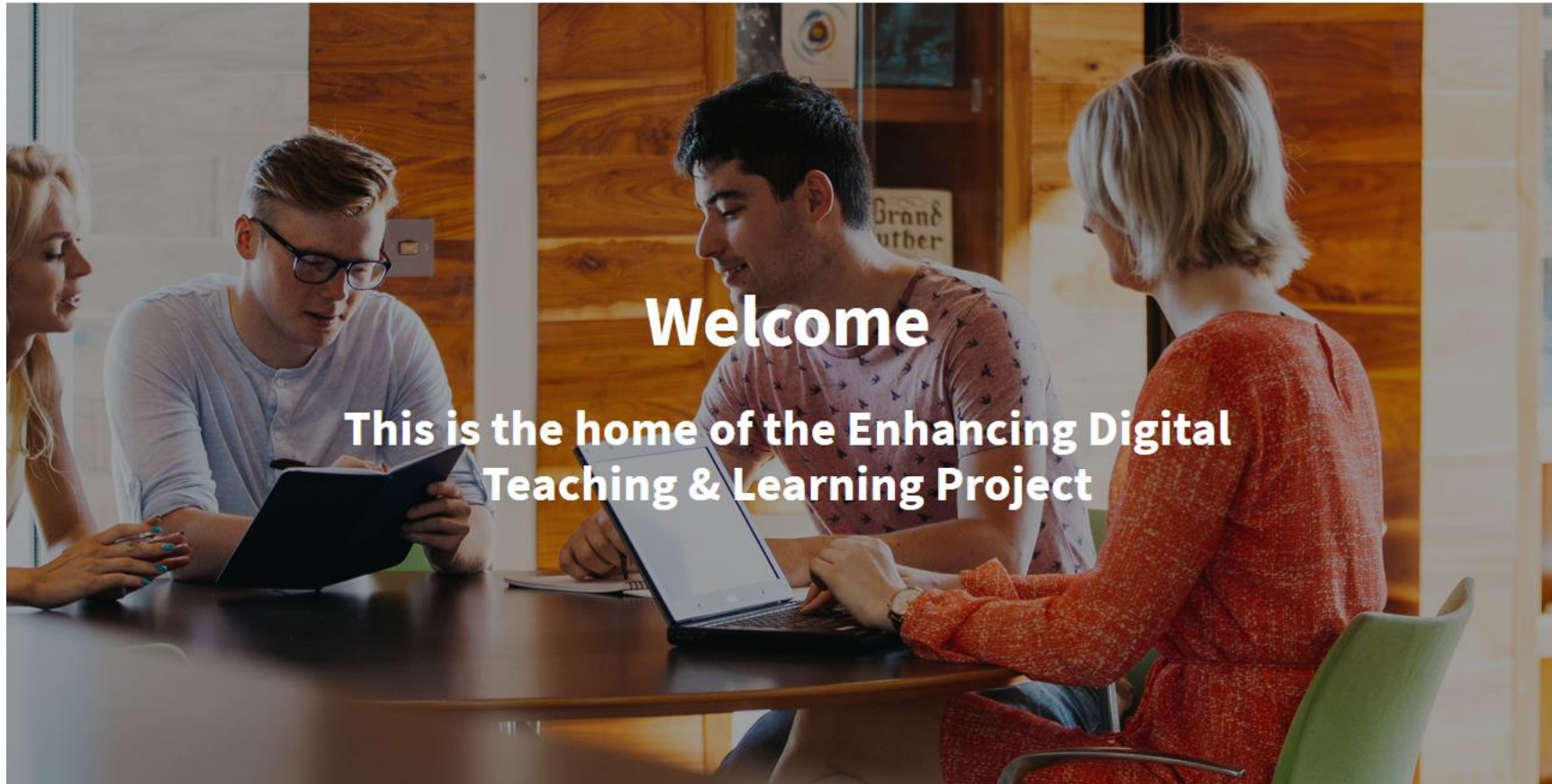
Building a Community



Date	Speaker	Topic
18 Sept	Kate Molloy	Course Design
25 Sept	Suzanne Stone & Clare Gormley	DCU TEU Day
2 Oct	Tom O'Mara & Moya Devins	Digital Badges
23 Oct	Sharon Flynn	Academic Integrity
30 Oct	Kate Molloy	About Vconnecting
7 Nov	Kate Molloy, Sharon Flynn, Morag Munro, Vish Gain & Andreia Inamorato do Santos	Vconnecting from project launch
20 Nov	Julie Byrne	Teaching Online
27 Nov	David Moloney	Spilling the T
4 Dec	Clare Gormley, Suzanne Stone, Kate Molloy & David Moloney	ABC to VLE swap shop
11 Dec	Kevin O'Connor	Flipping the Classroom

Enhancing Digital Teaching & Learning in Irish Universities

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Welcome

This is the home of the Enhancing Digital
Teaching & Learning Project

edtl.blog

Join the #IUADigEd Community

The webinar series started in September 2019 as a way for the EDTL project team to share experience and expertise, on diverse topics related to supporting the development of staff/student digital skills in Irish higher education. In 2020 the project aims to build on this format and grow the community beyond the core project team. We don't aim to showcase, but rather develop an environment where we can share, learn and develop our practices. We'd love you to be part of this.

For January to June 2020, webinars will normally take place every 2 weeks on Mondays, from 12.30, finishing by 14.00. Participants are welcome to drop in/out as necessary.



Upcoming Webinars

Crowd-sourcing an OER, Rob Lowney and Suzanne Stone, Monday 24 February



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Digital Teaching and Learning Newsletter

University Pilot Updates



Update from Trinity College

As part of our new pilot, the eLearning team in Trinity College Dublin ran a 5 ECT module on



Update from DCU

In DCU, our *EDTL* pilot has taken the form of a professional learning programme for academics on the



Update from NUI Galway

At NUI Galway, the pilot phase of the Enhancing Digital Teaching and Learning project has

Students Speak

On the boundaries of learning

Ala Buisir, 26, is a student of MA Journalism at Dublin City University



Education is the ability to listen to almost anything without losing your temper or self-confidence, American poet Robert Frost had once famously quipped. For 23-year-old photojournalist Ala Buisir, this remark makes sense at a literal level.

Ala, like me, is dyslexic. In the world of dyslexia, that affliction is a spell, idiosyncratic at normal

Academics Speak

Kevin Nolan, Lecturer at School of Engineering, University College Dublin

As I watch Disney's *Frozen* with my daughters, yet again, I'm once more amazed by the incredible way the animators have realised the snow that covers the Kingdom of Arendelle. What's more, Disney and others in the industry frequently publish their methods at the prestigious SIGGRAPH conference.



[Read more...](#)

Team members

Julie Byrne, TCD

Sharon Flynn, IUA

Vish Gain, IUA

David Hamill, TCD

Rob Lowney, DCU

Kate Molloy, NUIG

David Moloney, UL

Morag Munro, MU

Clodhna O'Callaghan, UCC

Kevin O'Connor, TCD

Marian O'Connor, TCD

Mairéad O'Reilly, UCD

Cesar Scrochi, UCD

Suzanne Stone, DCU

Thank You & questions



EDTL Project Team, National Convention Centre, Dublin, November 2019