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INTRODUCTION: SPECIAL PURPOSE PROFESSIONAL CERTIFICATE IN ACADEMIC PRACTICE

The Professional Special Purpose Certificate in Academic Practice is a level 9, non-major award that focuses on professional development in academic practice, integrating four interrelated facets: teaching, learning, research and leadership. It carries a credit volume of 15 ECTS. This course offers a professional qualification in academic practice for staff in Trinity and is designed to be flexible, research-informed and practice-based. It encourages candidates to select their own professional development agenda in academic practice, and allows them to develop and evidence their academic practice, knowledge and values throughout their careers at times that are appropriate to them. Upon completion of the certificate staff can undertake further modules to facilitate lifelong learning and help maintain high quality practice throughout their careers. The Course is based on the premise that everybody educating our students in Trinity should be committed to and supported in achieving an excellent student learning experience.

AUDIENCE

WHO IS THE COURSE FOR?
This Professional Special Purpose Certificate in Academic Practice is for 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. As the course focuses on application of theory to practice and has a strong focus on reflection and evaluation, all candidates should be in an active teaching or supporting learning role while participating in the course. Please contact us if you have any questions about this. This course is not open to Postgraduate Teaching Assistants as a separate for credit module exists for this purpose.

Early career academics should complete Module 1 - Introduction to teaching in Higher Education as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.
COURSE FEATURES

FLEXIBILITY
All modules have a credit volume of 5 ECTS. Each module contains 10-12 hours of teaching time which take place at times that are chosen to provide as much flexibility to the participant as possible (including a variety of days and times such as lunchtimes/evenings/reading weeks etc.).

INCLUSIVITY
There is a growing cohort of professionals in Trinity who support teaching and learning in various guises (for example library staff; career staff; academic developers; instructional designers; learning technologists; adjunct lecturers). This course is open to all academic and professional staff with an active teaching role. (see “Who is the course for”)

CHOICE
Candidates choose from a suite of modules, according to their interests and professional needs. An initial pool of modules has been developed and subsequent modules will be added to this pool as priority areas for professional development are identified. This allows the course to be responsive to the needs of the professional community, to national or international trends and influences, and to Trinity’s strategic priorities in teaching & learning. Successful completion of any 3 modules will result in the award of a Professional Special Purpose Certificate in Academic Practice.

ASSESSMENT ROUTES
Participants may submit an assignment upon completion of each module. Assignments are designed to be applicable to the disciplines and constructed to focus on the application of theory into practice. Upon successful completion of three modules, the Professional Special Purpose Certificate in Academic Practice can be awarded.

OR
Participants can attend modules (totalling 15 ECTS) and opt for assessment by portfolio where they will apply their learning from these modules through a professional teaching portfolio. Upon completion of three modules and the accompanying Teaching Portfolio, the successful Professional Special Purpose Certificate in Academic Practice can be awarded.

**RESEARCH-LED**
All modules are underpinned and informed by a research-led approach to academic practice. Participants develop and evidence their academic practice through critically evaluating research in teaching and learning in higher education and using it to inform the development of their practice, or through undertaking pedagogical research within their discipline.

**THEORY TO PRACTICE**
The course is designed to provide a balance between theory and practice, to be research-informed and evidence-based. Participants are involved and active in practice-focused workshops and seminars that address educational theories/the literature of Higher Education and their application in practice. This approach provides participants with opportunities to address areas of challenge and interest within their discipline. Modules are structured to encourage theory, action, participation, discussion, analysis and critical reflection.

**CROSS DISCIPLINE**
The Course’s pedagogical approach is one of collaborative learning where the collective knowledge, experience and expertise of participants in teaching & learning across the disciplines is maximised. Modules facilitate a multi-disciplinary approach, where professional dialogue and the sharing of experiences are used as a source of learning. A variety of approaches to supporting student learning are fostered though professional dialogue where participants engage with and learn from others within the subject, across the disciplines and from within the wider higher education community.
AIMS AND LEARNING OUTCOMES

AIMS
The Professional Special Purpose Certificate in Academic Practice aims to:

- improve the teaching & learning experience within Trinity
- enable recognition and recording of the professional development of those involved in teaching and supporting learning
- recognise the importance of the preparation of staff for teaching and their continued support in academic practice
- facilitate staff to build and evidence achievement in their academic practice
- encourage staff to renew and share their teaching knowledge and skills within a research-led context
- enable staff to apply to individual practice a repertoire of appropriate teaching and learning principles, strategies, models and approaches
- encourage staff to access the research and literature on teaching and learning in higher education in order to inform conclusively the development of their practice
- foster multi-disciplinary critical discussion as a source of learning

LEARNING OUTCOMES
Upon completion of the Professional Special Purpose Certificate in Academic Practice students 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.

5) Identify and critically appraise the academic literature on teaching and 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.

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Michaelmas Term

Module 1: Introduction to teaching in Higher Education
Facilitator: Dr Michael Wride
Time: 12:00 - 14:00
Venue: Room 1.03, 3-4 Foster Place
- Class 1 - Thurs October 20th, 2016
- Class 2 - Thurs November 3rd, 2016
- Class 3 - Thurs November 17th, 2016
- Class 4 - Thurs December 1st, 2016
- Class 5 - Thurs December 15th, 2016

Early career academics should complete Module 1 - Introduction to teaching in Higher Education as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.

Hilary Term

Module 2: Curriculum Design and assessment in Higher Education
Facilitators: Dr Ciara O’Farrell; Dr Michael Wride
Time: 12:00 - 14:00
Venue: Room 1.03, 3-4 Foster Place
- Class 1 - Thurs February 2nd, 2017
- Class 2 - Thurs February 16th, 2017
- Class 3 - Thurs March 9th, 2017
- Class 4 - Thurs March 23rd, 2017
- Class 5 - Thurs April 6th, 2017.

Module 3: Technology enhanced learning in Higher Education
Facilitator: Prof Tim Savage
Time: 12:00 – 14:00
Venue: Room 1.03, 3-4 Foster Place
- Class 1 – Wed January 18th, 2017
• Class 2 – Wed January 25\textsuperscript{th} 2017
• Class 3 – Wed February 1\textsuperscript{st} 2017
• Class 4 – Wed February 8\textsuperscript{th} 2017
• Class 5 – Wed February 15\textsuperscript{th} 2017
MODULE 1: INTRODUCTION TO TEACHING IN HIGHER EDUCATION

This module is aimed at academics or academic-related professionals who teach and support student learning and who are new to a teaching role. It will introduce participants to the knowledge, skills and values that teaching in higher education requires. The module will enable teachers in higher education to clarify and reflect on their own conceptions of and approaches to teaching and learning, to evaluate their teaching roles and to apply the theories of education and the principles of teaching and learning to their discipline. It will introduce strategies for small group teaching and large group teaching, explore the fundamentals of lecture design and constructive alignment and investigate how to involve and engage students in the learning process. The module is designed to develop a supportive community amongst teaching staff, many of whom are relatively new to the University.

Early career academics should complete Module 1 - Introduction to teaching in Higher Education as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.

MODULE LEARNING OUTCOMES

1. Articulate their own conceptions of teaching and learning in Higher Education
2. Discuss the relationship between teaching conceptions and approaches and student learning
3. Apply effective teaching and learning methodologies within large and small group contexts
4. Plan classes using an outcomes-based approach to curriculum design
5. Inform their teaching through critical awareness of the literature of teaching and learning
6. Consider how teaching and learning theories are related to their practice
7. Engage with other teachers in Higher Education in critical discussion.
ASSESSMENT

Candidates will engage directly with their own students and disciplinary teaching contexts by interviewing a small sample of their students (three or four) and analysing their approaches to learning (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent)

Module co-ordinator: Dr Ciara O’Farrell

Teaching Staff: Dr Michael Wride
MODULE 2: CURRICULUM DESIGN AND ASSESSMENT IN HIGHER EDUCATION

This module will introduce curriculum and assessment design and development at both module and course level. It will discuss the means by which curricula can be designed to improve coherency and enhance student learning, and analyse the challenges of curriculum development. It will also examine the relationship between curriculum planning, teaching strategies and assessment (constructive alignment) and discuss the importance of assessment as, for and of learning.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Explore curriculum and assessment challenges and approaches in Higher Education

2. Critically appraise and select appropriate curriculum models

3. Apply the ‘programme approach’ to curriculum design and assessment

4. Apply constructive alignment (the interconnection of learning outcomes, assessment, teaching/learning methods and evaluation) to curricula in Higher Education.

7. Inform their teaching through critical awareness of the literature of curriculum design in Higher Education

ASSESSMENT

TBC

OR
Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

**Module Co-ordinator:** Dr Ciara O’Farrell

**Teaching Staff:** Dr Ciara O’Farrell; Dr Michael Wride
This module is aimed at lecturers who wish to explore the meaningful integration of technology into their teaching practice. It will introduce participants to the knowledge and skills required to integrate innovative teaching methods using new technologies into a hybrid environment. Participants will be introduced to models of eLearning with emphasis on learning design in an authentic context. The module will present the ‘flipped classroom’ and participants will apply the concept to their teaching, developing content and activities for an online environment. It will explore models to support learning as a collaborative process for the new millennium learner. Components of the module will be delivered online using Collaborate, giving the audience an authentic learning experience in an online environment. All module content will be available in Blackboard Learn.

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Critically discuss the current landscape of technology enhanced learning in globalised Higher Education

2. Evaluate the relationship between technology and pedagogy in Higher Education

3. Apply eLearning design to develop innovative curriculum for a hybrid learning course

4. Design and develop appropriate technology-enhanced activities and content within the virtual learning environment to support student learning

5. Evaluate the online learning experience through the lens of the student

6. Analyse the role of technology in the future of Higher Education.
The module will be assessed by the completion and development of online teaching activities in Blackboard Learn and an assignment to be submitted based on the leaning from the module (2,500 words or word equivalent).

**ASSESSMENT**
The module will be assessed by the completion and development of online teaching activities in Blackboard Learn and an assignment to be submitted based on the leaning from the module (2,500 words or word equivalent).

or

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

**Module Co-ordinator:** Prof Tim Savage

**Teaching Staff:** Prof Tim Savage
MODULE 4: RESEARCH SUPERVISION IN HIGHER EDUCATION

This module is aimed both at supervisors new to doctoral supervision and those who are more experienced. It will encourage participants to think critically and systematically about their supervision, exploring both the realities and requirements of the practice of supervision and the pedagogies that guide it. Participants will thus be introduced to institutional policies and procedures specific to Trinity but also to themes such as optimising applicant attractions or supporting the learning process through supervision. The rationale is to support academics involved in the process of research supervision whilst cultivating scholarly exchange by encouraging supervisors from across the disciplines to share and critique dialogues about supervision.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Navigate institutional policies and procedures
2. Articulate their conceptions of supervision in Higher Education
3. Reflect on the challenges and pitfalls of the supervision process and identify approaches to overcoming these
4. Handle conflict and identify mechanisms through which to seek resolution
5. Reflect on the pedagogies that guide supervision practice
6. Engage with other teachers in higher education in critical discussion
ASSESSMENT

The module will be assessed by an assignment to be submitted on completion of the module based on the learning from the module. The assessment will involve an engagement with the literature on research supervision in Higher Education and a reflection on own relevant disciplinary supervision (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Module Co-ordinators: Dr Michelle Share

Teaching Staff: Dr Michelle Share & Dr Andrew Loxley
MODULE 5: LEADERSHIP IN HIGHER EDUCATION

Based on the premise that an organisation’s greatest resource is its people, this module aims to deepen participants’ understanding of the theories relevant to leading people in an educational setting. It will introduce the theory and practice of leadership to participants who wish to improve their effectiveness as leaders of teams, students, staff members and colleagues, and will explore different models of educational leadership and the skills necessary to improve/develop leadership capacity, including emotional intelligence. This module will facilitate participants’ awareness and appreciation of the values that inform, underpin and contribute to effective leadership, including self-leadership, and encourage exploration of what it means to be an academic leader and how to understand, define and articulate the challenges that one encounters as a teacher-leader. It aims to provide a framework with which academics can foster a more critical understanding of their leadership role in this challenging context and will open up opportunities for dialogue and discussion in which participants can share their experiences and practices of leadership in a HE environment.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Identify and explore the importance of effective leadership in higher educational settings
2. Critique a variety of models and frameworks of leadership including Transformational, Transactional and Democratic leadership
3. Consider how leadership theories are related to their practice
4. Articulate their conceptions of leading learning in Higher Education through a leadership values statement
5. Reflect on the challenges of leading teams and staff and identify approaches to overcoming these by improving their leadership skills and competencies.

6. Explore the role of emotional and social intelligence in leading the self and other people within a Higher Education context.

**ASSESSMENT**

This module will be assessed by the submission of:
A personal value statement on leadership and a written reflection on how the module has engaged the participant in self-awareness of their own leadership potential within higher education (2,500 words or word equivalent).

OR

A critical appraisal of a leadership intervention or implementation that the participant is undertaking or planning to undertake in relation to a change initiative. This appraisal must include reflection on engagement with colleagues, peers or a team.

OR

Participants can also choose to submit reflective portfolios for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

**Module Co-ordinator:** Dr Ciara O’Farrell

**Teaching Staff:** Caroline Clarke
This module recognises the key role that assessment and feedback play in enhancing student learning. In this module participants will explore how the practice of assessment is multifaceted and interlinked and how managing it and improving practice (for both the assessor and the student) requires an integrated approach. This module will open up space for dialogue and debate in which participants can share their experiences and practices of assessment and feedback, and reflect on its challenges and its opportunities. Progress will thus arise from research-informed debate that is informed by pedagogical and theoretical underpinning for assessment literacy, leading to developments in assessment practice for student learning.

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Identify the principles, purposes and challenges of assessment in Higher Education

2. Apply constructive alignment (the interconnection of learning outcomes, assessment, teaching/learning methods and evaluation) to assessment in Higher Education

3. Identify and apply different assessment approaches, methods and strategies for learning

4. Identify good practice in feedback

5. Evaluate the effectiveness of their current assessment practices

6. Inform their teaching through critical awareness of the literature of teaching and learning
ASSESSMENT

Participants will be asked to submit an annotated assessment or feedback strategy for a module of their choice which will encompass consideration of the literature and a critical evaluation of the assessment strategy (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

**Module coordinator:** Dr Ciara O’Farrell
This module has two main areas of focus. The first is the relationship between research, learning and teaching, and the disciplines. Learners will examine the different models of the teaching-research relationship. The module will differentiate between research-led, research-orientated and research-based teaching. It will explore how research strategies and activities within the disciplines can be used to support student learning. The module’s second main focus is on the role disciplines can play in shaping and enhancing learning and teaching. By recognising the centrality of each discipline to learning and teaching, this module will encourage learners to investigate and appraise the ‘signature’ pedagogic features of their discipline (Shulman, 2004) and to move towards a scholarship of integration (Boyer, 1990).

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Analyse the teaching-research relationship and its various models

2. Explore how research strategies and activities within the disciplines can be used to support student learning

3. Identify and analyse the signature pedagogies of their disciplines, investigating their effectiveness

4. Apply key pedagogies from across the disciplines that are suitable to the practice of teaching within their discipline.
ASSESSMENT

The assessment will involve engagement with the literature on the integration of learning and teaching with research practice and inquiry and a reflection on own relevant disciplinary integration of teaching and research (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Module coordinator:  
*Dr John Walsh*

Module teaching staff:  
*Dr John Walsh & Dr Aidan Seery*
MODULE 8: EXAMINING RESEARCH DEGREES

This module is aimed at staff with limited experience of the research degree examination process but may also be of interest to staff that have practical experience of the examination process. It supports staff to think critically about current examination practices and the roles of key players in this process. Participants will be introduced to current research degree examination practices in Trinity but will also have the opportunity to explore policies and practices from other Irish HEIs and internationally. We will examine experiences of examination practices; the role of the viva and key players in the process - chairpersons, internal and external examiners, and the perspectives of candidates. Through in-class discussion and analysis of research on the PhD examination process the module aims to enhance staff capacity to participate in the research degree examination process using evidence-informed suggested good practice.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Navigate and critique institutional policies and procedures relating to the examination of research degrees; roles of key players in the process, and the changing context of doctoral/research education

2. Articulate their conceptions of the research degree examination process

3. Reflect on the challenges of the research degree examination process

4. Understand and apply suggested good practice for the roles of internal examiners, external examiners and viva chairpersons
5. Develop strategies on how to manage other stakeholders and potentially difficult situations in research degree examinations

6. Assist students in preparing for their viva

7. Inform their examination practice through critical awareness of the literature of teaching and learning in the area of research degree examination

8. Engage with other staff in higher education in critical discussion and professional development in relation to research degree examination.

**ASSESSMENT**

The module will be assessed by submission of a written reflection on any aspect of the examination process (2,500 words or word equivalent).

**OR**

Participants can undertake a structured interview with another person about their own viva or their role as an examiner. The interviewee should come from another discipline, or have been examined outside of Ireland, or a long time ago. A mini (2,500 word or word equivalent) research report is required.

**OR**

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

**Module coordinator:** Dr Michelle Share
This module will introduce the theory of Higher Education in the Western tradition beginning with the classical notion of *paideia* and the origins of a liberal education. Particular attention will be placed on an understanding of the conceptual development of the notion of *Bildung* and the manner in which a re-formulation of the construct, following the critiques of Adorno and Lyotard and the challenges of postmodernism, might be employed to understand the role of the university/higher education in self and social formation and transformation.

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Identify and critique at least three different models that theorise Higher Education

2. Apply at least one of the constructs studied to their own philosophy of teaching and Higher Education

3. Analyse the culture of contemporary Irish and European higher education policy and institutional practices using the constructs of the module

4. Engage with the literature in the theory of Higher Education

5. Articulate a philosophy of teaching and of academic practice in the light of readings and discussion.
ASSESSMENT
The module will be assessed by an assignment to be submitted on completion of the module based on the leaning from the module. The assessment will involve an engagement with the literature on the theory of higher education and a critical reflection of one’s own philosophy of education and practice (2,500 words or word equivalent).

OR
Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Module coordinator: Dr Aidan Seery
MODULE 10: CRITICAL ANALYSIS OF HIGHER EDUCATION POLICY

This module will provide a critical introduction to higher education as a major social institution in global, European and Irish contexts. Participants will explore the variety of aims and conceptualisations of higher education as a social institution and the influence of wider political and socio-economic trends on higher education. The module will offer a critical analysis of contemporary policy developments based on documentary analysis, including widening participation; the ‘knowledge economy’ and international trends towards rationalisation of HE. The module is designed to explore the national, international and institutional contexts for teaching and learning occurs in the higher education setting.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. identify the past, present and future policy trends in higher education through deconstruction of policy documentation

2. analyse critically contemporary policy developments in HE at local, national and global level

3. apply the concepts explored in the module within their own disciplinary contexts, and teaching and learning environments.
ASSESSMENT

The module will be assessed by an assignment to be submitted on completion of the module based on the learning from the module. The assessment will involve an engagement with the literature on higher education policy and a critical reflection on the institutional context for teaching and learning in higher education (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Module coordinator: Dr John Walsh
MODULE 11: REFLECTION AND EVALUATION IN HIGHER EDUCATION

This module uses reflection as a framework for critical inquiry into teaching in higher education. Combining the practical elements of teaching and evaluation with a scholarly approach to reflective practice, this module will use guided reflection as a vehicle to stimulate participants to think critically and systematically about their teaching, exploring both the realities of its practice and the pedagogies that guide it. The module also encourages exploration of what it means to be an academic within this changed higher education environment, and how to understand, define and develop new academic identities through reflecting on and even problematizing their identities as teacher-scholars. This reflection happens as part of a critical conversation that engages in a scholarly discourse about, and evaluation of, teaching. This evaluation of teaching and learning will thus take place in an environment of systematic dialogue, reflection, peer review, and shared analysis. The module aims to provide a framework with which academics can foster a more critical understanding of their role in this changing and uncertain higher education environment. What arises is a ‘community of practice’ or a ‘teaching commons’ a space that supports and encourages reflection, dialogue and research on teaching.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Critically discuss the importance of evaluation and reflection as contributing to the development of teaching practice

2. Critique a variety of models and frameworks of reflection

3. Apply methods of formative evaluation to teaching

4. Articulate a teaching philosophy statement
5. Present a reflection of their teaching/teaching role or teaching philosophy

6. Inform their teaching through critical awareness of the literature of teaching and learning

7. Engage with other teachers in higher education in critical discussion

**ASSESSMENT**

The module will be assessed by a written critical reflection on an aspect of one’s teaching, informed by the teaching and learning literature (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

**Module coordinator:** Dr Ciara O’Farrell
The purpose of this module is to explore the role and purpose of higher education through two sociological perspectives 1) critical theory and 2) field theory. It is intended that via these three distinctive ways of 'seeing' that participants will gain a critical understanding of Higher Education as a particular type of social institution in relation to social reproduction and the distribution of life chances. More specifically, the module will take as its substantive focal point and exemplars, the life-worlds of the academic worker and the student as constituted by each of these perspectives.

**LEARNING OUTCOMES**

On completing this module, participants should be able to:

1. identify the key concepts associated with critical and field theory

2. analyse critically critical and field theory and their relationship with higher education and in particular the academic worker and the student

3. apply the concepts explored in the module within their own disciplinary contexts, and teaching and learning environments.
ASSESSMENT

The module will be assessed by an assignment to be submitted on completion of the module based on the learning from the module. The assessment will involve an engagement with the literature on higher education policy and a critical reflection on the institutional context for teaching and learning in higher education (2,500 words or word equivalent)

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration of any 3 modules (7,500 words or word equivalent).

Module coordinator: TBC
This module is aimed at academics or academic-related professionals who teach and support student learning and who may be at different stages of their career: both those looking to start out teaching in a creative way and those intending to develop their own practice in a more creative direction. Creativity, including imagination, insight, and intuition are all involved in research, but are not necessarily acknowledged when teaching. This emphasis on ‘facts’ tends to ‘fix’ knowledge in place and denies the creative dynamism associated with the processes of learning. There is also a challenge to overcome the ‘fear’ of both students and lecturers of ‘letting go’ sufficiently to allow the creative process to unfold, to step into a place of ‘not knowing’ how things might develop. This module will enable teachers in higher education to clarify and reflect on their own conceptions of, and approaches to, creativity in teaching and learning. Through both individual and collaborative enquiry, it will enable them to reflect on the extent to which they are being creative in both their personal and teaching roles, and enable them to apply theories and philosophies of creativity to the principles of teaching and learning and curriculum development in their discipline. It will introduce practical creative strategies for stimulating more creative thinking in both small and large group teaching, and explore opportunities for more creative assignments and assessments that involve and engage students in creative learning processes. The role of social media and virtual learning environments (VLEs) in teaching and learning creatively will also be explored.
LEARNING OUTCOMES
On completing this module, participants should be able to:

- Discuss theories and philosophies of creativity and their applicability to Higher Education, and consider how creative teaching and learning strategies can contribute towards the development of a more ‘imaginative curriculum’ in their discipline.
- Articulate their conceptions of creativity in teaching and learning in Higher Education.
- Inform their teaching through critical awareness of the literature of creativity in teaching and learning.
- Reflect on their own personal creative interests and skills and how these might be aligned with and feed into their professional practice.
- Reflect on their teaching practice and make actionable changes to their practice, which enhance creative teaching and learning.
- Engage with other teachers in Higher Education in critical discussion about the role of creativity in teaching and learning in the disciplines.

ASSESSMENT
The module will be assessed by submission of a rationale for and a reflection on the creative design or development of a module (for one’s discipline), and will include appropriate outcomes and evidence of constructive alignment in teaching and assessment (2,000 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent). As part of the assessment for this module, there will be a creative component. This could be, for example, a piece of creative writing, poem, movie, drawing, cartoon, or painting related to any component of the module, but which must be linked to practice and which enables creative expression beyond traditional modes of assessment.

Module coordinator & Teaching Staff: Dr Michael Wride
This module is aimed at academics or academic-related professionals who teach, support student learning and engage in scholarship and research. It will be of particular interest to colleagues who are early career and those who have little experience of the pedagogies associated with writing across the curriculum (WAC), writing in the disciplines (WID) and writing enhanced/enriched curriculum (WEC). The module will help colleagues to explore the complementarity between developing oneself as a writer and supporting students as writers. It will be experiential in nature and will equip staff with a range of strategies which can contribute to the development of effective writing processes. In addition, the module will provide participants with time to reflect and to experience writing in a social setting.

LEARNING OUTCOMES

On completing this module, participants should be able to:

- Characterise their own writing processes
- Articulate the elements that contribute to effective writing processes and advancing writing projects
- Review their own writing, and review and provide feedback on others’ writing
- Identify, for themselves, the relationships and supports that contribute to their completion of writing goals and projects
- Distinguish between informal and formal writing (expressive and transactional writing) and identify when, where and how each might be used for their own writing and in student writing
• Describe how they might use in-class writing for learning with students
• Plan to apply appropriate aspects of WAC and WID with their students.

ASSESSMENT

• Reflection on personal writing processes in answer to the question ‘How would you characterise your writing processes?’ (max 1000 words) – 30%
• Peer review of work by a colleague (max 500 words) – 20%
• Reworking/repurposing of an existing module to integrate in-class writing (max 2000 words) – 50%

OR

• Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent)

Module coordinator & Teaching Staff: Dr Alison Farrell & Professor Rachel Riedner
Assessment is both formative and summative, focusing on knowledge, application, skills and competencies, reflection and evaluation. Guidelines and criteria for individual module assignments will be supplied by the module coordinator. In all cases:

- Attendance is compulsory for those seeking accreditation
- The assessment weighting is 100%
- Modules and portfolios are graded on a pass/fail basis
- A 50% pass mark is required for portfolios or module assessments
- In cases where candidates fail to achieve a minimum of 50% in a written assignment, a resubmission will be permitted, normally within 2 months.
- In cases where candidates fail to achieve a minimum of 50% in the professional portfolio, the candidate will be invited to resubmit the portfolio within one working month. Or the portfolio can be resubmitted for the next round of portfolio submissions.
- An external examiner will ensure that the regulations governing examining are observed.
- Appeals will be considered by a sub group of the Course Committee, chaired by the Senior Lecturer.
If the appeal is not upheld, the student has the right to appeal to the Dean of Graduate Studies, as per Calendar Part III.

For further information on appeals, please see Calendar Part III.

The Academic Appeals Committee is the final decision-making body.

Trinity has a policy on the provision of feedback to students on submitted work. For postgraduate programmes this is 30 working days. Where this is not possible, the lecturer must inform the class in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay.

**THE PROFESSIONAL TEACHING PORTFOLIO: APPLICATION PROCESS**

An accreditation panel meets yearly to review and discuss portfolio applications (usually in October). The panel will consist of the course director and coordinators of relevant modules.

Candidates will need to:

- Submit a ‘registration of interest in submission’ within 6 weeks of the panel convening
- Submit the completed portfolio 4 weeks before the accreditation panel convenes
- Portfolio submissions for 2016 should be submitted by 5th September 2017

**THE PROFESSIONAL TEACHING PORTFOLIO: CRITERIA**

The professional teaching portfolio is a candidate’s documentation, reflection and evaluation of their professional development in academic practice in terms of knowledge, values and successful engagement of teaching and learning activities.

The submitted Professional Teaching Portfolio (7500 words or word equivalent) will contain the following:

- A Teaching Philosophy Statement (750-1000 words)
- 3 reflective case studies (2000-2500 each)*
- Evidence of attendance at 3 modules (attendance is compulsory)

*It may be possible, in consultation with the Course Director, that a case study detailing a more substantial activity may be submitted for assessment purposes. In this case a single 4500-5000 word reflective case study would be considered in place of 2 x 2000-2500 word case studies, and marked out of 40.
CRITERIA

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Philosophy Statement</td>
<td>40</td>
</tr>
<tr>
<td>Reflective Case Study 1</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Case Study 2</td>
<td>20</td>
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<tr>
<td>Reflective Case Study 3</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

TEACHING PHILOSOPHY STATEMENT

The Teaching Philosophy Statement is marked out of 40

MARKING CRITERIA

- Does the writer articulate and clarify their teaching and learning beliefs and values?  
- Are appropriate examples and reflections on experiences given to demonstrate alignment between beliefs and practice? /40
- Is the statement demonstrably grounded in some knowledge of the teaching & learning literature?
- Are relevant concepts, models and/or frameworks from the teaching & learning literature considered in ways that conclusively add value?

**Pass:** The writer articulates and clarifies their teaching and learning beliefs. Appropriate examples and/or reflections on experiences are given to demonstrate alignment between beliefs and practice. The Statement is grounded in some knowledge of the teaching & learning literature. Relevant concepts, models and frameworks from the teaching & learning literature are used in ways that clearly add value.

**Fail:** The writer does not define or discuss their teaching and learning beliefs, and does not ground the discussion within knowledge of the literature. Examples or reflections on experiences given are either not present, or inappropriate to the beliefs and practice or goals defined in the Statement. There is no evidence of grounding in the teaching & learning literature, or the literature is used in ways that does not add significant value.
REFLECTIVE CASE STUDIES

Each case study is marked out of 20 (total of 60 for the three case studies):

<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the reflective case study form a purposeful reflection on the writers’ professional practice, a critical evaluation of the process involved, and a consideration of the outcomes achieved?</td>
<td>/20</td>
</tr>
<tr>
<td>Does the reflective case study show evidence of knowledge, activities and professional values that aim to enhance academic practice/teaching &amp; learning in the candidate’s context? Does it refer to learning achieved in the module attended and applied in the discipline or beyond?</td>
<td></td>
</tr>
<tr>
<td>Is the case study grounded in knowledge of the teaching &amp; learning literature? Is this literature used in ways that conclusively adds value?</td>
<td></td>
</tr>
</tbody>
</table>

**Pass:** The reflective case study is a purposeful reflection and a critical evaluation of practice and is informed by the teaching & learning literature. Relevant concepts, models and frameworks from the teaching & learning literature are used in ways that clearly add value. It is aligned to learning achieved in the module attended and illustrates dimensions of practice applied in the discipline or beyond in terms of knowledge needed, activities undertaken and professional values exemplified.

**Fail:** The reflective case study is not considered a purposeful reflection or critical evaluation of practice. It is not sufficiently grounded in the teaching & learning literature, or the literature used does not add significant value. The case study does not show ample evidence of knowledge needed, activities undertaken and professional values to inform the writer’s practice.
WHAT IS A TEACHING PHILOSOPHY STATEMENT?
A teaching philosophy is a statement of reflection and a philosophical framework of your personal approach to teaching and student learning. It explains the rationale behind what guides your practice, what factors impact on you as an educator and what values underlie your practice. It can be written for a variety of purposes:

- Summative (for promotion, job interviews, teaching awards, professional development credit)

Or

- Formative (pedagogical, personal, reflective).

A Teaching Philosophy Statement should:
- Evidence your sincerely-held beliefs
- Show your pedagogical thinking at a particular time
- Examine your teaching values and corresponding practices
- Monitor your development as a teacher

Your statement is not curriculum vitae; neither is it a vision statement. It is a sincere expression of your values and practices within the contextual reality in which you teach. Your teaching goals should be achievable and relevant. Give examples to illustrate your beliefs and if it forms part of a portfolio ensure it aligns to this.

HOW LONG SHOULD IT BE?
This depends on the purpose of your statement but ideally no longer than two pages (750-1000 words)

WHAT IS THE PURPOSE OF MY STATEMENT AND WHO IS THE READER?

WHAT CONTENT CAN I INCLUDE IN MY TEACHING PHILOSOPHY STATEMENT?
A Teaching Philosophy is a personal statement and should avoid cliché. It should focus on what you believe about teaching, and how you apply those beliefs. There
are many areas that can be discussed in a teaching philosophy statement. Because of length restrictions, it is not advisable to squeeze too much information into your statement. However, reflecting on some questions below may help to articulate your approaches:

SOME GUIDING QUESTIONS

- What do I believe about teaching?
- What do I believe about learning? Why? How is that played out in my classroom?
- What are my goals as a teacher?
- What do I expect to be the outcomes of my teaching?
- What is the student-teacher relationship I strive to achieve?
- How do I know when I have taught successfully?
- What habits, attitudes, or methods mark my most successful teaching achievements?
- What values do I impart to my students?
- Has my approach to teaching changed?
- What role do my students play in the classroom (listeners? Co-discoverers? Peer teachers?)
- What have I learned about myself as a teacher?
- What excites me about my discipline?
- How has my research influenced my teaching?
- What does teaching mean to me (leading, guiding, telling, showing, mentoring?)
- What teaching practices do I use and prefer (lecture, lead discussions, guide problem solving, provide demonstrations?)
- What are my plans for developing or improving my teaching? (learn new skills, try our new approaches?)
- How has the T&L literature, concepts, frameworks and models influenced my teaching?
- What demonstrates my desire to grow as a teacher?
- What do I still struggle with in terms of teaching and student learning?
- What motivates me to learn about this subject?
What are the opportunities and constraints under which I learn and others learn?

HOW DO I STRUCTURE MY STATEMENT?

Looking at examples of statements to get some ideas. Typically, statements are focused on themes or form a simple narrative. See below for two examples of structure:

A. CHISM’S FIVE COMPONENTS


1. CONCEPTUALIZATION OF LEARNING

Ask yourself such questions as “What do we mean by learning?” and “What happens in a learning situation?” Think of your answers to these questions based on your personal experience. Chism points out that some teachers have tried to express and explain their understanding of learning through the use of metaphor, because drawing comparisons with known entities can stimulate thinking, whether or not the metaphor is actually used in the statement. Or you can take a more direct approach to conceptualizing learning by describing what you think occurs during a learning episode, based on observation and experience.

2. CONCEPTUALIZATION OF TEACHING

Ask yourself questions such as “What do we mean by teaching?” and “How do I facilitate this process as a teacher?” Again, the metaphor format can be used or a description of the role of the teacher in motivating and facilitating learning. You may also address such issues as how to challenge students intellectually and support them academically, how to respond to different learning styles, help students who are frustrated, and accommodate different abilities.

3. GOALS FOR STUDENTS

This section should describe what skills the teacher expects her/his students to obtain as the result of learning. It can address what goals you set for your classes and what the rationale behind them is; what kind of activities you try
to implement in class in order to reach these goals; and how these goals have changed over time as you learn more about teaching and learning.

4. IMPLEMENTATION OF THE PHILOSOPHY
Your teaching philosophy statement should illustrate how your concepts about teaching and learning, and goals for your students are transformed into classroom activities. Ask yourself, “How do I operationalize my teaching philosophy in the classroom?” To answer these questions, you may reflect on how you present yourself and course materials, what activities, assignments, and projects you implement in the teaching-learning process and how you interact with students both in and outside the classroom.

5. PROFESSIONAL GROWTH PLAN
It is important for teachers to continue professional growth, and to do so, teachers need to set clear goals and means to accomplish these goals. Think about questions such as “What goals have I set for myself as a teacher?” and “How do I accomplish these goals?” For instance, you can illustrate how you have professionally grown over the years, what challenges exist at the present, what long-term development goals you have projected, and what you will do to reach these goals. Chism suggests that writing this section can help you think about how your perspectives and actions have changed over time.

In summary, these are the main questions Chism suggests to consider in a statement:

- How do people learn?
- How do I facilitate that learning?
- What goals do I have for my students?
- Why do I teach the way that I do?
- What do I do to implement these ideas about teaching and learning in the classroom?
- Are these things working/Do my students meet the goals I set for them?
- What are my future goals for growth as a teacher?

http://ucat.osu.edu/read/teaching-portfolio/philosophy/guidance
(extracted from Ohio State University)
B. GOODYEAR AND ALLCHIN (1998)

1. INTEGRATION OF RESPONSIBILITIES
Teaching, research, and public service are the main missions of university faculty. Each teacher therefore should explicitly describe what they do in carrying out these three missions in their teaching philosophy statement.

2. EXPERTISE
It is important for faculty to link their special knowledge or expertise in the field to ways of helping their students learn that knowledge and communicate with students effectively during this teaching-learning process.

3. RELATIONSHIPS
A healthy relationship between the teacher and students is “essential to successful teaching.” Ways in which a teacher establishes such a relationship, such as getting to know students, specific ways of building rapport with students, and special teaching techniques used, can be described in a teaching philosophy statement.

4. LEARNING ENVIRONMENT
These teachers can illustrate what they have done to create a supportive learning environment in their classes socially, psychologically, and physically.

5. METHODS, STRATEGIES, AND INNOVATION
Teaching philosophy statements can be used to reflect on one’s teaching practice, both past and present, as well as to illustrate how special teaching methods are aligned to their teaching philosophy.

6. OUTCOMES
Teachers can demonstrate here how their teaching has produced anticipated outcomes. For example, how students have learned the subject matter and able to use the knowledge learned in class to solve real-world problems.

http://ucat.osu.edu/read/teaching-portfolio/philosophy/guidance
(extracted from Ohio State University)
WHEN EDITING YOUR DOCUMENT

Circle those words that reveal your teaching values and gauge:

- Are these the concepts really important to you?
- Have you measured their effectiveness?
- Should you work for greater clarity, by giving examples?

QUESTIONS TO CONSIDER

- Have you articulated and clarified your teaching and learning beliefs and values?
- Have you given appropriate examples and reflections on experiences that demonstrate alignment between your beliefs and your practice?
- Is the statement demonstrably grounded in a knowledge of the teaching & learning literature?
- Are relevant concepts, models and/or frameworks from the teaching & learning literature considered in ways that conclusively add value?

A final exercise is to think about what a reader will remember the most about this teaching philosophy statement. Is this what you want them to remember?

AND WHEN IT’S FINISHED?

Finally, remember teaching philosophy statement is a dynamic document, and one that will change and grow as your academic development does.

FURTHER READING

- ‘Writing a Teaching Philosophy Statement.’ Iowa State University
  [http://www.celt.iastate.edu/teaching-resources/document-your-teaching/teaching-philosophy/](http://www.celt.iastate.edu/teaching-resources/document-your-teaching/teaching-philosophy/)
REFLECTIVE CASE STUDY: GUIDELINES

DOES THE CASE STUDY FORM A PURPOSEFUL REFLECTION ON THE WRITERS’ PROFESSIONAL PRACTICE AND A CRITICAL EVALUATION OF THE PROCESS INVOLVED?

Reflective case studies should describe and analyse examples from your practice, informed by the 3 modules attended, and show evidence of:

- **Evaluation of teaching and learning**
- **Critical reflection**

Each reflective case study is a critical reflection on your teaching & learning development and practice within your discipline or beyond. Each case study will describe the context and rationale for the teaching & learning activity, critically analyse the effectiveness of the activity and evaluate any appropriate data or feedback. It should demonstrate that you have engaged in purposeful reflection on professional practice/teaching & learning within your discipline.

IS THE CASE STUDY GROUNDED IN KNOWLEDGE OF THE LITERATURE?

The narrative should be written in the first person, and supported with appropriate references to the literature and consideration of research on teaching & learning in Higher Education. Relevant concepts, models and frameworks from the teaching & learning literature should be used in ways that clearly add value. It should demonstrate engagement with generic or subject-based teaching & learning literature on pedagogic research.

DOES THE REFLECTIVE CASE STUDY SHOW EVIDENCE OF KNOWLEDGE, ACTIVITIES AND PROFESSIONAL VALUES THAT AIM TO ENHANCE ACADEMIC PRACTICE/TEACHING AND LEARNING IN THE CANDIDATE’S CONTEXT? DOES IT REFER TO LEARNING ACHIEVED IN THE MODULE ATTENDED AND APPLIED IN THE DISCIPLINE OR BEYOND?

Each reflective case study should explore your learning from the modules you have attended, and the application of that learning in your discipline or beyond. It should highlight the knowledge, activities and values that inform and influence your practice. Each case study should illustrate the dimensions of your practice in terms of:

- **I. Knowledge needed**
- **II. Activities undertaken**
- **III. Professional values exemplified**

It should include a critical discussion of the **activity** undertaken to support student learning; the core **knowledge** needed to carry out this activity, and the **professional values** embraced to achieve this. Possible examples of each of these dimensions of practice are outlined on the next page.
SOME PROMPTS THAT MAY BE USED WHEN CONSIDERING YOUR REFLECTIVE CASE STUDY;

- What is the context of the activity?
- What are the features or challenges of the context?
- What is the need for the activity?
- What is your engagement with the activity?
- How does knowledge inform the activity?
- How did you evaluate the activity?
- What is the effectiveness of the activity? How do you know?
- What did you learn from the results?
- What are the future implications for practice? How can you increase effectiveness? How can you enhance it over time?
- What evidence do you have to underpin this? How does the research inform your teaching and support of learning?
- How did you seek to establish a climate where teaching & learning is valued?
<table>
<thead>
<tr>
<th>Knowledge needed</th>
<th>Activities undertaken</th>
<th>Professional values exemplified</th>
</tr>
</thead>
<tbody>
<tr>
<td>What learning is needed to carry out the teaching &amp; learning activity? Knowledge may include but need not be restricted to the following:</td>
<td>What processes have you implemented in teaching &amp; learning? Evidence of engagement in teaching &amp; learning activities may include, but not be limited to the following:</td>
<td>When designing, performing or evaluating teaching &amp; learning activities, how do you establish a climate where learning is fostered and valued? Professional values also encompass the capacity of teachers to reflect critically on their own practice and to be committed to their own development as teachers, including engaging in personal and collegial professional learning. Reflective case studies should provide evidence of professional values embraced when designing, performing or evaluating teaching and learning activities, such as those listed below:</td>
</tr>
<tr>
<td>Principles of teaching &amp; learning in HE</td>
<td>Designing and planning learning activities</td>
<td>Respecting learning styles</td>
</tr>
<tr>
<td>How students learn and how to engage learning</td>
<td>Designing and planning curricula</td>
<td>Equality, diversity or inclusion</td>
</tr>
<tr>
<td>Appropriate teaching &amp; learning methods across a variety of teaching contexts</td>
<td>Designing and planning assessments</td>
<td>Lifelong learning</td>
</tr>
<tr>
<td>Higher education policies and theories</td>
<td>Teaching and supporting learning</td>
<td>Professional development as a teacher</td>
</tr>
<tr>
<td>Curriculum design and development</td>
<td>Assessing and giving feedback</td>
<td>Reflection and evaluation of practice (as a teacher)</td>
</tr>
<tr>
<td>Using assessment to aid learning</td>
<td>Supervising learning in the research degree</td>
<td>Collaboration with others in the development of learning</td>
</tr>
<tr>
<td>Providing constructive formative and summative feedback to aid learning</td>
<td>Conducting or preparing for the research viva</td>
<td></td>
</tr>
<tr>
<td>Use of technologies to enhance teaching, learning and assessment</td>
<td>Using technologies to enhance learning</td>
<td></td>
</tr>
<tr>
<td>Methods of evaluating teaching</td>
<td>Using or contributing to HE policy</td>
<td></td>
</tr>
<tr>
<td>Use of reflection to develop T&amp;L</td>
<td>Using HE theories to inform teaching</td>
<td></td>
</tr>
<tr>
<td>The integration of research and teaching</td>
<td>Developing effective learning environments</td>
<td></td>
</tr>
<tr>
<td>Supervising students</td>
<td>Relating leadership theories and models to practice</td>
<td></td>
</tr>
<tr>
<td>Leadership in teaching and higher education</td>
<td>Evaluating sessions or activities</td>
<td></td>
</tr>
<tr>
<td>The research degree examination process</td>
<td>Incorporating discipline or pedagogic research into teaching &amp; learning</td>
<td></td>
</tr>
</tbody>
</table>
There is one award and one entry route: The Professional Special Purpose Certificate in Academic Practice: 3 modules to be completed. This is a special purpose non-major award. The entry requirement is at graduate level and applicants would normally hold a minimum of an honours degree or equivalent in any discipline. Prospective candidates should either be academic staff or staff members who support students to learn (though not postgraduate Teaching Assistants). All candidates must be in an active teaching role or have teaching commitments while participating in the course.

APPLICATION PROCEDURE
Applicants for this course can apply directly to;
http://www.tcd.ie/CAPSL/staff/learning-teaching/professional-development-events/

To receive the award, candidates must complete 3 modules and the relevant assessment within 5 years of enrolment. Upon successful completion of the course, candidate details will be transferred to the Academic Registry for validation and commencement scheduling.

Applicants wishing to attend modules without seeking credit must also register through CAPSL. Participants may also decide to apply to CAPSL for admission to the Course upon immediate completion of a module.

PROGRESSION
Students who wish to progress to the Diploma/M.Ed. in Teaching and Learning (Higher Education) have up to 3 years from the date of award of the Professional Special Purpose Certificate in Academic Practice to apply for entry to the Diploma/M.Ed. programme. Such candidates can apply to the School of Education for recognition of prior learning (RPL) through its division of Continuous Professional Development (CPD) and if relevant, will receive appropriate exemption depending on those modules studied at Professional Special Purpose Certificate in Academic Practice level. Applicants will be required to make a case in writing to the CPD Coordinating Committee,
chaired by the University Registrar, seeking exemption from study for modules undertaken at special purpose Certificate level to a maximum of 15 ECTS. In their submission, candidates will be required to provide relevant transcripts and details of the modules studied, which will be reviewed by the Committee on a case by case basis. Where successful, candidates continuing on to complete the 60/90 ECTS Diploma/M.Ed. in Teaching and Learning in Higher Education will be required to take three only of the available four 15 ECTS modules, and to take the 30 ECTS dissertation module if they wish to enter for the award of the M.Ed. (15 + 45 + 30 = 90 ECTS). If accepted, candidates are required to rescind their Special Purpose Award as is College policy. It is recommended that candidates intending to progress to the Diploma/M.Ed in Higher Education contact the course co-ordinator in the School of Education, Dr John Walsh prior to choosing modules.
Course Director: Dr Ciara O'Farrell
Tel: +353 1 896 3930
cofarre@tcd.ie

Course Administrator: Ms Jade Concannon
Tel: +353 1 896 3601
Jade.Concannon@tcd.ie