



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Academic Practice, Trinity Teaching & Learning

Building Capacity for Digital Education at Trinity

A Professional Development Framework for Digital Teaching, Learning & Assessment



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Contents

Introduction	4
Why digital?	4
Professional Development Framework for Digital Teaching, Learning & Assessment.....	5
Principles.....	6
Pedagogy first.....	6
Research-informed.....	6
Collaboration & Partnership	6
Disciplinary differentiation.....	6
Needs-based.....	6
Capacity-focused.....	6
Enablers.....	7
Institutional strategy & policies	7
Robust technical infrastructure	7
Reward and recognition.....	7
Dialogue and collaboration.....	7
Resourcing models.....	7
Professional development domains	7
Digital teaching and learning	8
Digital assessment and feedback.....	8
Digital communication and collaboration.....	8
Digital content & resources	8
References.....	9



Introduction

Academic Practice's core tenet is to shape and strengthen teaching, learning and assessment at Trinity. A key pillar of our work involves engaging staff in professional development opportunities which take a scholarly approach to the design, implementation and evaluation of teaching, learning and assessment practices.

In Academic Practice, we adopt the following definition of professional development:

Professional development refers to educators continuously developing and improving their skills through a range of approaches to better meet the needs of their students.

(Maguire, Tan and Rushe, 2015)

This professional development framework presents an institution-focused approach to **enabling impactful professional development in, and enhancement of, digital teaching, learning and assessment practices at Trinity.**

Why digital?

Digital technologies can enhance and enrich teaching, learning and assessment across the disciplines. Digital approaches can also enable flexibility, responding to changes in student demographics. In an increasingly digitised society, it is generally recognised that our students should also be equipped with the digital literacies that they will need for work, learning and life.

In order to embed digital teaching, learning and assessment approaches within the curricula, it is imperative that educators are competent in integrating and utilising relevant digital technologies and pedagogies. Professional development is key: as set out in the EU 'Digital Action Plan 2021-27', educators 'should have access to ongoing opportunities for professional learning and development tailored to their needs and their discipline'. This framework provides an institutional approach to building digital pedagogic capacity at personal, disciplinary and organisational levels.





Professional Development Framework for Digital Teaching, Learning & Assessment

The Trinity professional development framework for digital teaching, learning and assessment, comprises three interrelated layers:

- **Principles;** the principles or values that underpin professional development offered by Academic Practice at Trinity;
- **Enablers;** institutional enablers of **impactful** professional development in Academic Practice— whereby staff engage with professional development and where this engagement leads to the strengthening and enhancement of digital teaching, learning and assessment practices;
- **Professional development domains;** which articulate the central domains for professional development in digital teaching, learning and assessment, with a range of capacities considered within each domain.

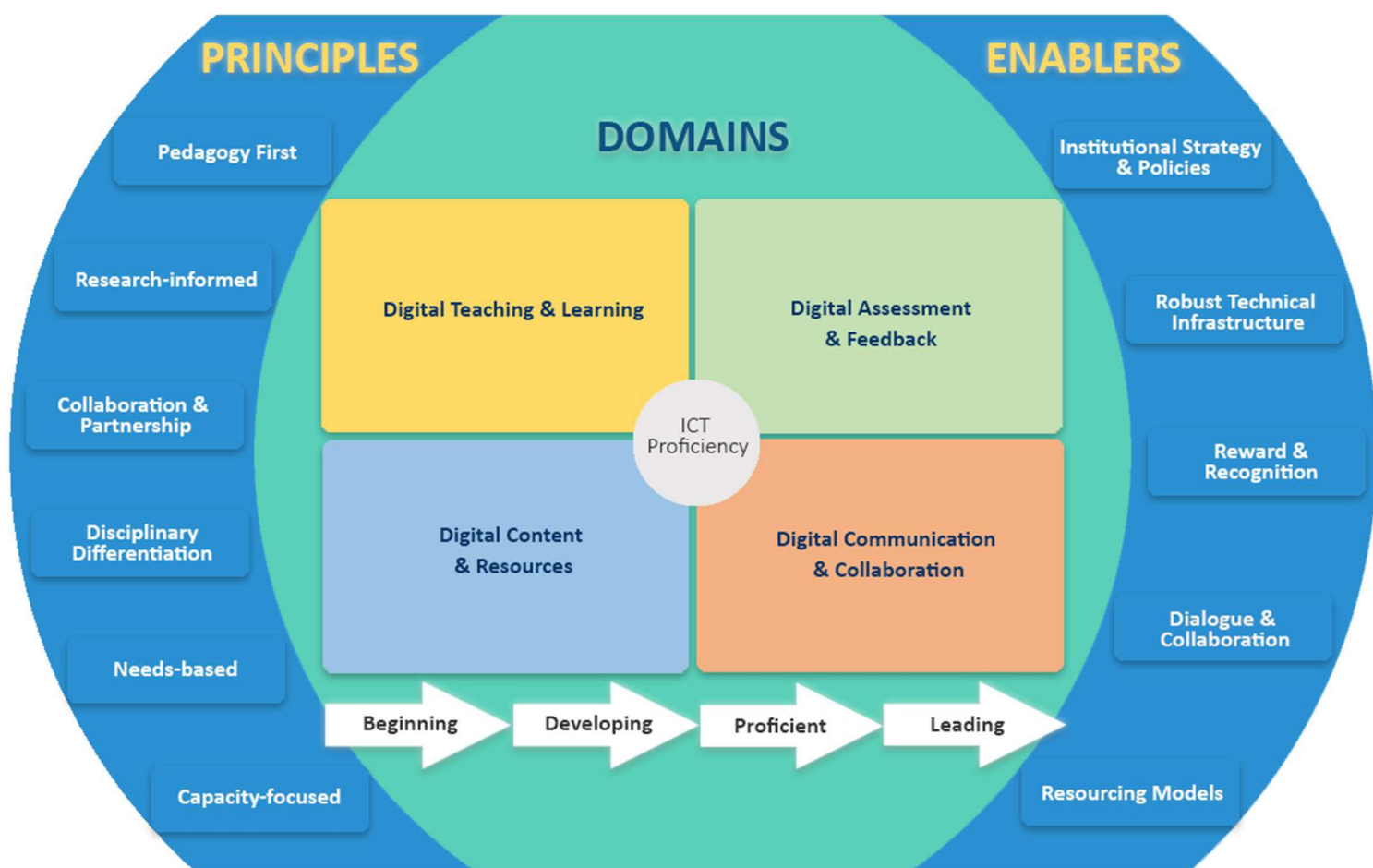


Figure 1. A professional development framework for digital teaching, learning and assessment



Principles

Academic Practice holds a set of core principles which underpin our approach to professional development.

Pedagogy first

Our professional development offerings adopt a “pedagogy first” approach where pedagogy, defined broadly, refers to the practice of teaching and its associated discourse of educational theories, values and evidence (Alexander, 2009).

Research-informed

Our work is underpinned by, and derived from, pedagogical research and evidence-based approaches to teaching and learning.

Collaboration & Partnership

We seek to enhance teaching, learning and assessment at Trinity through dialogue, collaboration and partnership with staff and student communities.

Disciplinary differentiation

We recognise that the practice and scholarship of teaching is strongly influenced by disciplinary context and culture. Our professional development approaches are differentiated to address the curricular and pedagogic beliefs, concerns and practices of the disciplines.

Needs-based

We believe that professional development is more likely to be impactful if it is needs-based. This means that our professional development is built around the academic’s specific needs as an educator, recognising that every educator is at a different stage in their career and has different professional development needs and goals.

Capacity-focused

We believe that the capacities of our teaching staff—which include knowledge, skills and professional values—are core to ensuring a high quality learning experience for our students.



Enablers

Impactful professional development enables educators to develop the capacities that they need to support and enhance student learning. In order for professional development in academic practice to be impactful:

- it should be timely, meeting the professional needs and objectives of staff at a particular point in their career;
- it should be incentivised and supported by the institution;
- it should enable staff to enact their knowledge, skills and understandings within their approaches to teaching, learning and assessment.

Institutional enablers are essential to achieving impactful professional development. At Trinity, these include:

Institutional strategy & policies which incentivise and support the development of teaching staff capacities and facilitate embedding of these capacities in teaching, learning and assessment practices.

Robust technical infrastructure which provides appropriate, enabling pedagogic functionality and effective integration between Trinity's technical systems and platforms.

Reward and recognition of teaching excellence across the disciplines and the professionalisation of teaching as a key role at Trinity, requiring high level expertise.

Dialogue and collaboration both within Trinity and across institutions, which is meaningful, intentional and which reflects the values of the academic community.

Resourcing models which ensure adequate capacity for appropriate and differentiated Academic Practice professional development and support across the disciplines at Trinity.

Professional development domains

Every teaching academic at Trinity has their own starting point and professional development goals. Building on the European Framework for the Digital Competence of Educators (DigCompEdu) (Redecker (2017) and JISC's Digital Capability Framework, this final layer of the professional development framework outlines core areas of focus and related capacities for digital educators at Trinity. It also provides indicative proficiency levels for each element: **beginning, developing, proficient and leading.**

As a member of teaching staff at Trinity you can use this framework to:

- determine your current proficiency level in each digital educator competence;
- identify your professional development goals in relation to each of the competences.

This section describes the key capacities categorised into four main domains:



Digital teaching and learning

The capacity to intentionally and purposefully use digital technologies to:

- support and enhance student learning experiences;
- foster and enhance learner collaboration and peer learning;
- support learners' self-regulated learning.

Digital assessment and feedback

The capacity to intentionally and purposefully use digital technologies to:

- support formative and summative assessment processes and to enhance the diversity and suitability of assessment formats and approaches;
- generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, and use this to inform teaching strategies and to provide targeted support;
- provide targeted and timely feedback to learners to support student learning, drawing on digital evidence and data.

Digital communication and collaboration

The capacity to intentionally and purposefully use digital technologies to:

- communicate effectively, respectfully, safely and ethically in a variety of digital contexts;
- design digital communications for different purposes and audiences;
- collaborate effectively with others using shared digital tools and media;
- participate in, facilitate and build social and professional connections and networks in digital environments;
- develop and project a positive digital identity or identities and manage digital reputation (personal and/or organisational).

Digital content & resources

The capacity to intentionally and purposefully use digital technologies to:

- identify, evaluate, select and curate digital resources/content for teaching and learning with consideration of specific learning objective(s), context, pedagogical approach, and learner group;
- modify existing openly-licensed resources and other resources where this is permitted, demonstrating understanding, and appropriate use of, licensing and attribution;
- create/co-create new digital resources for educational purposes, with consideration of specific learning objective(s), context, pedagogical approach, and learner group;
- manage, protect and share digital content and resources, with attention to open licensing (including attribution), privacy and copyright rules.



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