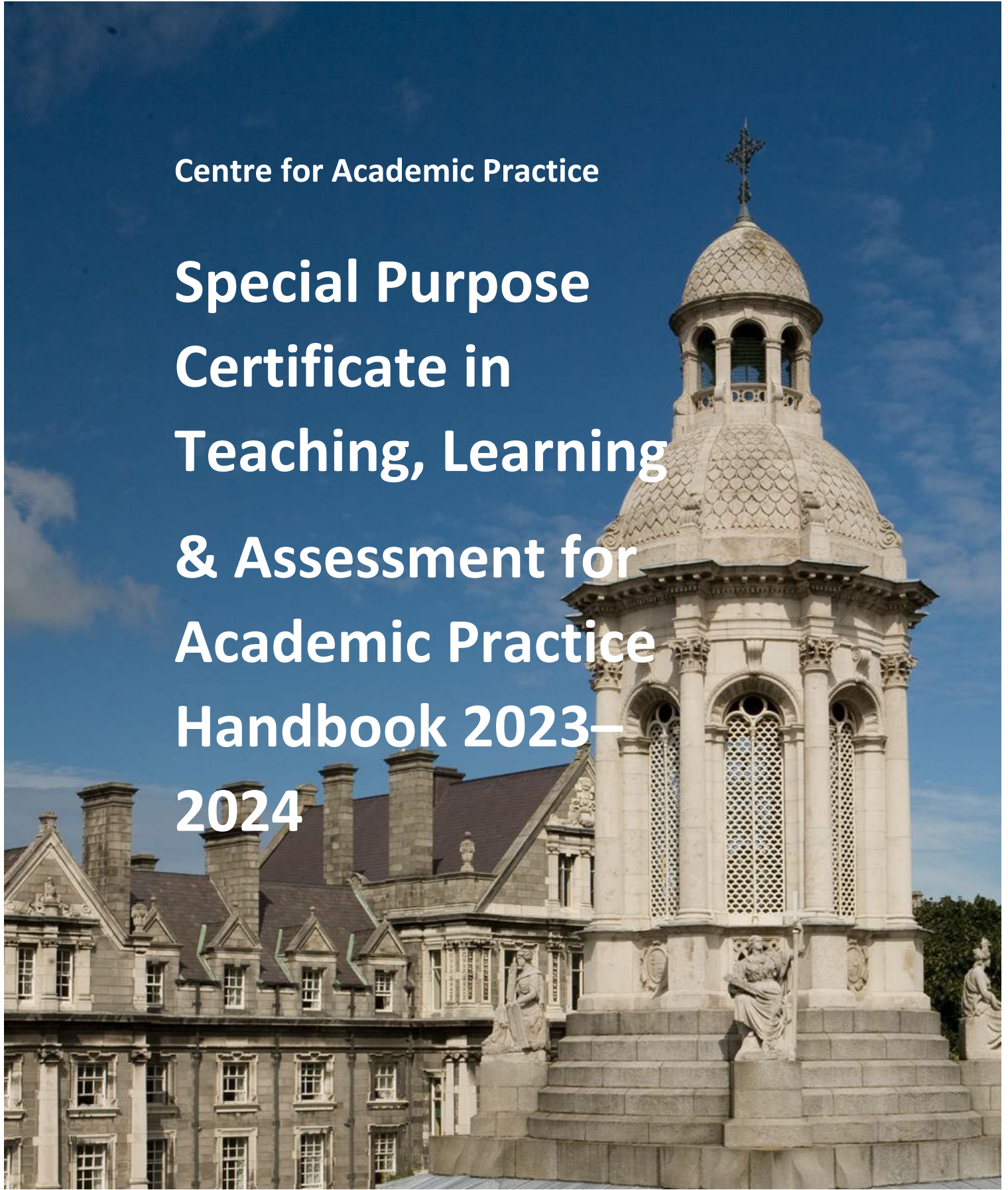**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

**Centre for Academic Practice**

# Special Purpose Certificate in Teaching, Learning & Assessment for Academic Practice Handbook 2023–2024

## Introduction

The Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice is an M-level/ level 9 non-major award. The 15 ECTS-credited 'SpCert' focuses on four interrelated facets of academic practice: teaching, learning, research, and leadership.

The SpCert is intended for academics and/or academic-related professionals in Trinity and is awarded following the completion of three discrete 5 ECTS modules. Cohorts typically include teaching academics, researchers with teaching responsibilities, clinical teaching staff, part time and/or adjunct teaching staff, and other professionals with roles in supporting learning.

The programme is flexible, research-informed and practice-based. It encourages candidates to advance their own professional development agenda in academic practice throughout their careers at times that are appropriate to them. Upon completion of the SpCert staff can take further modules to facilitate lifelong learning and advance their practice throughout their careers. The programme champions teaching that enhances learning as a core feature of the Trinity experience for both staff and students.

## Audience

This Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice is for academics and 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.

Postgraduate Teaching Assistants (e.g. postgraduate research students) are not eligible to enrol in the SpCert. Separate provision is available for postgraduate research students at Trinity.

Colleagues may take the modules from the suite either for professional development purposes alone or on a for-credit basis leading to the award of the SpCert.

Colleagues considering taking the SpCert on a for-credit basis should, where possible, take **Perspectives on Teaching and Learning in Higher Education** as their first module. Two further modules should be selected from the suite in line with the candidate's own interests (e.g. to a total credit volume of 15 ECTS).

Please note: your contract with Trinity should extend at 12 weeks from the date of the final class of the module. This ensures that you have access to the VLE for assignment submissions. If you choose to submit a Teaching Portfolio, your contract must remain active for a minimum of six weeks from the submission date

## Course Features

### FLEXIBILITY

All modules carry a credit volume of 5 ECTS. Modules typically have between c. 10-12 hours of 'direct contact' time. Modules are offered in a range of formats and across the year, e.g. 'block-timetabled' and across the term. This recognises the need to afford maximum flexibility to participants. Candidates have three years from date of first enrolment to complete the three modules and are advised to take no more than two modules in any given academic year.

### INCLUSIVITY

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

### CHOICE

Candidates choose from a suite of modules, according to their interests and professional needs. A core pool of modules has been developed and additional modules are 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 and assessment. Successful completion of any three modules will result in the award of a Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice.

## 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 and/or to support pedagogical research within their discipline.

## THEORY TO PRACTICE

The programme is designed to provide a balance between practice and theory: modules are 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 connect facets of their academic practice and address areas of challenge and interest within their discipline. Modules are structured to encourage exploration and analysis of theory , action, participation, discussion, and critical reflection.

## DISCIPLINE-SENSITIVE

Participants come from a broad range of backgrounds and professional environments. The programme is grounded in a collaborative approach intended to support colleagues to advance their practice through active reflection and sharing experiences. Participants are encouraged to engage in cross-disciplinary dialogue and to identify particular features of successful academic practice suitable for their own disciplinary environment. 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 Teaching, Learning and Assessment for Academic Practice aims to:

- enhance the teaching & learning experience within Trinity;

- enable recognition and recording of professional development of those involved in teaching and supporting learning;

- recognise the importance of preparing staff for teaching and continually supporting staff in their 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 Teaching, Learning and Assessment for Academic Practice, participants 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.

**MICHAELMAS TERM 2023**

## Perspectives on Teaching and Learning in Higher Education

**Facilitator:** Dr Jonny Johnston

**Delivery:** Blended

**Time:** 14:00 – 16:30

**Dates:**

- Tuesday 3rd October 2023 (In person)
- Tuesday 10th October 2023 (In person)
- Tuesday 31st October 2023 (In person)
- Tuesday 7th November 2023 (In person)
- Tuesday 14th November 2023 (online)
- Microteaching Tuesday 28th November 2023 (In person)*
- Microteaching Tuesday 5th December 2023 (In person)*
- Friday 8th December Teaching Philosophy Statement (blended/hybrid workshop)

(*N.B. Module participants are welcome to attend either or both of sessions 6 and 7 but are expected to participate in at least one microteaching event).

**We strongly recommend that programme participants taking the SpCert on a for-credit basis complete Perspectives on Teaching and Learning in Higher Education as their first module from the suite.**

# Assessment & Feedback in Higher Education

**Facilitator:** Dr Caitríona Ní Shé, Dr Ana Schalk

**Delivery:** Blended

**Time:** 10:30 – 13:00

**Dates:**

- Thursday 5th October 2023 (In person)
- Thursday 12th October 2023 (In person)
- Thursday 2nd November 2023 (In person)
- Thursday 16th November 2023 (Online)
- Thursday 23rd November 2023 (In person)
- Thursday 7th December 2023 (In person)

## HILARY TERM 2024

# Curriculum Design in Higher Education

**Facilitator:** Dr Caitríona Ní Shé

**Delivery:** In Person

**Time:** 10:30 – 13:00

**Dates:**

- Thursday 25th January 2024
- Thursday 1st February 2024
- Thursday 15th February 2024
- Thursday 22nd February 2024
- Thursday 29th February 2024
- Thursday 14th March 2024

## Perspectives on Teaching and Learning in Higher Education

The module enables teachers in higher education to clarify conceptions of, and reflect on their own approaches to, teaching and learning in higher education. Module participants are supported to evaluate their teaching role, articulate their own teaching philosophy, and to apply theories of education and the principles of designing teaching for learning.

Module participants are enabled to integrate and expand their teaching repertoire, develop insight into strategies suitable for large- and small-group teaching and to explore the fundamentals of curriculum and assessment. The module seeks to develop a supportive community of practice and provide a forum for colleagues to connect and come together from across the University as they refine their understanding of teaching, learning, and assessment.

**N.B. Where colleagues are taking the SpCert on a for-credit basis, we recommend they take Perspectives on Teaching and Learning in Higher Education as their first module in the programme.**

There is a compulsory core of approximately 10 contact hours in this module. Total engagement for a 5 ECTs module is 125 hours.

## MODULE LEARNING OUTCOMES

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

1. Discuss the principles, purposes, opportunities, and challenges of academic practice in higher education.
2. Design opportunities to support and enhance learning and teaching in the participant's own professional context/ discipline
3. Evaluate their own professional practice in the context of broader concepts, theories, and philosophies of teaching and learning.
4. Articulate how their professional values relating to academic practice have been influenced by engaging with this module.

## ASSESSMENT

Participants must demonstrate continuous and consistent engagement with weekly activities (e.g. online discussions) to proceed to final submission. Some of these will be collaborative in nature whilst others can be done on an individual basis.

Module participants taking the module on a for-credit basis should also select **one** of the following three assessment options:

**OPTION 1: A comprehensive Teaching Philosophy Statement (TPS)**

A TPS defines and exemplifies your approaches to teaching and to student learning, provides an insight into the values that inform your practice and is grounded in the literature of teaching and learning (c. 800-1000 words or equivalent). Your TPS should be accompanied by a short annotated bibliography of no fewer than five entries, with annotations evidencing critical engagement with relevant literature of teaching and learning (max 200-250 words per entry).

**OPTION 2**: **A case study or vignette of 'pedagogy in practice'**

Undertake an annotated peer observation. The assignment submission should include a short session plan (c. 500 words) and a critical reflection on the observation (c. 1500-2000,

excluding references) which identifies clear benefits to current approaches and constructively outlines potential areas for practice enhancement, linking to current literature.

[Click here to see the marking rubrics used for assessment options 1 and 2, or see page 38.](#) (Note that the [Perspectives rubric](#) (page 38) will be used to guide assessment of a TPS submitted as a discrete assignment for this module. The [Professional Teaching Portfolio (Teaching Philosophy Statement rubric)](#) (page 48) applies only to the assessment of a TPS submitted as part of the portfolio.)

**OPTION 3**: **A critical reflection as part of the SpCert Professional Teaching Portfolio**

**NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.**

If you're completing the **Professional Teaching Portfolio,** for the purposes of the SpCert Award, you should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio This critical reflection may be text-based or developed as a digital artefact. (c.2,500 words or equivalent for the critical reflection.

[Click here for further information on the Professional Teaching Portfolio, or refer to page 25.](#)

[Click here to see the marking rubric for case studies submitted as part of the portfolio, or refer to page 50.](#)

**MODULE COORDINATOR**

Dr Jonny Johnston

**TEACHING STAFF**

Dr Jonny Johnston

## Curriculum design in Higher Education

This module introduces the principles of curriculum design in higher education and examines how curriculum theory is put into practice at both programme and module level. Module participants will explore and critique different models and frameworks of curriculum design, developing insight into how to shape curricula to enhance student learning. The module is structured on an experiential basis and participants are supported to identify effective principles of curriculum design at the session, module, and programme levels. Specifically participants will use one or more curriculum models/frameworks to design/develop a module suitable for use in their own current or future teaching.

### MODULE LEARNING OUTCOMES

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

1. Discuss the principles, purposes, opportunities, and challenges relating to curriculum design in higher education through critical engagement with the literature.
2. Apply one or more curriculum design models/frameworks to the design of a session/module/programme.
3. Justify decisions underpinning the design of curricula within the participant's own professional context/discipline.
4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.

## ASSESSMENT

Participants must demonstrate continuous and consistent engagement with weekly activities (e.g. online discussions) to proceed to final submission. Some of these will be collaborative in nature whilst others can be done on an individual basis.

Module participants taking the module on a for-credit basis should also select **one** of the following three assessment options:

**OPTION 1: An annotated module outline**

This should include module outcomes, assessment structure, teaching and learning strategies, specific of the learning environment, indicative session content ('curriculum map'), and a module 'pitch' or aim suitable for students. The module outline should also contain a critical discussion and rationale for the module's design and planned implementation. The submission should relate to the curricular design and (planned) delivery of a new or significantly revised module appropriate for the candidate's current or future teaching context (c 2500 words or equivalent).

**OPTION 2: Two original research-informed resources focusing on any aspect of curriculum design**

These resources may be text- or media-based (c.1250 words/c.5 mins video each or equivalent). These should typically be targeted to academic staff, students or staff holding roles supporting teaching and learning. Examples include:

- An introduction to, and discussion of, a (potential) approach to curriculum design relevant to your own context;
- A case study or vignette of a curriculum design approach in action;
- A critical evaluation of the benefits/challenges of distinct curriculum design approaches in relation to your own professional context.

**OPTION 3**: **A critical reflection as part of the SpCert Professional Teaching Portfolio**

**NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.**

If you are completing the **Professional Teaching Portfolio,** for the purposes of the SpCert Award, you should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio This critical reflection may be text-based or developed as a digital artefact. (c.2,500 words or equivalent for the critical reflection.

Click here for further information on the Professional Teaching Portfolio, or refer to page 25.

Click here to see the marking rubric for case studies submitted as part of the portfolio, or refer to page 50.

**MODULE COORDINATOR**

Dr Caitriona Ni Shé

**TEACHING STAFF**

Dr Caitriona Ni Shé, & Dr Jonny Johnston

## Assessment and Feedback in Higher Education

This module explores the principles, purposes, opportunities and challenges of assessment and feedback processes in higher education and the impact of assessment and feedback on student learning.

Through critical engagement with relevant literature, participants will reflect on their current assessment and feedback practices at module and/or programme level and they will be encouraged to identify opportunities for enhancing and/or re-designing these practices that take into account effective assessment design, inclusivity, and academic integrity. Participants will also be supported to design and implement feedback strategies that enhance and support student learning. The use of the VLE to support the implementation of effective assessment and feedback practices, including rubrics, will also be explored.

The module supports a programmatic and inclusive approach to assessment, offering participants a range of assessment options.

### MODULE LEARNING OUTCOMES

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

1. Discuss the principles, purposes, opportunities and challenges of assessment and feedback in higher education through critical engagement with literature;
2. (Re)design an effective assessment and feedback strategy informed by relevant theories/frameworks;
3. Justify decisions underpinning the design of an assessment and feedback strategy within the participant's own professional context/discipline;

4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.

## ASSESSMENT

Participants must demonstrate continuous and consistent engagement with weekly activities (e.g. online discussions) to proceed to final submission. Some of these will be collaborative in nature whilst others can be done on an individual basis.

Module participants taking the module on a for-credit basis should also select **one** of the following two assessment options:

**OPTION 1: A research-informed (re)design of an assessment and feedback strategy**

This strategy should be suitable for use in the participant's own discipline or professional context. Participants are encouraged to be creative in their approach while ensuring alignment with the principles discussed in the module (c 2500 words or equivalent).

**OPTION 2: An ePortfolio**

This ePortfolio should demonstrate the participant's achievement of the four module learning outcomes. Using a platform of their choice (e.g. Google Sites, OneNote*), participants are encouraged to utilise a range of mediums (e.g. text, video, audio, imagery) to evidence their engagement and learning. These might include critical summaries of key articles, reflections on existing assessment/feedback practices, explorations of practice change, video 'snippets' explaining assessment change, learning materials intended to develop student assessment literacy, etc. (c 2500 words or equivalent).

**\*Note: the ePortfolio must be shareable with academic practice staff and downloadable for future review by examiners.**

As ePortfolios are practice-focused and developmental, participants should commit to developing their ePortfolio as they undertake the module, rather than at the end.

**OPTION 3**: **A critical reflection as part of the SpCert Professional Teaching Portfolio**

**\*\*NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.\*\***

If you re completing the **Professional Teaching Portfolio,** for the purposes of the SpCert Award, you should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio This critical reflection may be text-based or developed as a digital artefact. (c.2,500 words or equivalent for the critical reflection).

### MODULE COORDINATOR

Dr Caitríona Ní Shé

### TEACHING STAFF

Dr Caitríona Ní Shé & Dr. Ana Schalk

## Embedding Digital Pedagogies into your Teaching Practice

This module introduces participants to key digital pedagogies in higher education and how these may be effectively used to support student learning. Participants will also explore societal, technological and educational issues in relation to the use of digital technologies in higher education. This module aims to enable teaching staff to make informed choices about how to effectively embed digital pedagogies in their own practice. Specifically, participants will be required to design a digital pedagogy initiative to be used within their own practice. In this module digital pedagogy is defined as "as the study of how digital technologies can be used to best effect in teaching and learning". (JISC 2021).

Participants are supported to engage in a supportive community of practice throughout the module.

**Please note this module will most likely take place in blended format with a mix of independent online learning and synchronous (live) classes.**

### MODULE LEARNING OUTCOMES

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

1. Discuss the principles, purposes, opportunities and challenges in relation to the implementation of digital pedagogies and the associated societal, technological, and educational issues through critical engagement with the literature;

2. Design a session/module which demonstrates effective use of digital technology informed by relevant pedagogical theories/frameworks;

3. Justify decisions underpinning the design and implementation of digital pedagogies within the participant's own professional context/discipline;

4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.

## ASSESSMENT

Participants must demonstrate continuous and consistent engagement with weekly activities (e.g. online discussions) to proceed to final submission. Some of these will be collaborative in nature whilst others can be done on an individual basis.

Module participants taking the module on a for-credit basis should also select **one of the following three assessment options:**

**OPTION 1: A short (annotated) bibliography AND a case study/vignette of digital pedagogy in practice**

**The annotated bibliography** should highlight key engagement with relevant literature(s); the **case study/vignette** should present and discuss a digital pedagogy that you have implemented in your practice. This should typically be targeted to academic staff, students, or staff holding roles supporting teaching and learning (c. 2500 words in total).

**OPTION 2: Digital Artefact**

This digital artefact can be developed as an annotated mindmap or an eportfolio. The purpose is to present a research-informed design for embedding digital pedagogy within a module relevant to your discipline. This digital artefact should demonstrate the ability to put this design into practice using appropriate digital technologies. Note that the eportfolio/ mindmap should equate to 2,500 words or a total of c. 10 minutes of digital artefacts such as videos, podcasts, or an appropriate mix of both.

Using a platform of your choice (e.g. OneNote or Free Mind), participants are encouraged to utilise a range of media (e.g. text, video, audio, imagery) to evidence engagement and learning. As ePortfolios are practice-focused and developmental, participants should commit to developing their eportfolio as they undertake the module, rather than at the end.

**OPTION 3**: **A critical reflection as part of the SpCert Professional Teaching Portfolio**

**\*\*NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.\*\***

If you re completing the **Professional Teaching Portfolio,** for the purposes of the SpCert Award, you should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio This critical reflection may be text-based or developed as a digital artefact. (c.2,500 words or equivalent for the critical reflection.

**MODULE COORDINATOR**

Dr Ana Elena Schalk

**TEACHING STAFF**

Dr Ana Elena Schalk & Caitriona Ní Shé

## SpCert Assessment Strategy

### ASSESSMENT ROUTES

The SpCert can be awarded via **two distinct pathways**. Candidates become eligible for the award of the SpCert after:

a) Engaging in three taught modules and successfully completing three discrete module assignments

**OR**

b) Engaging in three taught modules and successfully completing a **Professional Teaching Portfolio.**

In both cases participants are expected to engage consistently in workshops and activities throughout their time on the programme. [Click here for further information on the Professional Teaching Portfolio, or refer to p.25](#)).

Assessment addresses knowledge, application, skills and competencies, reflection and evaluation and is planned programmatically. Guidelines and criteria for individual module assignments will be provided by the module coordinator.

The SpCert follows broader College policies relating to taught postgraduate programmes. The Centre for Academic Practice reserves the right to request any candidate to revise and resubmit an assignment or portfolio in line with College guidelines for postgraduate programmes. Assignments may be double marked anonymously. Candidates may be invited to participate in a *viva voce* relating to any discrete assignment.

The award of the SpCert via the Professional Teaching Portfolio route is conditional on a successful viva relating to the submitted portfolio.

In all cases:

- Assignment submissions are marked, and credits awarded, on a pass/fail basis.

- The pass mark is set at 50% both for discrete module assessments and for the Professional Teaching Portfolio.

- Consistent attendance is expected for those taking SpCert modules on a for-credit basis and candidates may not be permitted to proceed to assignment submission where attendance is a concern.

- Where candidates do not achieve a minimum of 50% in a submitted assignment, **one** resubmission will be permitted, normally within 2 months and within the same academic year.

- Where candidates do not achieve a minimum of 50% in the Professional Teaching Portfolio, one resubmission of the Portfolio will be permitted, normally within one working month.

- An External Examiner will ensure that the regulations governing examining are observed.

- In the case of an appeal, this will be considered by a subgroup 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 module leader must inform you in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay. Academic Practice aim to give feedback within 30 working days from the date of the assignment deadline.

- In some circumstances extensions may be granted (normally within the academic year) at the discretion of the course director.

## ASSESSMENT CRITERIA

- Participants must demonstrate **continuous and consistent engagement with weekly activities** (e.g. online discussions) to proceed to final assignment submission.

- All submissions should demonstrate the achievement of module learning outcomes.

- Referencing and citation practices should follow APA guidelines.

- Where an annotated bibliography is not part of the assignment brief an appropriately cited reference list (not part of word count) should be included.

- Workload for each assignment equates to c.2500 words (excluding reference list) or equivalent, e.g. 10 minutes of digital artefacts such as videos, podcasts or an appropriate mix of both.

## ASSIGNMENT RESUBMISSIONS

Where it has been deemed eligible, and in line with College Policy, a participant may be given the opportunity to resubmit a revised version of their assignment. Participants will be informed by the Programme Administrator and will be given a three week timeline for resubmission (taking weekends/public holidays etc. into consideration.) Examples of where this may occur are in cases where the assignment:

- receives a grade of below 50%;
- does not meet all the assignment criteria outline above;
- does not follow academic integrity guidelines (see below).

## ACADEMIC INTEGRITY

We are committed to the principles of academic integrity as a core feature of our culture at Trinity College Dublin and the SpCert assessment strategy is designed with this in mind. Please note that:

- All submissions should be appropriately referenced/cited and demonstrate engagement with the appropriate evidence base. Referencing and citation practices should follow APA guidelines.

- Academic Practice may arrange a follow-up viva with any candidate to discuss any assignment in greater depth.

- Vivas will be conducted on a panel basis with at least two members of SpCert Programme Team. External examiners may also attend/participate in viva voce arrangements.

- Oral interviews/Vivas are required of all candidates submitting a Professional Teaching Portfolio

- Multimedia artefacts (video/audio) should be accompanied by transcripts which are uploaded to the VLE.

- The permitted/appropriate use of generative artificial intelligence (AI) tools may vary from module to module. Please refer to individual module assessment briefs.

- If you include AI-generated content as part of an assignment submission, we request that you include a statement clarifying where/to what extent you used AI to assist you with your assignment, and provide appropriate attribution to the tool used. This statement will not count towards assignment word limits.

# The Professional Teaching  Portfolio

## APPLICATION PROCESS

A panel of assessors meets yearly to review and discuss portfolio applications (usually in October). The panel consists of the course director and coordinators of relevant modules.

Candidates will need to submit the completed Professional Teaching Portfolio four weeks before the accreditation panel convenes.

Portfolio submissions in 2023-24 should be submitted by **12pm on Friday 19th January 2024** to Jade.Concannon@tcd.ie.

## WHAT IS A PROFESSIONAL TEACHING PORTFOLIO?

The Professional Teaching Portfolio is a candidate's documentation of, reflection on, and evaluation of their professional development in academic practice in terms of knowledge, values and successful engagement in teaching and learning activities.

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

- A Teaching Philosophy Statement (750-1000 words);
- Three reflective case studies (2000-2500 words each)*
- Evidence of consistent attendance at three modules.

*NOTE: It may be possible, in consultation with the Programme Director, for candidates to submit one longer case study (i.e. connecting three modules) or one longer plus one shorter case study instead of three shorter case studies. Candidates considering submissions for the Portfolio that differ from the typical three case studies and TPS are requested to contact the Programme Administrator **in advance** of their submission.

Candidates for the SpCert by the Professional Teaching Portfolio route will have their three case studies and Teaching Philosophy Statement assessed on a discrete basis with up to 25 marks available for each of the four components.

| Portfolio Component | Marks awarded |
|---|---|
| Teaching Philosophy Statement | 25 |
| Reflective Case Study 1 | 25 |
| Reflective Case Study 2 | 25 |
| Reflective Case Study 3 | 25 |
| **Total** | **100** |

In addition, a rubric has been developed to indicate holistic criteria for the portfolio (see page 46.) This rubric will be used to support viva voce arrangements where a claim for the SpCert by portfolio is made.

Click here for further information on the Professional Teaching Portfolio, or refer to page 25. Click here to see Portfolio-related rubrics, or refer to page 46-50.

## TEACHING PHILOSOPHY STATEMENT: GUIDANCE FOR BOTH PERSPECTIVES AND PORTFOLIO SUBMISSIONS

A Teaching Philosophy Statement (TPS) 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 TPS is not a 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 content do I include in a TPS?

A teaching philosophy statement offers a snapshot of your beliefs and values in relation to facets of your academic practice. It should focus on what you believe about teaching, and how you apply those beliefs. Teaching philosophy statements are written in the first person (e.g. I believe that…), and should avoid cliché and jargon where possible. 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 TPS?

Look 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:

**CHISM'S FIVE COMPONENTS (Chism 1998)**

**Conceptualisation 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 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.

**Conceptualisation 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.

**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.

**Implementation of the philosophy**

Your TPS 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.

**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)

**GOODYEAR AND ALLCHIN (1998)**

**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.

**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.

**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.

**Learning environment**

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

**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 alighted to their teaching philosophy.

**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?

## Additional 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?

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

**PLEASE NOTE:**

Different rubrics apply where you are developing a TPS as part of a discrete module assignment or as part of a portfolio. Please ensure you are guided by the appropriate rubric. For Perspectives, see p. 40 – 41 below. For the Portfolio, see p. 52 – 53 below.

## Further reading

Chism, 1998), "Developing a Philosophy of Teaching Statement," *Essays on Teaching Excellence 9* (3), 1-2. Professional and Organizational Development Network in Higher Education.

Goodyear, G. E. & Allchin, D. (1998) Statement of teaching philosophy. *To Improve the Academy 17*, 103-22. Stillwater, OK: New Forums Press.

Schonwetter, D.J. Sokal, L., Friesen, M. and Taylor, K.L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. The International Journal for Academic Development, 7(1), 83-97.

## REFLECTIVE CASE STUDY: GUIDELINES FOR PORTFOLIO SUBMISSIONS

Reflective case studies typically document and evidence the impact of a candidate's engagement with a module on their teaching – these might be presented in the form of reflective writing, a scholarship-of-teaching-style artefact, or similar. Case studies should be referenced appropriately and demonstrate evidence of engagement with relevant literature.

When composing your case study, consider the following questions:

### Does the case study form a purposeful reflection on your 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 case study show evidence of knowledge, activities and professional values that aim to enhance academic practice/teaching and

**learning in your 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. A rubric is provided to inform the development and review of case studies on p. 54-55 below.

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**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?

| Knowledge needed | Activities undertaken | Professional values exemplified |
|---|---|---|
| What learning is needed to carry out the teaching & learning activity? Knowledge may include, but need not be restricted to, the following: | What processes have you implemented in teaching and learning? Evidence of engagement in teaching & learning activities may include, but not be limited to the following: | When designing, performing or evaluating teaching and 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: |
| • Principles of teaching & learning in HE<br>• How students learn and how to engage learning<br>• Appropriate teaching & learning methods across a variety of teaching contexts<br>• Higher education policies and theories<br>• Curriculum design and development<br>• Using assessment to aid learning<br>• Providing constructive formative and summative feedback to aid learning<br>• Use of technologies to enhance teaching, learning and assessment<br>• Methods of evaluating teaching<br>• Use of reflection to develop teaching and learning<br>• The integration of research and teaching<br>• Supervising students<br>• Leadership in teaching and higher education | • Designing and planning learning activities<br>• Designing and planning curricula<br>• Designing and planning assessments<br>• Teaching and supporting learning<br>• Assessing and giving feedback<br>• Supervising learning in the research degree<br>• Conducting or preparing for the research viva<br>• Using technologies to enhance learning<br>• Using or contributing to HE policy<br>• Using HE theories to inform teaching<br>• Developing effective learning environments<br>• Relating leadership theories and models to practice<br>• Evaluating sessions or activities<br>• Incorporating discipline or pedagogic research into teaching & learning | • Respecting learning preferences<br>• Equality, diversity or inclusion<br>• Lifelong learning<br>• Professional development as a teacher<br>• Reflection and evaluation of practice (as a teacher) |

| | | |
|---|---|---|
| • The research degree examination process | | • Collaboration with others in the development of learning |

# Rubrics Appendix

## RUBRIC: PERSPECTIVES ON TEACHING AND LEARNING IN HIGHER EDUCATION

| Weighting | Criterion | 70< <br><br>Excellent | 60-69 <br><br>Very Good | 50-59 <br><br>Satisfactory/ borderline | 40- 49 <br><br>Poorly addressed | 0 – 39 <br><br>Not addressed |
|---|---|---|---|---|---|---|
| 25% | Discusses principles, purposes, opportunities, and challenges of academic practice in higher education. | Discusses key issues and is sophisticated/innovative and comprehensive in its overall arguments and presentation. | Discusses key issues in a comprehensive, clear, concise, and cogent manner. | Discusses key issues in a logical manner. | Discusses key issues in a limited manner. | Little or no discussion of key issues. |
| 25% | Design opportunities to support and enhance learning and teaching in the participant's own professional context/discipline | Demonstrates sophisticated evidence of informed decision-making relating to the design of opportunities to support and enhance learning and teaching | Demonstrates robust evidence of informed decision-making relating to the design of opportunities to support and enhance learning and teaching | Demonstrates evidence of informed decision-making relating to the design of opportunities to support and enhance learning and teaching | Demonstrates informed decision-making relating to the design of opportunities to support and enhance learning and teaching | Demonstrates little to no evidence of informed decision-making relating to the design of opportunities to support and enhance learning and teaching |
| 25% | Demonstrates reflection on and critical evaluation of professional practice in the context of broader concepts, theories, and philosophies of teaching and learning. | Evidence of sophisticated and sustained reflection on, and robust critical evaluation of, academic practice. | Demonstrates comprehensive and cogent reflection on and critical evaluation of academic practice. | Demonstrates adequate reflection on and critical evaluation of academic practice. | Demonstrates some limited reflection on and critical evaluation of academic practice. | Demonstrates little or no reflection on and critical evaluation of academic practice. |

| 25% | Articulates/illustrates how their professional values about academic practice have been influenced by engagement with this module. | Provides sophisticated/robust insight into how their professional values have been influenced by engagement with this module | Provides a clearly articulated and comprehensive insight into how their professional values relating to academic practice have been influenced by engagement with this module. | Provides adequate insight into how their professional values relating to academic practice have been influenced by engagement with this module. | Provides limited insight into how their professional values relating to academic practice have been influenced by engagement with this module | Provides little or no insight into how their professional values relating to academic practice have been influenced by engagement with this module. |
|---|---|---|---|---|---|---|

## RUBRIC: CURRICULUM DESIGN IN HIGHER EDUCATION

| Weighting | Criteria | 70-100 Excellent | 60 -69 Very Good | 50-59 Borderline/ Satisfactory | 40-49 Poorly addressed | 0-39 Not addressed |
|---|---|---|---|---|---|---|
| 25% | Discusses principles, purposes, and challenges of curriculum design through critical engagement with the literature | Demonstrates extensive critical engagement with relevant literature and discusses key related issues in an innovative, sophisticated, comprehensive and cogent manner. | Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner. | Demonstrates adequate engagement with relevant literature with some evidence of a critical discussion. | Demonstrates some engagement with relevant literature but with little evidence of a critical discussion. | Demonstrates little or no evidence of engagement of relevant literature and little or no discussion of key related issues. |
| 25% | Applies one or more curriculum design models/frameworks to the design of a session/module/ programme. | Provides a sophisticated/ innovative session/module/ programme design with robust evidence that a curriculum model or framework has been used. | Provides a clear and comprehensive session/module/ programme design with clear and comprehensive evidence that a curriculum model or framework has been used. | Provides an adequate session/module/ programme design with adequate evidence that a curriculum model or framework has been used. | Provides a session/module/ programme design with some evidence that a curriculum model or framework has been used. | Provides an inadequate session/module/ programme with inadequate evidence that a curriculum model or framework has been used. |

| 25% | Justifies the decisions underpinning the design of curricula within the participant's own professional context/discipline | Provides clear, comprehensive, sophisticated and robust justification for design decisions made | Provides clear and comprehensive justification for design decisions made. | Provides adequate justification for design decisions made. | Provides limited justification for design decisions made. | Provides little or no justification for design decisions made. |
|---|---|---|---|---|---|---|
| 25% | Articulates/illustrates how [their] professional values about academic practice have been influenced by engagement with this module. | Provides sophisticated/robust insight into how their professional values have been influenced by engagement with this module | Provides a clearly articulated and, comprehensive insight into how their professional values about academic practice have been influenced by engagement with this module. | Provides adequate insight into how their professional values about academic practice have been influenced by engagement with this module. | Provides limited insight into how their professional values about academic practice have been influenced by engagement with this module | Provides little or no insight into how their professional values about academic practice have been influenced by engagement with this module. |

## RUBRIC: ASSESSMENT AND FEEDBACK IN HIGHER EDUCATION

| Weighting | Criteria | 70-100<br><br>Excellent | 60-69<br><br>Very Good | 50-59<br><br>Borderline/ Satisfactory | 40-49<br><br>Poorly addressed | 0-39<br><br>Not addressed |
|---|---|---|---|---|---|---|
| 25% | Discuss the principles, purposes, opportunities and challenges of assessment and feedback in higher education through critical engagement with literature. | Demonstrates extensive critical engagement with relevant literature and discusses key related issues in an innovative, sophisticated, comprehensive and cogent manner. | Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner. | Demonstrates adequate engagement with relevant literature with some evidence of a critical discussion. | Demonstrates some engagement with relevant literature but with little evidence of a critical discussion. | Demonstrates little or no evidence of engagement of relevant literature and little or no discussion of key related issues. |

| 25% | (Re)design an effective assessment and feedback strategy informed by relevant theories/frameworks. | Provides a sophisticated and innovative assessment and feedback strategy informed by relevant theories/frameworks. | Provides a clear and comprehensive session/ module assessment and feedback strategy informed by relevant theories/frameworks. | Provides an adequate assessment and feedback strategy informed by relevant theories/frameworks. | Provides an assessment and feedback strategy inadequately informed by relevant theories/frameworks. | Provides an inadequate assessment and feedback strategy in adequately addressed by relevant theories and frameworks. |
|---|---|---|---|---|---|---|
| 25% | Justify decisions underpinning the design of an assessment and feedback strategy within the participant's own professional context/discipline. | Provides clear, comprehensive, sophisticated and robust justification for design decisions made. | Provides clear and comprehensive justification for design decisions made. | Provides adequate justification for design decisions made. | Provides limited justification for design decisions made. | Provides little or no justification for design decisions made. |
| 25% | Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise, and cogent manner. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a logical manner. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module, but in a limited manner. | There is little articulation/illustration of how professional values about academic practice have been influenced by engagement with this module. | There is no articulation/ illustration of how professional values about academic practice have been influenced by engagement with this module. |

## RUBRIC: EMBEDDING DIGITAL PEDAGOGIES

| Weighting | Criteria | 70-100<br><br>Excellent | 60 to 69<br><br>Very Good | 50 to 59<br><br>Borderline/<br>Satisfactory | 40 to 49<br><br>Poorly addressed | 0 to 39<br><br>Not addressed |
|---|---|---|---|---|---|---|
| 25% | Demonstrates critical engagement with the literature discussing the principles, purposes, opportunities and challenges in relation to the implementation of digital pedagogies and the associated societal, technological, and educational issues. | Demonstrates extensive critical engagement with relevant literature and discusses key related issues in an innovative, sophisticated, comprehensive and cogent manner. | Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner. | Demonstrates adequate engagement with relevant literature with some evidence of a critical discussion. | Demonstrates some engagement with relevant literature but with little evidence of a critical discussion. | Demonstrates little or no evidence of engagement of relevant literature and little or no discussion of key related issues. |
| 25% | Presents a coherent and clear session/module design incorporating effective use of digital technology which is informed by relevant pedagogical theories/frameworks. | Provides a sophisticated and innovative session/ module design and comprehensive module design that incorporates the effective use of digital technologies informed by relevant pedagogical theories/frameworks. | Provides a clear and comprehensive session/ module design that incorporates effective use of digital technologies informed by relevant pedagogical theories/frameworks. | Provides an adequate session/module design adequate evidence of effective use of digital technologies informed by relevant pedagogical theories/frameworks. | Provides some evidence of effective use of digital technologies informed by relevant pedagogical theories/frameworks. | Provides little or no effective use of digital technologies. informed by relevant pedagogical theories/frameworks. |

| 25% | Justifies the decisions underpinning the design and implementation of digital pedagogies within the participant's own professional context/discipline. | Provides clear, comprehensive, sophisticated and robust justification for design decisions made. | Provides clear and comprehensive justification for design decisions made. | Provides adequate justification for design decisions made. | Provides limited justification for design decisions made. | Provides little or no justification for design decisions made. |
|---|---|---|---|---|---|---|
| 25% | The assignment articulates/illustrates how [their] professional values about academic practice have been influenced by engagement with this module. | Provides sophisticated/robust insight into how their professional values have been influenced by engagement with this module . | Provides a clearly articulated and, comprehensive insight into how their professional values about academic practice have been influenced by engagement with this module. | Provides adequate insight into how their professional values about academic practice have been influenced by engagement with this module. | Provides limited insight into how their professional values about academic practice have been influenced by engagement with this module | Provides little or no insight into how their professional values about academic practice have been influenced by engagement with this module. |

## RUBRIC: PROFESSIONAL TEACHING PORTFOLIO (HOLISTIC RUBRIC FOR VIVA)

This rubric will be used to support viva voce arrangements where a claim for the SpCert by portfolio is made.

| Weighting - TPS | Criterion | 70<br><br>Excellent | 60-69<br><br>Very Good | 50-59<br><br>Satisfactory/ borderline | 40- 49<br><br>Poorly addressed | 0 – 39<br><br>Not addressed |
|---|---|---|---|---|---|---|
| 25% | Articulate and clarify their teaching and learning beliefs and values | Articulates/clarifies values and is sophisticated/ innovative and comprehensive in its overall arguments and presentation. | Articulates/clarifies values in a comprehensive, clear, concise, and cogent manner. | Articulates/clarifies values in a logical manner. | Discusses beliefs and values in a limited manner. | Little or no discussion of beliefs and values. |
| 25% | Demonstrate alignment between beliefs and practice | Demonstrates sophisticated evidence of alignment between beliefs and practice, instantiated through sustained and appropriate reflection and examples. | Demonstrates robust evidence of alignment between beliefs and practice. | Demonstrates evidence of alignment between beliefs and practice. | Demonstrates limited evidence of alignment between beliefs and practice. | Demonstrates little to no evidence of alignment between beliefs and practice. |
| 25% | Grounded in the teaching and learning literature | Evidence of sophisticated and robust critical engagement with the literature | Demonstrates comprehensive and cogent critical engagement with the literature. | Demonstrates adequate critical engagement with the literature. | Demonstrates some limited critical engagement with the literature. | Demonstrates little or no critical engagement with the literature. |

| 25% | Relevant concepts, models and/or frameworks from the literature are considered | Demonstrates sophisticated/robust consideration of concepts, models and/or frameworks from the literature | Demonstrates comprehensive and cogent consideration of concepts, models and/or frameworks from the literature | Demonstrates adequate consideration of concepts, models, and/or frameworks from the literature | Demonstrates limited consideration of concepts, models, and/or frameworks from the literature | Demonstrates little to no consideration of concepts, models, and/or frameworks from the literature |

## RUBRIC: PROFESSIONAL TEACHING PORTFOLIO (TEACHING PHILOSOPHY STATEMENT)

| Weighting - TPS | Criterion | 70< Excellent | 60-69 Very Good | 50-59 Satisfactory/ borderline | 40- 49 Poorly addressed | 0 – 39 Not addressed |
|---|---|---|---|---|---|---|
| 25% | Articulate and clarify their teaching and learning beliefs and values | Articulates/clarifies values and is sophisticated/ innovative and comprehensive in its overall arguments and presentation. | Articulates/clarifies values in a comprehensive, clear, concise, and cogent manner. | Articulates/clarifies values in a logical manner. | Discusses beliefs and values in a limited manner. | Little or no discussion of beliefs and values. |
| 25% | Demonstrate alignment between beliefs and practice | Demonstrates sophisticated evidence of alignment between beliefs and practice, instantiated through sustained and appropriate reflection and examples | Demonstrates robust evidence of alignment between beliefs and practice | Demonstrates evidence of alignment between beliefs and practice | Demonstrates limited evidence of alignment between beliefs and practice | Demonstrates little to no evidence of alignment between beliefs and practice |
| 25% | Grounded in the teaching and learning literature | Evidence of sophisticated and robust critical engagement with the literature | Demonstrates comprehensive and cogent critical engagement with the literature. | Demonstrates adequate critical engagement with the literature. | Demonstrates some limited critical engagement with the literature. | Demonstrates little or no critical engagement with the literature. |
| 25% | Relevant concepts, models and/or frameworks from the literature are considered | Demonstrates sophisticated/robust consideration of concepts, models and/or | Demonstrates comprehensive and cogent consideration of concepts, models | Demonstrates adequate consideration of concepts, models, and/or frameworks from the literature | Demonstrates limited consideration of concepts, models, and/or frameworks from the literature | Demonstrates little to no consideration of concepts, models, and/or frameworks from the literature |

| | frameworks from the literature | and/or frameworks from the literature | |
|---|---|---|---|

## RUBRIC: PROFESSIONAL TEACHING PORTFOLIO: CASE STUDY

This rubric will be used for **each** of the three case studies separately.

| Weighting - TPS | Criterion | 70< Excellent | 60-69 Very Good | 50-59 Satisfactory/ borderline | 40- 49 Poorly addressed | 0 – 39 Not addressed |
|---|---|---|---|---|---|---|
| 25% | Case study forms a purposeful reflection on the writer's professional practice | Reflection on professional practice is sophisticated/ innovative and comprehensive in its overall arguments and presentation. | Reflection on professional practice is comprehensive, clear, concise, and cogent. | Reflection on professional practice is logical and coherent. | Reflection on professional practice is limited/overly descriptive. | Little or no reflection on professional practice. |
| 25% | Case study demonstrates evidence of knowledge, activities and professional values aligned to learning from a specific module | demonstrates sophisticated evidence of knowledge, activities and professional values aligned to learning from a specific module | demonstrates robust evidence of knowledge, activities and professional values aligned to learning from a specific module | demonstrates limited evidence of knowledge, activities and professional values aligned to learning from a specific module | demonstrates little evidence of knowledge, activities and professional values aligned to learning from a specific module | Little or no evidence of knowledge, activities and professional values aligned to learning from a specific module |
| 25% | Case study evidences a critical evaluation of the process involved and consideration of the outcomes achieved | Demonstrates sophisticated evidence of critical evaluation of process involved and consideration of outcomes achieved | Demonstrates robust evidence of critical evaluation of process involved and consideration of outcomes achieved | Demonstrates some evidence of critical evaluation of process involved and consideration of outcomes achieved | Demonstrates limited evidence of critical evaluation of process involved and consideration of outcomes achieved | Demonstrates little to no evidence critical evaluation of process involved and consideration of outcomes achieved |

| 25% | Grounded in the teaching and learning literature | Evidence of sophisticated and robust critical engagement with the literature | Demonstrates comprehensive and cogent critical engagement with the literature. | Demonstrates adequate critical engagement with the literature. | Demonstrates some limited critical engagement with the literature. | Demonstrates little or no critical engagement with the literature. |
|---|---|---|---|---|---|---|

## Course Entry Requirements

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 role in teaching/supporting learning or have teaching commitments while participating in the course.

## Application procedure

Applicants for the SpCert course must register online with the Centre for Academic Practice: see https://www.tcd.ie/academicpractice/professional-development/special-certificate/index.php

To receive the award, candidates must complete three modules and the relevant assessment within three 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 on a not-for-credit must also register online through the Centre for Academic Practice. (Please see link above).

## Progression to the Diploma/MEd in Teaching & Learning

SpCert graduates are eligible to progress to the Diploma/M.Ed. in Teaching and Learning (Higher Education) hosted in the School of Education. Graduates have up to three years from the date of award of the Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice to apply for entry to the Diploma/M.Ed. programme.

Candidates for the Diploma/M.Ed. (Higher Education) may rescind the SpCert award in exchange for being granted exemption from one of the four taught modules contributing to the award of the Diploma/M.Ed.

It is strongly 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, to discuss which module from the Diploma/M.Ed suite is most appropriate for exemption in the candidate's case.

Please note that while the SpCert is made available free of charge to Trinity staff, fees relating to the 45 taught credits & 30 dissertation credits in the Diploma/ M. Ed are due to the School of Education in line with Trinity's policies around postgraduate fees.

Programme Director:          Dr Pauline Rooney

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