



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



23/
24

Centre for Academic Practice Yearbook

www.tcd.ie/academicpractice

Foreword

In a world where the landscape of education is constantly evolving, we are reminded of the profound impact that professional learning, partnership and collaboration have on our shared mission: to enhance and elevate the educational experience of Trinity students.

This yearbook reflects the collective efforts of Trinity staff and students, all committed to fostering excellence in teaching and learning across our University.

It is a pleasure to see the achievements of our staff and students acknowledged in this inaugural Yearbook. Many congratulations to everyone involved and to the Centre for Academic Practice which has been a beacon of innovation, creativity, and support to our staff and students.

Patricia Callaghan

Academic Secretary & Head of Trinity Teaching & Learning



Welcome to the Centre for Academic Practice Yearbook 2023-24

Welcome to the first edition of the Centre for Academic Practice Yearbook.

In this Yearbook we celebrate the wonderful achievements of staff from across Trinity who have demonstrated their commitment to lifelong learning through successful completion of our professional teaching and learning programmes.

We also recognise the remarkable achievement of staff and postgraduate students who have been honoured with a Teaching Award over the past year. Your exceptional dedication to enhancing student learning has set a remarkable standard for excellence in teaching at Trinity.

Finally, we showcase the range of professional development opportunities that the Centre for Academic Practice provides for Trinity staff and students who support teaching and learning. The stories and highlights captured in these pages are testament to the transformative power of learning. They showcase the diverse approaches that we have taken to enhance pedagogical practices at Trinity and to adapt to the dynamic needs of our teaching staff and students.

Collaboration, dialogue and partnership are cornerstones of our work in the Centre for Academic Practice. With this in mind, a huge thank you to all my colleagues who lead and contribute to the professional development opportunities that we offer. To the many staff and students across Trinity who have partnered with us: your support is invaluable and greatly appreciated. Thank you to our External Examiner, Dr Jon Kirkman, who has provided valued feedback and guidance over the past year. Finally thank you to Jade Concannon, Centre for Academic Practice, for collating the information for this inaugural edition.

We hope you enjoy reading our Yearbook and we look forward to working with you in 2024-25.

Dr Pauline Rooney

Head of the Centre for Academic Practice,

Trinity Teaching & Learning



Meet the Centre for Academic Practice Team



Dr Pauline Rooney
Head of the Centre for Academic Practice

Pauline is Head of the Centre for Academic Practice where she leads a team of professional academic developers, education support officers, student interns and teaching fellows. She works closely with College Officers and academic staff, providing leadership and expertise in further enhancing teaching and learning practices across the disciplines at Trinity. She also advises and contributes to College's wider objectives in respect of its education provision and strategic goals.

With over 25 years experience in education development, academic support, teaching and research, Pauline has particular expertise in digital learning, teaching and assessment and digital scholarship.



Nicola Byrne
Teaching & Learning Project Manager

Nicola works as a Teaching and Learning Projects Manager, collaborating with professional and academic staff, including College Academic Officers, to oversee Teaching and Learning Projects. Her role involves managing funding applications and reporting requirements, developing and implementing processes and procedures to ensure standards are met, and integrating project outcomes across the College.



Jade Concannon
Programme Administrator

Jade has been a dedicated member of the Centre for Academic Practice team since 2005. She oversees the Centre for Academic Practice website and communications and administers all academic professional development programmes. These include the Special Purpose Certificate in Teaching, Learning and Assessment, the Teaching and Supporting Learning modules for Graduate Teaching Assistants, and the Research Supervisor's Development Programme, in collaboration with the Graduate Studies Office, UCD, and RCSI.

Additionally, Jade manages and runs the Trinity Excellence in Teaching Awards and School Awards for Teaching Excellence, and she supports the Graduate Studies Office with their Research Supervisor's Award programme.



Dr Claire McAvinia
Academic Developer

Claire is an Academic Developer with more than 25 years' experience in academic development and digital education having previously held roles at TU Dublin, Maynooth University, and University College London. Claire has taught and led accredited academic professional development programmes and supervised postgraduate research. She has contributed to institutional and national teaching and learning projects, and recently completed a secondment with the National Forum.

She received a Teaching Hero Award from the National Forum in 2021, and is a Fellow of the UK's Staff and Educational Development Association (SEDA) and Advance HE. Her research interests are in all aspects of academic professional development, open education, and post-digital learning spaces in higher education.



Dr Caitríona Ní Shé
Academic Developer

Caitríona has worked in higher education across a variety of roles since 2008. Her most recent role was as an Education Developer for Professional Development in the National Forum, where she managed and evaluated the rollout of the National Forum's suite of digitally badged professional development courses and supported the upgrading of the Open Courses platform. Prior to this, Caitríona designed, developed and implemented a short course for online educators as part of the #openteach project, led by DCU.

Her current work is focused on curriculum design, encompassing aspects such as sustainability in the curriculum.



Mr Kevin O'Connor
Learning Technologist

Kevin works as a Learning Technologist in the Centre for Academic Practice where he supports staff with implementing technology and digital pedagogies in their teaching practice. His role involves researching current and emerging trends in digital education and supporting strategic initiatives to enable next-generation teaching and learning.

His research and teaching areas include virtual learning environment adoption in higher education, the flipped classroom, using technology to support reflective practices, virtual classrooms, online module and assessment design, social-constructivist approaches to professional development and technology self-efficacy.



Dr Ana Schalk
Academic Developer, Digital Learning

Ana has worked as a lecturer, researcher, academic developer and academic manager for more than 30 years. Most recently she has worked with TU Dublin's Learning, Teaching and Assessment Team where she led a number of strategic learning initiatives, and taught on the MSc Education and Postgraduate Certificate in University Learning and Teaching.

Prior to joining TU Dublin, she led a number of institutional, national and international digital education initiatives in Latin America, working with Ministries of Education, UNESCO and the Iberoamerican States Organisation (OEI).

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<https://www.linkedin.com/company/centre-for-academic-practice/>



3-4 Foster Place, Dublin 2

Special Purpose Certificate in Teaching, Learning & Assessment



The Special Purpose Certificate in Teaching, Learning & Assessment is a level 9 professional qualification which focuses on four interrelated facets of Academic Practice: **teaching, learning, research and leadership.**

It is a flexible, research-informed, practice-based programme for Trinity staff involved in teaching and/or supporting learning. Participants complete three 5 ECTS modules, from the suite of Professional Development modules on offer, with participants supported to engage in modules which most closely align with their own interests and professional development needs.

In 2023-24 participants completed the following modules:

- Perspectives on Teaching & Learning in Higher Education
- Curriculum Design in Higher Education
- Assessment & Feedback in Higher Education.



Hear from our SpCert Graduates

DR NAOISE MCGARRY, SCHOOL OF MEDICINE

How would you describe your overall experience of the SpCert?

I thoroughly enjoyed the modules I completed as part of the SpCert. I found the collaborative and interactive sessions extremely interesting and beneficial, as the sessions permitted interdisciplinary examples and discussion with the other module participants. Additionally, the co-ordinators of the modules (particularly Caitríona and Ana) were very helpful when it came to our questions about coursework and assignments.

What impact did the SpCert have on your teaching?

Through experiencing the SpCert from a student's perspective, particularly during the 'Embedding Digital Pedagogies in your Teaching Practice' module, I was able to see how certain digital learning aids and tools can assist engagement and learning. I was able to then implement the use of some digital tools in the lectures, tutorials and lab practicals I deliver to undergraduate students. Following the implementation of these new elements, I received positive feedback in end-of-year feedback forms, specifically mentioning my use of technology.



What advice would you give to others who are thinking of engaging in the SpCert?

I would suggest the SpCert to any member of staff, particularly those who play a significant role in teaching or curriculum design in their relevant discipline. The assignments associated with each of the modules are authentic forms of assessment, meaning that the documents and resources produced in completing the modules can be used in your own teaching practice. For example, as part of the 'Assessment and Feedback' module, we were asked to change the assessment and feedback strategy for an existing module we taught on. I was able to use the principles and theories of learning covered on the course, as well as technology-based learning tools I had learned about on another module, to improve the assessment and feedback strategy of my busiest module. The payoff is huge and overall partaking in the course is enjoyable and manageable.





MARTIN MC CORMACK

SCHOOL OF SOCIAL WORK & SOCIAL POLICY

Investing time and effort into successfully completing the Special Purpose Certificate in Academic Practice has been worth it for me, personally and professionally.

The course modules were delivered by experts in the field who had the ability to impart knowledge in a clear way to a class from diverse professional backgrounds.

I particularly enjoyed the interactions with colleagues from other disciplines who demonstrated such enthusiasm for, and commitment to, learning. The course has impacted my teaching in a positive way, giving me confidence to use the important new skillsets to continually improve my teaching to the highest level.



DR SUSAN FLYNN, SCHOOL OF SOCIAL WORK & SOCIAL POLICY

How would you describe your overall experience of the SpCert?

It was an excellent and enriching learning experience through which I was able to greatly advance my skills and understanding.

What impact did the SpCert have on your teaching?

I made changes to my assessment, teaching and curricular development strategies which seems to have greatly improved my practice as an educator.

What advice would you give to others who are thinking of engaging in the SpCert?

Go ahead! It is a great learning experience.



DR AMY CONNERY, SCHOOL OF LINGUISTIC, SPEECH & COMMUNICATION SCIENCES

How would you describe your overall experience of the SpCert?

I thoroughly enjoyed completing all the modules as part of the SPCert. The quality of teaching on this course is extremely impressive, and its practical focus means that you can immediately transfer your learning into your teaching practice. There is flexibility with the modules that you choose to complete, meaning that you can select aspects of your teaching that you would like to expand your learning in. The SpCert facilitates group activities throughout the modules, and there is the opportunity to liaise with educators in other disciplines across campus. I found this particularly beneficial, in terms of getting ideas for alternative ways of teaching and assessing students.



What impact did the SpCert have on your teaching?

This course transformed my beliefs and values surrounding teaching and learning. My teaching practice evolved to one that is evidence-based, student-centred, and supportive of all learning types. Student engagement has increased during my lectures as a result of implementing the many teaching and learning strategies that I have learned on this course.

What advice would you give to others who are thinking of engaging in the SpCert?

I would highly recommend it. There is significant flexibility with the modules in terms of choice and timing, so you can complete the certificate at a pace that suits your needs and capacity. The SpCert will ensure that you are communicating your discipline-specific knowledge in an engaging manner that is accessible to all students.



DR WENTING HUANG, SCHOOL OF NATURAL SCIENCES

How would you describe your overall experience of the SpCert?

I found the SpCert experience to be inspiring, impressive, and enjoyable. Firstly, the SpCert program was very inclusive. As a 12-month visiting researcher at TCD with no prior teaching experience, I was able to register for the cert smoothly and complete three modules. I also had the opportunity to meet people from various disciplines. It was a fascinating experience to learn how teaching and learning methods differ across fields, and I learned a great deal from my classmates. The classes I attended in the SpCert program were exceptionally well-designed, incorporating the most up-to-date teaching approaches. The most impressive aspect was that all classes integrated modern techniques, delivering content through engaging activities. As a student, I was able to experience different levels of learning first hand during the various modules. This was particularly valuable for me as a novice in teaching. The experience allowed me to develop a deeper understanding of teaching and learning processes.

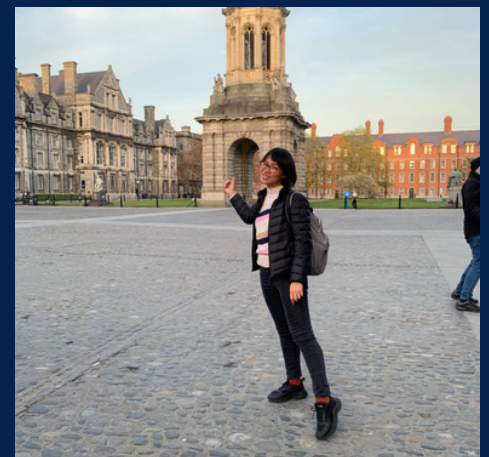


What impact did the SpCert have on your teaching?

The SpCert had a significant impact on my approach to teaching. It introduced me to a wide range of pedagogical techniques and theories, which I can now apply in my own teaching practice. The program emphasised the importance of student-centered learning and active engagement, which has influenced how I structure my lessons and interact with students.

What advice would you give to others who are thinking of engaging in the SpCert?

For those considering enrolling in the SpCert, I would advise them to approach the program with an open mind and be prepared to challenge their preconceptions about teaching and learning. Engage actively with your peers and instructors, as much of the learning comes from shared experiences and discussions. Don't hesitate to experiment with new teaching methods and technologies introduced in the course-the practical application of these concepts can be incredibly valuable.



SPCERT GRADUATES 2024

Sincere congratulations to our graduates who celebrated their achievement at a graduation ceremony on 12th July 2024.

Dr Melissa Rose **Alexander**, School of English
Dr Donatella **Camedda**, School of Education
Dr Laetitia **Chauve**, School of Genetics & Microbiology
Dr Amy **Connery**, School of Linguistic, Speech & Communication Sciences
Dr Emily **Day**, School of Biochemistry & Immunology
Mr Dermot **Duff**, Trinity Business School
Dr Martyn **Egan**, School of Social Sciences & Philosophy
Dr Esra **Egüz-O'Donohoe**, School of Histories & Humanities
Ms Geraldine **Fitzgerald**, The Library
Dr Susan **Flynn**, School of Social Work & Social Policy
Dr Elizabeth **Heron**, School of Medicine
Dr Wenting **Huang**, School of Natural Sciences
Dr Jason **Keegan**, School of Natural Sciences
Ms Lisa **Kirwan**, School of Nursing & Midwifery
Mr Unnikrishnan Brijitha **Madhavan**, Trinity Business School
Mr Martin **McCormack**, School of Social Work & Social Policy
Dr Naoise **McGarry**, School of Medicine
Dr Liz **Nixon**, School of Psychology
Dr Brendan **O'Connell**, School of English
Dr Elizabeth **O'Donnell**, School of Nursing & Midwifery
Dr Noel **Ó Murchadha**, School of Education
Dr Philippos **Papaphilippou**, School of Computer Science & Statistics
Ms Daniela **Prath-Perera**, School of Languages, Literatures & Cultural Studies
Ms Anne-Maria **Scanlon**, School of Medicine
Dr Grant **Strachan**, School of Chemistry
Dr Anna **Truzzi**, School of Psychology
Dr Dónal **Wallace**, School of Medicine
Ms Clare **Whelan**, School of Medicine





Perspectives on Teaching & Learning in Higher Education



This 5 ECTS module enables participants to clarify their conceptions of, and reflect on, their own approaches to teaching and learning in higher education. Participants are empowered to evaluate their teaching role, articulate their teaching philosophy and apply theories and principles of teaching and learning to their own practice.

Completed this module in 23-24

Dr Yvonne **Codd**, School of Medicine
Mr Emmet **Costello**, ADAPT
Dr Aisling **Curley**, Trinity Business School
Ms Zara **Fay**, School of Nursing & Midwifery
Ms Aoife **Feeney**, School of Nursing & Midwifery
Dr Ubaid **Illahi**, School of Engineering
Dr Elham **Katoueizadeh**, School of Chemistry
Dr Michaela **Kearney**, School of Dental Science
Mr Mohammad Anas **Mahdi**, School of Languages, Literature & Cultural Studies

Mr Martin John **McAndrew**, Postgraduate Advisory Service
Ms Emily **Moffatt**, School of Nursing & Midwifery
Dr Irina **Munina**, School of Engineering
Dr Philippos **Papaphilippou**, School of Computer Science & Statistics
Dr Ruhhee **Tabbussum**, School of Engineering

Assessment & Feedback in Higher Education



This 5 ECTS 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 reflect on their current assessment and feedback practices and are encouraged to identify opportunities for enhancing these practices, taking into account effective assessment design, inclusivity and academic integrity.

Completed this module in 23-24

Dr Donatella **Camedda**, School of Education
Dr Bronagh **Catibusic**, School of Linguistic,
Speech & Communication Sciences
Dr Susan **Flynn**, School of Social Work & Social
Policy
Prof Catherine **Hayes**, School of Medicine
Dr Aisling **Heeran**, School of Medicine
Dr Elizabeth **Heron**, School of Medicine
Dr Seyedkeyvan **Hosseini**, School of Engineering
Dr Alison **Keogh**, School of Medicine
Ms Lisa **Kirwan**, School of Nursing & Midwifery
Dr Naoise **McGarry**, School of Medicine
Ms Gillian **McHugh**, School of Medicine

Ms Niamh **McMahon**, School of Pharmacy &
Pharmaceutical Sciences
Ms Aisling **Mooney**, The Lir Academy
Dr Elizabeth **Nixon**, School of Psychology
Dr Elizabeth **O'Donnell**, School of Nursing &
Midwifery
Dr Philippos **Papaphilippou**, School of
Computer Science & Statistics
Mr Daniela **Prath-Perera**, School of Languages,
Literature & Cultural Studies
Ms Monica **Sanchidrian**, Library
Ms Brooke **Tornifoglio**, School of Engineering
Dr Dónal **Wallace**, School of Medicine

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 programme and module level. Participants explore and critique different models and frameworks of curriculum design, developing insight into how to shape curricula to enhance student learning.

Completed this module in 23-24

Ms Paula **Castro**, Trinity Innovation & Enterprise
Dr Alina **Cosma**, School of Psychology
Mr Emmet **Costello**, ADAPT
Dr Paul **Donovan**, Trinity Business School
Prof Naomi **Harte**, School of Engineering
Dr Aisling **Heeran**, School of Medicine
Dr Natalia **Lishchenko**, School of Engineering
Ms Gillian **McHugh**, School of Medicine
Ms Emily **Moffatt**, School of Nursing & Midwifery
Dr Ciara **Molloy**, School of Medicine

Ms Aisling **Mooney**, The Lir Academy
Dr Neill **O'Dwyer**, School of Creative Arts
Dr Philippos **Papaphilippou**, School of
Computer Science & Statistics
Dr Meg **Ryan**, School of Psychology
Dr Maria Theresa **Van Harten**, School of Dental
Science

Teaching & Supporting Learning for Graduate Teaching Assistants

This fully online for-credit module (5 ECTs) is aimed at postgraduate research students (PGRs) with active roles in supporting teaching, learning, and assessment at Trinity. Grounded in the scholarship of teaching & learning (SoTL), participants are supported to engage in a community of practice where they will develop familiarity with, and insight into, evidence-based approaches to pedagogical practice.

The module introduces participants to core concepts of teaching, learning and assessment in higher education and supports participants to critically reflect on their professional roles and articulate their own philosophy of teaching, informed by pedagogical research.



LEARNING OUTCOMES

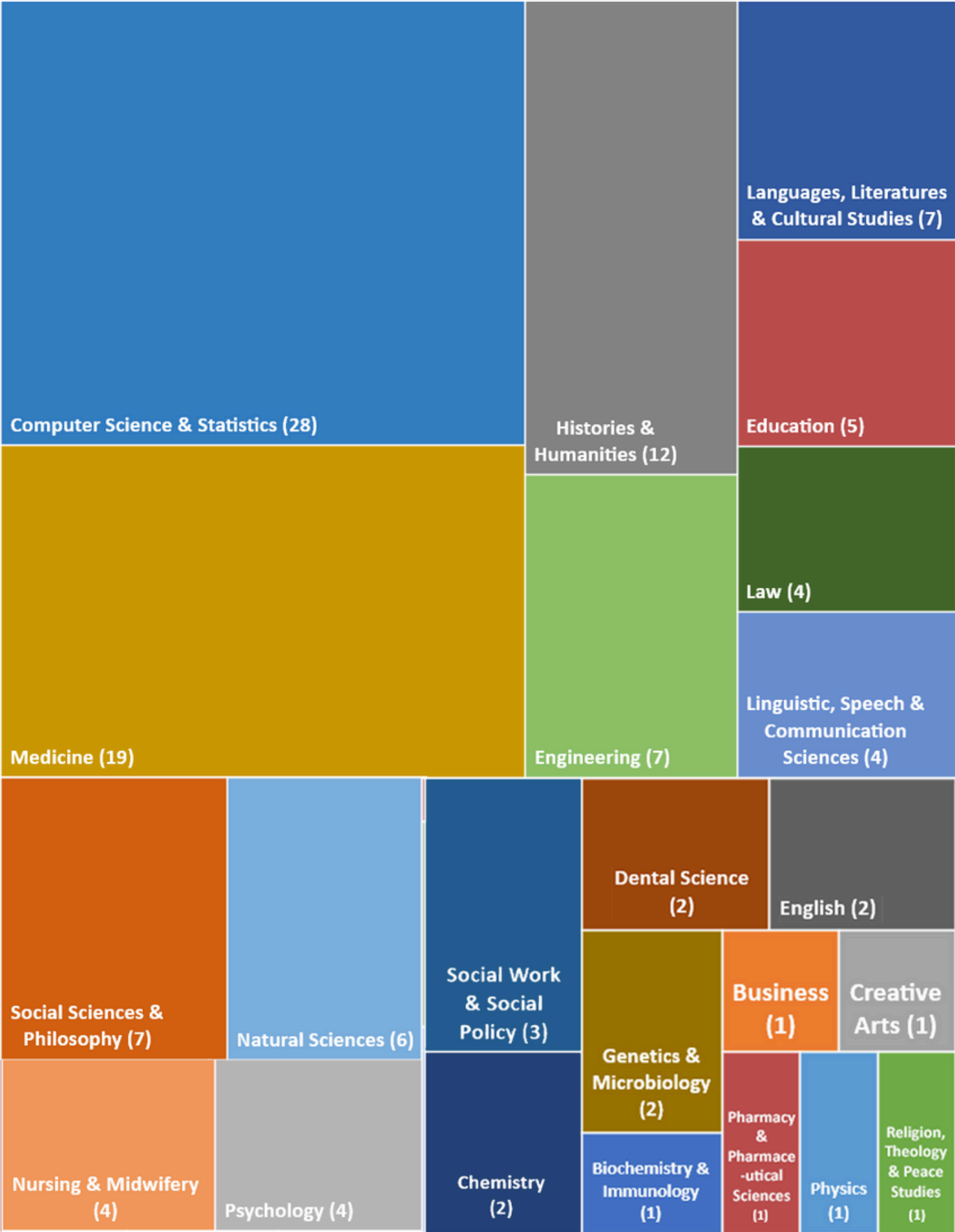
The module is strongly oriented towards practice: participants develop insight into key areas of practice relevant to their current and future roles as educators in higher education. On successful completion of this module participants should be able to:

- discuss the role of the postgraduate research student (PGR) in teaching and supporting learning in higher education;
- develop insight into evidence-based practice in teaching, learning, and assessment in higher education;
- demonstrate the appropriate use of tools and technologies to support and enhance teaching and/or learning in your own disciplinary context;
- articulate/illustrate how your (emerging) values around professionalism in academic practice have been influenced through engagement with the module.



TEACHING & SUPPORTING LEARNING GRADUATES 2024

124 GRADUATES FROM 23 SCHOOLS



Hear from our students

PATRICIA BLEE, SCHOOL OF NURSING & MIDWIFERY

How would you describe your overall experience in the module?

I really enjoyed this module! I thought it was extremely interesting and thought provoking, especially on the different learning styles that students can have, and reflecting on ways that GTAs and lecturers can better implement a universal design of learning. I loved how this module was online learning, as being a distant PhD researcher can be quite isolating at times, so this module was a great way to connect.

What impact did this module have on your practice as a Graduate Teaching Assistant?

This module has shown me ways that I can better support students while still maintaining professional boundaries.

What advice would you give to future TAs taking part in this module?

Enjoy it!



PHILIP JAMES, SCHOOL OF NURSING & MIDWIFERY

How would you describe your overall experience in the module?

The module was great in that it got me to meet PhD students from different schools and learn more about the way courses and schools operate. It also got me to learn a lot about teaching and assessing in a pretty efficient and enjoyable manner.

What impact did this module have on your practice as a Graduate Teaching Assistant?

Definitely got me to think about how I teach and be more imaginative in the approaches I use. Really looking forward to applying the new ideas next year.

What advice would you give to future TAs taking part in this module?

Go for it and ideally arrange to meet with your group face-to-face every week if you can.



Hear from our students

JACK TRAYNOR, SCHOOL OF HISTORIES & HUMANITIES

How would you describe your overall experience in the module?

Taking this module when I was just starting out as a teaching assistant was very useful. It enabled me to consider various approaches from the literature whilst also discussing with my peers about how they've developed their approaches and met particular challenges.

What impact did this module have on your practice as a Graduate Teaching Assistant?

I appreciated how the module encouraged reflection. It recognised the merit of a diverse range of pedagogical styles. The module encouraged me to think of new ways of teaching which I wouldn't have necessarily considered before. As a TA, I've experimented with different approaches and fine-tuned what best suits me and my students.

What advice would you give to future TAs taking part in this module?

I'd advise other TAs taking this module to be open to concepts which may not immediately sound like they're for you. It's very rewarding to engage with the theoretical literature and then put it into practice in the classroom and see how it turns out. It's all part of a process in finding what works best for you and for your students.



Hear from our students

SRIMOYEE BISWAS, SCHOOL OF SOCIAL WORK & SOCIAL POLICY

How would you describe your overall experience in the module?

The module is quite interesting as it is largely self-paced but has enough check-in points wherein you can interact with the module leads and your group. This semi-structured approach helped me complete the module in conjunction with other PhD-related activities I was involved in at that point in time. The module not only talked about how the teaching experience can be enhanced but also opened up possibilities where students across disciplines could come together and discuss newer challenges and real-time experiences they are gleaning from the classrooms.



What impact did this module have on your practice as a Graduate Teaching Assistant?

The discussions and the group-based tasks gave me a platform to openly talk about the problems and the experiences of the teaching assistant experience. We would often debate how things are different from what is taught in the module versus how the teaching plays out when we do it first-hand. These discussions opened up the possibility to deal with similar problems with different approaches. Sometimes when two or more people encountered similar problems there were different solutions suggested and the unique perspectives got a lot of insight into how to teach efficiently and effectively.

What advice would you give to future TAs taking part in this module?

I would say, take this module as a guide and more importantly as a reference to improve the teaching experience. However, it also provides a platform for you to voice your opinions, ideas and experiences. The module is not only an opportunity to learn about the various ways in which teaching can be made efficient but also pushes us to know that each one of us has our very own unique approaches and working on our methods is the key takeaway from this module. Lastly, being surrounded by people who are also going through more or less similar experiences in different schools encourages you to feel more confident about how to tackle the issues you face day-to-day.

Hear from our students

ZHOUTING ZHAO, SCHOOL OF COMPUTER
SCIENCE & STATISTICS

How would you describe your overall experience in the module?

My overall experience in the module was highly positive and enriching. The content was well-structured and the instructors were extremely supportive. The combination of theoretical knowledge and the weekly group discussions allowed us to share and exchange ideas with TAs from different backgrounds. These discussions provided opportunities for everyone to demonstrate and share their methods of instruction from their respective fields. Additionally, the collaborative environment with fellow TAs fostered a sense of community and shared learning.

What impact did this module have on your practice as a Graduate Teaching Assistant?

This module improved my teaching skills and confidence. It provided me with a solid foundation in instructional strategies and classroom management. I learned how to create engaging lesson plans, effectively communicate with students, and assess their progress. As a result, I feel more prepared and competent in my role as a Graduate Teaching Assistant. Having already completed one semester as a TA before taking this course, I was able to reflect on some of the shortcomings in my previous TA experience. The combination of my prior practical experience and the insights gained from this course allowed me to clearly identify areas for improvement. I now feel better equipped to apply these improvements in my future teaching practice.

What advice would you give to future TAs taking part in this module?

My advice to future TAs would be to actively engage with all the module activities and discussions. Don't hesitate to ask questions and seek feedback from your peers and instructors. Take advantage of the resources provided and apply the techniques learned in real teaching scenarios. Lastly, build connections with other TAs and support each other throughout the journey.

POSTGRADUATE TEACHING AWARDS

To recognise the substantial contribution that Trinity's postgraduate research students make to undergraduate and postgraduate teaching and learning, the Graduate Studies Office administers the annual Trinity Teaching Award for Postgraduate Students.

Schools may nominate up to 3 postgraduate students for consideration by the selection panel, which is chaired by the Dean of Graduate Studies and includes cross-Faculty representation, the Centre for Academic Practice and student representation.

The call for nominations was issued to Schools in November 2023. Following a selection process, the Dean of Graduate Studies announced the winners in May 2024 which was followed by a ceremony to congratulate the winners and nominees.



From left to right: Chelsea Whittaker, Daniel Hall, Eileen Rose Giglia (Rosie), Prof Martine Smith, Dean of Graduate Studies, Ruben Ruf, Li Mengxuan (Suri), Nina Singh & Laura Byrne.

Overall Winner:

Eileen Rose Giglia, School of Medicine

Runners Up:

Daniel Hall, School of Engineering

Ruben Ruf, Trinity Business School

Chelsea Whittaker, School of Education

Shortlisted:

Li Mengxuan (Suri), School of Social Sciences & Philosophy

Nina Singh, School of Education

Laura Byrne, School of Computer Science & Statistics



TEACHING AWARDS 2023- 24

TEACHING AWARDS 2024



From left to right: Ms Jade Concannon, Dr Stephanie Holt, Prof Roman Romero-Ortuno, Dr Sheila Cannon, Dr Liz Heffernan, Dr Rachel Hoare, Dr Matthew Saunders, Dr Aibhin Bray, Mr Glenn Strong, Dr Neale Gibson, The Provost Dr Linda Doyle, Dr Aaron Hunter, Dr Suzanne O'Neill, Dr Chaolun Wu, Dr Martin McMahon, Prof Cristin Ryan, Mr Seán Phelan, Mr Eugene O'Rourke, Dr Lorraine Swords & Dr Pauline Rooney.

The **Teaching Awards** recognise and celebrate those who have made an outstanding contribution to teaching excellence. The Teaching Awards seek to:

- provide recognition for outstanding teaching;
- encourage teaching staff to reflect critically on their teaching and learning practice;
- encourage teaching staff to consider scholarly approaches to course design, delivery and assessment;
- reaffirm that curriculum development, teaching, learning, assessment and evaluation are important activities in College requiring high level expertise;
- share best practice in teaching, learning and assessment across College.

The Awards process is a competitive one consisting of a **two-phase process**.

In the **first phase**, staff, students and alumni are invited to nominate an educator for a Teaching Award. Nominees are then invited to submit a Teaching Excellence Application.

In the **second phase**, the School/Unit then convenes a panel tasked with identifying a deserving candidate from applicants within their respective Schools who would be honoured with a prestigious **School Award**. The School Award winner may submit an application for a Trinity Excellence in Teaching Award.

School Award Winners 2024

- Dr Robert **Baker**, School of Chemistry
- Dr Sheila **Cannon**, Trinity Business School
- Dr Martyn **Egan**, School of Social Sciences & Philosophy
- Dr Jacob **Erickson**, School of Religion, Theology & Peace Studies
- Dr Neale **Gibson**, School of Physics
- Prof Stephanie **Holt**, School of Social Work & Social Policy
- Dr Aaron **Hunter**, School of Creative Arts
- Dr Martin **McMahon**, School of Nursing & Midwifery
- Dr Suzanne **O'Neill**, School of Histories & Humanities
- Mr Eugene **O'Rourke**, School of Engineering
- Mr Seán **Phelan**, School of Dental Science
- Prof Roman **Romero-Ortuno**, School of Medicine
- Prof Cristin **Ryan**, School of Pharmacy & Pharmaceutical Sciences
- Dr Lorraine **Swords**, School of Psychology
- Dr Chaolun **Wu**, School of Mathematics



Dr Lorraine Swords, School of Psychology



Dr Chaolun Wu, School of Mathematics



Dr Sheila Cannon, Trinity Business School



Prof Stephanie Holt, School of Social Work & Social Policy



Dr Aaron Hunter, School of Creative Arts



Mr Eugene O'Rourke, School of Engineering

Thank you also to this year's **Institutional Review Panel** for sharing their valued expertise and time with us as part of this process.

- Chair: Senior Lecturer: Dr David Shepherd
- Dean of Graduate Studies: Prof Martine Smith
- Head of Academic Practice (TTL): Dr Pauline Rooney
- Three members of the academic staff, one from each Faculty
 - Annemarie Bennett, School of Medicine
 - Kevin Kelly, School of Engineering
 - Julie Regan, School of Linguistic, Speech & Communication Sciences
- Student Representative: Mr Oran Cassidy
- External Examiner: Dr Jane Pritchard, University of Oxford



Centre for Academic Practice Staff



Prof Roman Romero-Ortuno, School of Medicine



Dr Suzanne O'Neill, School of Histories & Humanities



Mr Seán Phelan, School of Dental Science



Dr Martin McMahon, School of Nursing & Midwifery



Dr Neale Gibson, School of Physics

Trinity Excellence in Teaching Award Winners 2024

In Phase 2 of the Awards Process, the applications of all School Award winners are reviewed by an Institutional Review Panel who select the final Awardees for the **Trinity Excellence in Teaching Awards**.

Up to five Awards are made each year, reflecting the prestige in which these Awards are held. Many congratulations to this year's Trinity Excellence in Teaching Award winners:

Dr Aibhín **Bray**, School of Education

Dr Liz **Heffernan**, School of Law

Dr Rachel **Hoare**, School of Languages, Literatures and Cultural Studies

Dr Matthew **Saunders**, School of Natural Sciences

Mr Glenn **Strong**, School of Computer Science & Statistics



From left to right: Dr Liz Heffernan, Dr Rachel Hoare, Dr Matthew Saunders, Dr Aibhín Bray, Dr Glenn Strong & The Provost Dr Linda Doyle.

“Each of us will remember a teacher or lecturer who inspired us to think differently or encouraged us to do things we thought were beyond our reach. The Trinity Excellence in Teaching Awards recognise those who go above and beyond in their teaching and I am very proud of this year’s recipients. They are all hugely dedicated to their students, innovative in and outside the lecture theatre, and incredibly inspiring.”

Provost Linda Doyle





STRATEGIC INITIATIVES 2023-24

Education for Sustainable Development

In May 2023, Trinity secured funding through the Strategic Alignment of Teaching and Learning Enhancement Fund (SATLE). Administered by the National Forum in partnership with the HEA this funding aims to drive teaching and learning innovation and enhancement across the higher education sector. One key focus area is Education for Sustainable Development (ESD).

As part of the ESD initiative, Trinity Teaching and Learning (TT&L), in collaboration with Trinity Sustainability, appointed five interdisciplinary Fellows in ESD. The fellows work in partnership with the Centre for Academic Practice, TT&L and Trinity Sustainability.



From left to right, Dr Pauline Rooney, Nicola Byrne, Dr Carlos Rocha, Dr Sarah Jane Cullinane, Dr John Gallagher, Dr Felix Mezzanotte, Dr Cicely Roche & Prof Jane Stout.

Led by the ESD Programme Director Dr Pauline Rooney and supported by Project Manager, Nicola Byrne, the Fellows were initially tasked with:

- identifying relevant competencies for sustainability and the pedagogical approaches which support their development;
- co-creating a shared vision for ESD as part of Trinity undergraduate and postgraduate education;
- mapping existing ESD provision at Trinity, including integration of ESD concepts and pedagogical approaches across undergraduate and postgraduate programmes.

ESD Fellows 2023-24



Dr Cicely Roche
School of Pharmacy &
Pharmaceutical Sciences



Dr John Gallagher
School of Engineering



Dr Sarah Jane Cullinane
Trinity Business School



Dr Felix Mezzanotte
School of Law



Dr Carlos Rocha
School of Natural Sciences



Dr Clare Kelly
School of Psychology and
Department of Psychiatry at the
School of Medicine

Students-as-Partners

A key component of the ESD initiative is the involvement of four student interns, whose contributions help ensure the initiative is relevant and accessible to the student body. This student-as-partner approach empowers students to actively participate in and promote sustainability efforts.



Maryam Yabo
Studying PhD in Law



Freddie Fallon
Studying Environmental Science
and Engineering



Tom Hegarty
Studying Political Science &
Geography



William Reynolds
Studying Medicine

CITIZENS' ASSEMBLY

In December 2023, Trinity hosted its first Citizen's Assembly on ESD, attracting over 100 staff and students. The insights gained from this assembly, combined with broader consultations, have informed the development of the ESD implementation plan and the design of the ESD common module.



Major ESD milestones and deliverables achieved to date



- Developed an ESD **Implementation Plan** 2023-2026.
- Developed **key competencies** for sustainability as outlined by UNESCO and the European Commission.
- An interdisciplinary team of staff and students from all three faculties co-created an **ESD Common Module**. The module will be piloted in the Trinity Business School in Michaelmas Term 2024 with 500+ JF. students.
- The Centre for Academic Practice developed a series of **professional development** opportunities for staff across various disciplines on how to embed ESD into their curricula.
- The Careers and Development Centre (TT&L) is actively sourcing and promoting **more sustainable development-related job opportunities** and developing internship and work-based opportunities in collaboration with relevant Schools.
- Externally, the Fellows have **contributed** to the LERU group report on ESD and collaborated with national HEI networks on ESD, as well as with university partners in the SOS Responsible Futures International Pilot Programme.





The Centre for Academic Practice

"Our mission is to inspire and strengthen a culture of enhancement and innovation in teaching and learning underpinned by research, innovation, inclusivity, sustainability and collaboration."