# TeachMeets as informal, micro-CPD

**Context**: Mobile, informal, micro-CPD

## Background

- Mobile devices offer immediate access to information, tools, and support.
- Informal learning can occur at any time, anywhere, and in any format.
- Micro-CPD integrates seamlessly within daily teaching activities.

## Challenges

- Access to relevant resources and content.
- Technology integration and user-friendly experiences.
- Pedagogical strategies for effective micro-CPD.

## Approach

- Utilize a mobile app for easy access to CPD materials.
- Implement interactive and gamified learning experiences.
- Provide regular reminders and follow-up discussions.

## Implications

- Enhance teacher professionalism and student engagement.
- Foster a culture of continuous learning.
- Support professional development goals effectively.

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Microsoft

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A Cross-Institutional Approach to Peer Observation of Teaching in Higher Education

- Peer observation can lead to teaching being seen as a topic for communal discourse and a sense of community may be developed, encouraging all teaching staff to consider teaching as a scholarly activity (Chism, 2007).
- In 2016/2017 12 participants engaged in cross-disciplinary and cross-institutional peer observation of teaching.
- The process was supported by workshops on reflection, reflective writing and feedback.
- An evaluation of the process was based on a participant survey and tutors’ reflections.

**Evaluation Findings**
Feedback on teaching was impactful and useful particularly in respect of Interdisciplinary and Cross-institutional collaboration

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation workshop</td>
<td>Dec 8th 2016</td>
</tr>
<tr>
<td>Create class plan, and consider feedback you would like to receive</td>
<td>Prior to observation, communicate this with your peer</td>
</tr>
<tr>
<td>Observation</td>
<td>On agreed date</td>
</tr>
<tr>
<td>Observers develop feedback and deliver to peer</td>
<td>Ideally within 1 week of observation</td>
</tr>
<tr>
<td>Observee writes reflection (on receipt of feedback)</td>
<td>Within 1 month</td>
</tr>
<tr>
<td>Second workshop</td>
<td>Mid March</td>
</tr>
<tr>
<td>Liaison with designated module tutor for feedback</td>
<td>On-going</td>
</tr>
<tr>
<td>Submit reflection summative assessment</td>
<td>April 7th</td>
</tr>
<tr>
<td>Feedback and evaluation</td>
<td>May 2017</td>
</tr>
</tbody>
</table>

Interdisciplinarity:
- Community - large group meeting
- New insights/perspectives
- Lack of disciplinary boundaries resolved via dialogue

Cross institutional collaboration:
- Insight into other institutions
- Peer learning
- Away from local politics

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IUA Enhancing Digital Teaching and Learning Project: Maynooth University

Pilot Staff and Student Initiatives
- School of Business: Promoting Student Engagement with Business News
- School of Modern Languages, Literatures and Cultures: Staff development workshops
- Computer Science: Staff development workshops

Critical Skills: Pedagogical assessment: digital literacy

Digital Technologies in the classroom: Engagement with online teaching

Students’ Union working group and student focus groups

Dr. Morag Macne
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A toolkit for mapping programmes and modules to the National PD Framework

MAP-funded by the National Framework for Learning and Teaching in Higher Education, supported by the Higher Education Authority (HEA) and the HEA Higher Education Authority (HEA) to Learning and Teaching in Higher Education (LEArT), funded by the National Framework for Learning and Teaching in Higher Education (NFP).

MAP is available for free for educational institutions and can be downloaded from the website. The toolkit can be used to create a map of the modules and programmes offered by the institution, and to identify gaps and overlaps in the curriculum.

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Mapping an Accredited Further Education and Training (FET) Professional Development (PD) Opportunity to the SOLAS PD Framework

Author: Finola Butler, Further Education Support Service (FESS)

Context

In 2014, SOLAS published the Policies and Criteria for the Validation of Programmes of Education and Training. Subsequently, SOLAS published the SOLAS PD Strategy (2015) as a mechanism to enhance quality and professionalism of PD practitioners. To support the implementation of the PD strategy, SOLAS commissioned the development of a PD framework for FET practitioners.

In addition, an area to be validated in curriculum and programme development for validation was identified through PEASS engagement with the Education and Training Councils (ETB) Quality Assurance (QA) Network and the Education and Training Boards (ETB) programme development projects.

Collaborative Partnership

SOLAS Quality Assurance PD Framework

Planning and Development

PEASS and SOLAS were developed in collaboration with a number of other academic and professional bodies, including the Higher Education Quality Assurance (HEQA) and the Network of Quality Assurance (NQAA) of Quality Assurance Bodies (QAB).

We will assess whether the following modules are included: 1. Validation of Programmes (ETB) Quality Assurance (QA) Network 2. DESS and SOLAS, PD Framework, Quality Assurance (QA) Network 3. ICET and SOLAS, PD Framework, Quality Assurance (QA) Network

In the development of the programme, the modules and content were mapped to the relevant frameworks and aligned with relevant standards in the SOLAS Quality Assurance Framework (QAF).

Implementation

The implementation of this programme commenced in 2016. The blended learning delivery is delivered by DESS and SOLAS over 18 weeks online and 3 weeks in College. Subsequently, participants in the programme will sit on the SOLAS Higher Education Qualification (HEQ).
Resources to Support Teaching, Learning and Assessment

Mary Sheehy, Further Education Support Service (FESS)

Introduction

Through regular contact between FESS, PET practitioners and external authorities it became apparent that academic writing and referencing were challenging for many PET learners. In 2006, FESS responded to the need to support the development of learners’ academic writing and referencing skills by providing targeted regional face-to-face professional development (PD) workshops. Through these face-to-face events, a need emerged for further support for both PET practitioners and learners.

Response to the identified need

Through the Education and Training Boards Ireland (ETBI) Quality Assurance Network, a working group was established with a mandate to develop resources to support PET practitioners and learners. FESS was appointed to lead this work of the group, which comprised representation from ETBIs and a number of ETBs.

Two handbook resources are available to the PET sector:

- Academic Writing Handbook for Learners in the Further Education and Training (PET) Sector
- Referencing Handbook for the Further Education and Training (PET) Sector

How the resources can be used...

These resources support teaching, learning and assessment activities by providing step-by-step guides that PET practitioners can use to enable learners to improve the quality of their learners’ academic work.

They are available on request or for download as PDF documents and some providers have prepared site-licences for the ETB to provide copies and access. The referencing handbook is also available in a PowerPoint format to facilitate providers in the ETB sector.

Benefits

Developing writing and referencing transferable skills will help learners on their programme of study, progress to further studies and any future engagement with lifelong learning/employment.

The resources also address one of the SOLAS Further Education and Training Professional Development Strategy 2017 – supporting PET practitioners in working with and supporting PET learners.
This poster showcases a model of professional development delivery in Limerick and Clare Education and Training Board’s FET Division.

**Key Features of the Model**
- It is practitioner-led and targets both ESOL and non-ESOL practitioners.
- It harmonises the expertise of ESOL practitioners who facilitate, organise and deliver professional development.
- It is organisational activity supported through guidelines provided by the FD Office, with resourcing from the FD budget and the release of staff facilitated by management and service management.
- Its work is aligned to national policy priorities and to local FET strategies.
- In the long term it is hoped the initiative will increase organisational capacity and ultimately allow the Limerick and Clare FET Division to better meet the needs of ESOL learners.

**Context and Rationale**
- Funding for the development of the ETS was secured as part of the implementation of the ETS FET Framework for the Integration of Language, Learning and Numeracy. It enabled a group of practitioners and managers in ESOL and FET to come together to create the ETS FET Development Group. The objectives of the group were to:
  - Identify the professional development needs of ESOL Practitioners in the FET Division.
  - Bring ESOL Practitioners together to network and share practice.
  - Put a range of professional development interventions in place to meet needs.
- Ensure that options such as language awareness in classes where native and second language learners are integrated.

**Key Outputs of Professional Development Activities Organised**
Since late 2018, the ESOL FET Working Group have organised and delivered workshops and training for ESOL and non-ESOL practitioners. As outlined below, a major focus (and a major outcome) was the development of an ESOL FET Network of approximately 3500 ESOL practitioners, who have now been fully supported (and knowledge and practice sharing) across the network. ESOL practitioners have also been provided with various practical tools and resources.

**Key Findings**
  - 108 respondents: 34 ESOL practitioners, 74 non-ESOL practitioners.
  - Majority of the ESOL provision is between A0 and A1.
  - 80% of non-ESOL practitioners had ESOL learners in their classes at some point in the year, with 40% completing any sort of language awareness training, and only 1% always received additional information about the language level of learners.
  - Training improves ESOL learners with little or no exposure, proving to be the greatest challenge for ESOL practitioners, aligned with the lack of available standardised options for the group.

**Key Outputs of Professional Development Activities Organised**
- ESOL Practitioners (2019-2020)
- ESOL Practitioners’ Week (2019-2020)
- ESOL Practitioners’ Week 2 (2019-2020)
- ESOL Practitioners’ Week 3 (2019-2020)
- ESOL Practitioners’ Week 4 (2019-2020)
- ESOL Practitioners’ FET Network 2021.

**Language Awareness**
- ESOL Practitioners’ FET Network 2021.

**Conclusion**
- The ESOL FET Working Group has been successful and has demonstrated a comprehensive understanding of the needs of ESOL learners.
- The group has facilitated a range of professional development activities, including workshops and training sessions, to meet the needs of ESOL practitioners.
- The ESOL FET Network has been established to support the ongoing development of ESOL practitioners.

**Testimonials**
- "This ESOL FET Working Group has been very successful in bringing together practitioners across the board. It has provided a forum for sharing ideas and experiences, which has been invaluable." - ESOL Practitioner, Limerick City Campus.
- "The group has been very effective in raising awareness of the needs of ESOL learners and in developing effective strategies to meet those needs. It has been a very successful project." - ESOL Practitioner, Clare College.

**Acknowledgments**
- The ESOL FET Working Group would like to thank all those who have contributed to the development of the ESOL FET Network, including ESOL practitioners, managers, and support staff. The group would also like to acknowledge the support of the FD Office and the FET Division for their ongoing commitment and support.

**References**

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Fiche Bliaín ag Fás
Celebrating 20 years of academic professional development

Dr. Mairéad O’Keeffe, Dr. Ant Schalk, Dr. Claire McAvinue, Dr. Jen Harvey, Díli Kennelly
CPEER Peer to Peer learning for educators and researchers: a multidisciplinary group

The Community of Practice for Entrepreneurship Educators and Researchers (CPEER), support each other in their research and teaching endeavours.

Key activities:
- Peer to Peer learning environment
- Supportive research initiative
- Inclusive, vibrant and holistic approach to continuous and sustainable professional development
- Members discuss all factors related to entrepreneurship education and research

The literature emphasises the importance of such social learning and communities of learning.

CPEER is part of the vibrant entrepreneurial culture across CIT and is associated with the ACE group (Accelerating Campus Entrepreneurship) which supports entrepreneurship development at every level of the Institute. Supported by the Teaching and Learning Unit and senior management, the aim of CPEER is to enable collaboration across CIT.

Aligns strongly with the objectives of professional development at CIT

Sample references:

CPEER is part of the planned pilot testing of the Digital Badge in Entrepreneurship for early career educators in the subject.

CPEER provides an excellent opportunity for educators to present their research prior to a conference.

CPEER’s supportive environment provides educators the chance to present their ideas for new programmes, modules and assessments.

For some, CPEER is the first stage of their engagement with CPD.

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Professional Development of Quality Practitioners in Irish Higher Education

Sinéad O’Sullivan
Director of Quality, University of Limerick, PhD Candidate, School of Education, TCD

Introduction

The recent introduction of new roles within higher education has increased the demand for quality practitioners. This paper aims to explore the role and professional development needs of these practitioners within the current higher education landscape. The study examines the professional development needs of quality practitioners and identifies gaps in their current professional development activities.

Profile of Quality Professionals (n=88)

- Age distribution
- Experience in the role
- Highest level of education

Professional Development Gaps

- Lack of awareness of professional development opportunities
- Insufficient knowledge of role definitions
- Different stages of maturity of a distinct role in the sector

Challenges

- Varying interpretations of role definitions
- Different stages of maturity of a distinct role

Contact

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Note: The image contains a slide from a presentation, not a written text document.
Professional Learning for Digital Assessment
Project Pilot Phase: June - December 2019

- Development of suite of digital assessment workshops
- Discipline-specific needs analysis: Education & Science
- Custom workshop planning
- Individual consultations
- Workshop x3 engagement
- Pre-workshop learning
- Planning a digital assessment
- Ongoing support
- Implement digital assessment
- Iterate and sustain
- Review and refine

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QUARTILES

QUestionAIRes – Training In planning and Launching Effective Surveys

Maria Brennan, Dr Michael Brennan, Dr Olga Tuck, Dr Julie Crowley, Dr David Goulding, Dr Sean Lynch, Dr J.P. McCarthy, Dr Marie Nicholson, Dr Declan O’Connor, Dr Violeta Morari, Sarah Murphy, Dr Catherine Palmer, Dr Ronan Quinn

Department of Mathematics, Cork Institute of Technology

https://www.maths.cit.ie/quartiles

Introduction:
There is a pervasiveness of surveyusage across Higher Education Institutions. Surveying is sometimes regarded as an easy approach to obtaining opinions and measurements on issues. However, it is important that surveys deliver high quality and meaningful results. The purpose of this project was to assist College’s in planning and conducting effective surveys to obtain reliable information that could be used in decision making. The responses were complemented by the opinions of colleagues in questionnaires to design and gain more statistical analysis of the data.

1. Information Session:
The project team facilitated a focus group setting for College staff to share their views and experiences related to planning and conducting effective surveys and offered advice on improving their own survey practices. The responses were converted into a questionnaire and distributed to the College staff for discussion.

2. Develop Online Learning Resources:
The project team developed a comprehensive suite of online learning resources that were designed in an interactive format. The resources were aimed at educators and stakeholders who were interested in improving their own survey practices.

2.1 Interactive Video-demonstrating Qualities of Good Survey Questions
The project team produced an interactive video demonstrating the qualities of good survey questions. The video was designed to help educators and stakeholders in planning and conducting effective surveys.

2.2 Required Response Rate:
In survey research, the response rate is the number of people who answered the survey divided by the number of people invited to participate. It is usually expressed in the form of a percentage. The required response rate is dependent on the population size, level of confidence, and selected margin of error. The project team developed a calculator that calculates the required response rate based on various levels of confidence and margin of error.

2.3 Sampling Methods:
One of the most important factors in survey design is the selection of a representative sample. The project team developed a method to select a representative sample that is statistically sound and reliable.

3. CFQ Seminars
The seminars were designed to enhance the understanding of the students on the importance of planning and conducting effective surveys. The seminars were facilitated by the project team and were aimed at educators and stakeholders who were interested in improving their own survey practices.

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4. Ten Tips in Planning and Launching Effective Surveys
1. Define your research question.
2. Select a sampling method.
3. Ensure the content is clear.
4. Ensure the content is relevant.
5. Ensure the content is concise.
6. Ensure the content is objective.
7. Ensure the content is unbiased.
8. Ensure the content is easy to read.
9. Ensure the content is easy to understand.
10. Ensure the content is easy to complete.

Acknowledgements:
The project team would like to acknowledge the Department of Mathematics and Computing, Cork Institute of Technology, for their continued support of the project. The project was also supported by the Research Office and the Graduate Studies Office, CIT, for their additional support in facilitating the CFQ seminars.

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Building capacity in professional learning: Tips to maximise staff participation

Clare Gormley & Karen Buckley
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Examples
- Professional Learning Portfolio, Reading Articles, Independent Exploration of key T&L Topics
- Develop a structured peer observation initiative through consultation with staff
- Provide multiple opportunities for staff to share their practice within and across disciplines
- Give as much advance notice as possible - short abstracts about the tasks and specifiers should be circulated ahead
- Offer demand-led workshops on key topics e.g. digital skills, UCL, academic integrity

Examples
- Peer Observation, Practice Sharing Events, Workshops
- Professional qualification in T&L, Professional Body Fellowship e.g. Advance HE, Micro credentials
- Develop a clear communication strategy to support staff participation
- Incorporate engagement through incorporation into institutional recognition & promotion schemes
- Ask former participants what they gained from participating - and share their testimonies widely

Collaborative Informal
- Social Networking e.g. Twitter, Conversations with Colleagues
- Establish a Twitter account and regularly use it to search for topics and engage in conversations in areas of interest
- Provide and promote spaces for staff to converge and connect
- Model a culture that clearly values dialogue and enables the sharing of information and views

Unstructured Non-formal
- Provide resources and opportunities to support the development of learning portfolios
- Curate and share recommended scholarly publications e.g. NIDL, Top Ten Journal Articles
- Create centralised hubs of open online resources for access 24/7 - and promote hubs regularly

Structured Non-formal
- Create centralised hubs of open online resources for access 24/7 - and promote hubs regularly

Accredited Formal
- Develop a clear communication strategy to support staff participation
- Incorporate engagement through incorporation into institutional recognition & promotion schemes
- Ask former participants what they gained from participating - and share their testimonies widely

Contact
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Reference