

Insights into delivering a structured professional learning programme for academic staff: the DCU-IUA Enhancing Digital Teaching and Learning Project

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Insights into Delivering a Structured Professional Learning Programme for Academic Staff

The DCU-IUA Enhancing Digital Teaching and Learning Project

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Slides at: bit.ly/dcu13feb

Overview

1. Background to the EDTL project
2. Structure of project
3. DCU pilot development
4. Technology-enhanced assessment professional learning programme
5. Post-pilot implementation



Background to project: Europe

New Skills Agenda for Europe 2016 - Digital technologies are driving change in the global economy and we need to ensure our students are suitably prepared

EU Digital Education Action Plan 2018 - 11 actions to support technology use and the development of digital competences in education:

1. Making better use of digital technology for teaching and learning
2. Developing digital competences and skills

Background to project: National

National Skills Strategy 2025 - technology is one of the key drivers of change and improved digital skills will be vital for Ireland's future

National Strategy for Higher Education to 2030 - teaching methods should increasingly be accompanied by e-learning and blended learning opportunities



Courtesy of Dr
Sharon Flynn, IUA

Background to project: National

Digital Strategy for Schools 2015-2020 - provide rationale and action plan for embedding digital technologies in teaching, learning and assessment



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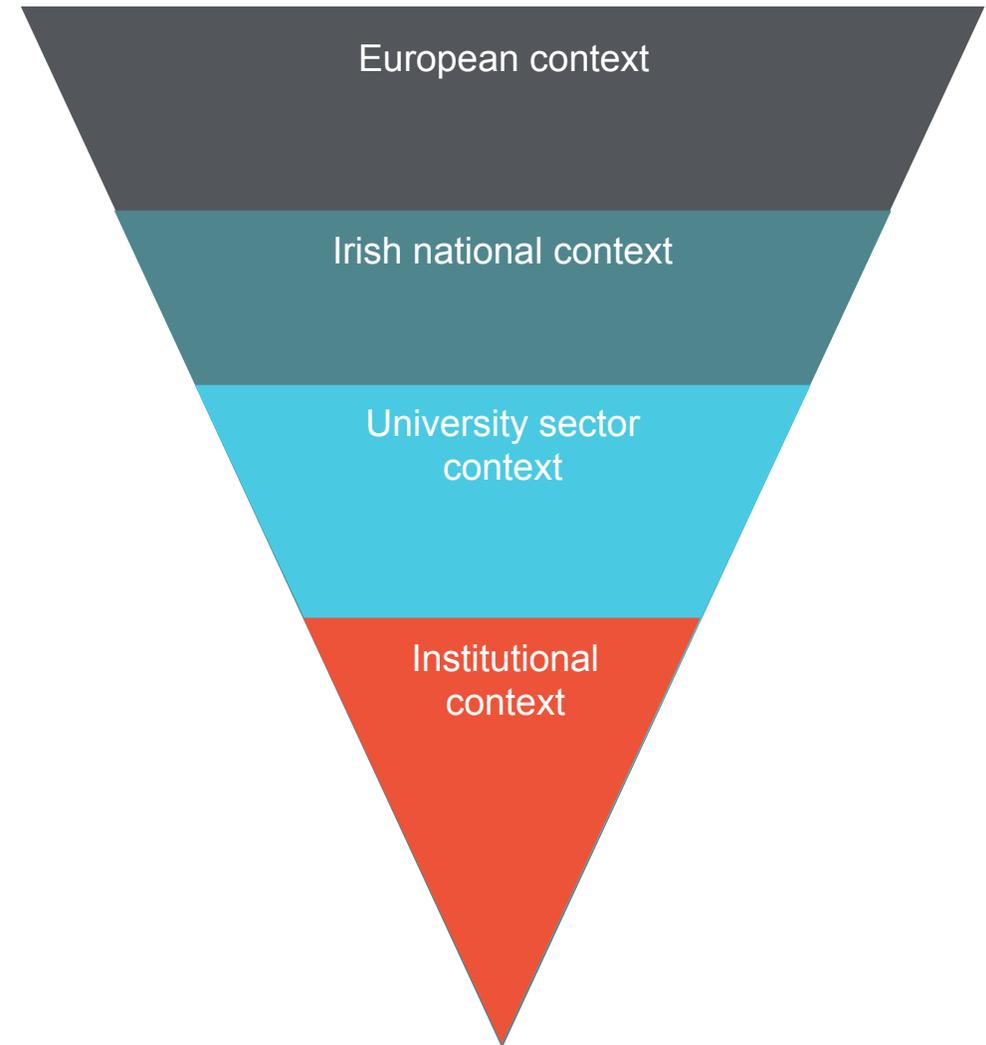
Background to project: Sectoral / Local

IUA Universities Charter 2018 - need to build on the quality of the student experience in a digital age, commit to developing a coherent national programme in digital learning

DCU Strategic Plan 2017-2022 - University-wide curriculum review and an increase in digital learning initiatives and blended learning modules

Opportunity

- IUA devised the project
- Applied for funding under HEA Innovation and Transformation Call 2018
- Digital learning programme



Enhancing Digital Teaching and Learning (EDTL)

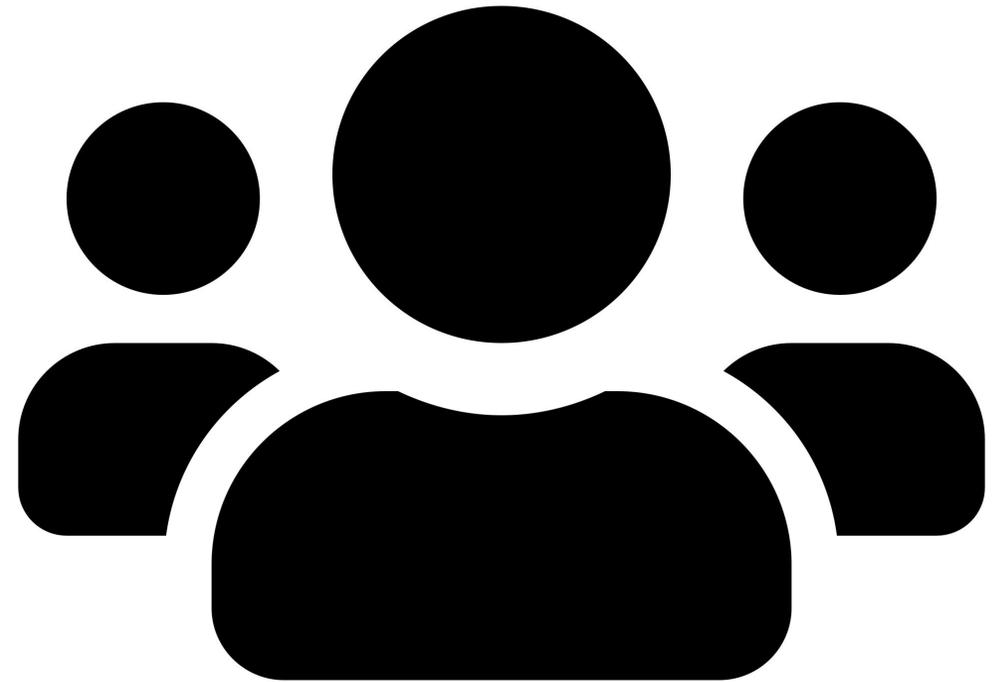
- Three-year nationally-funded project
- Project aim:
 - enhance the digital attributes and educational experiences of Irish university students
 - develop, pilot, review and roll out an ambitious staff development programme to enhance the digital confidence, skills and competences of those who teach in Irish universities



**Enhancing
Digital Teaching
and Learning**
Irish Universities Association

Approach

This project aims to mainstream digital in teaching and learning activities in Irish Universities, by addressing the professional development of all who teach or support teaching and learning.



Courtesy of Dr
Sharon Flynn, IUA

Approach



Not
starting
from zero



Pedagogy
first



Discipline
focus

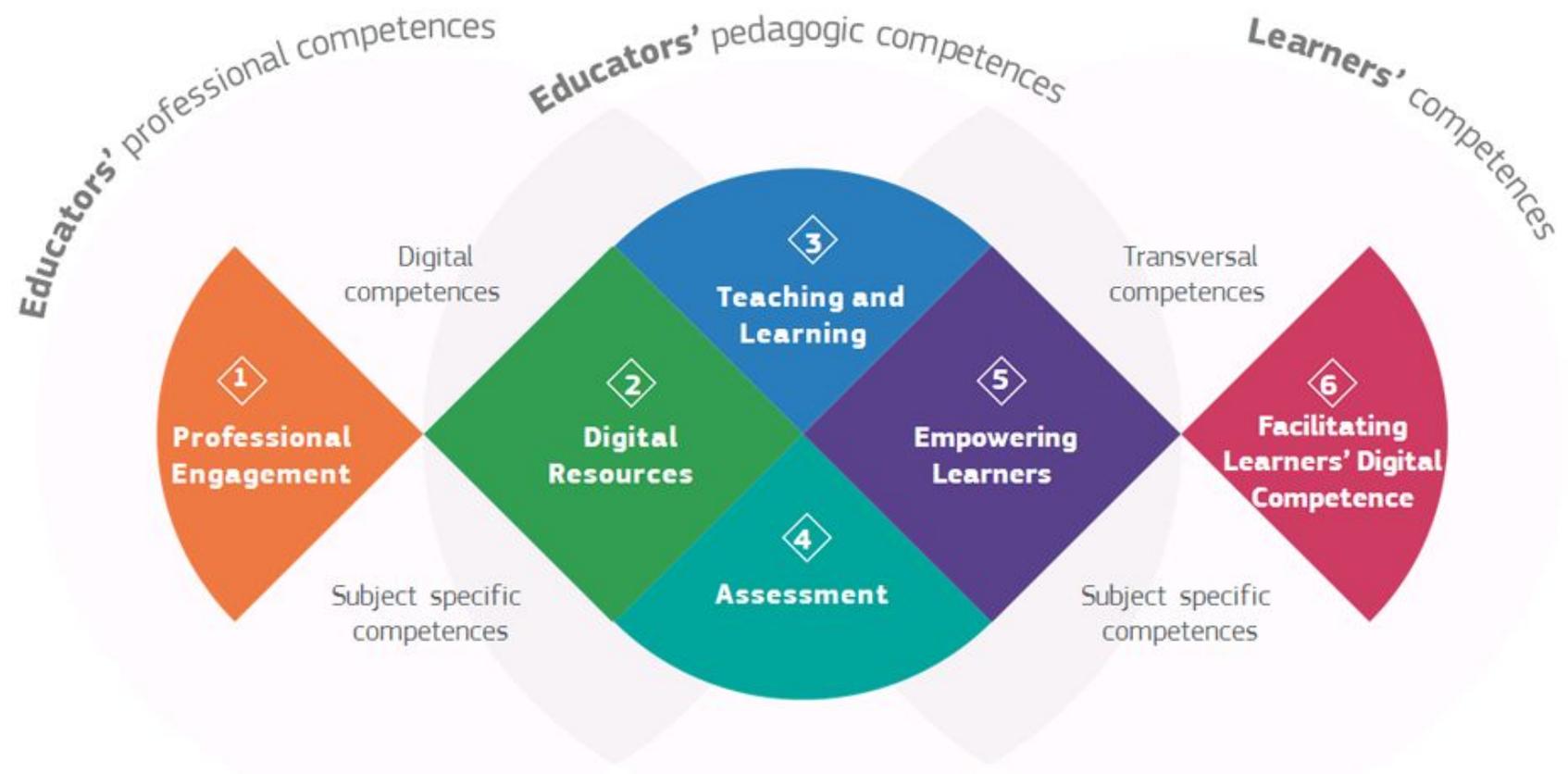


Students
as Partners



Courtesy of Dr Sharon Flynn, IUA

Pedagogy first - DigCompEdu



European Framework for the Digital Competence of Educators ([DigCompEdu](#))

Courtesy of Dr
Sharon Flynn, IUA

Project structure

- **Steering group**
 - Senior management
- **IUA project manager**
 - Dr Sharon Flynn
- **Project team**
 - Project leads in 7 universities
 - Student intern



See edtl.blog for more information

Sign up for our #IUADigEd webinars

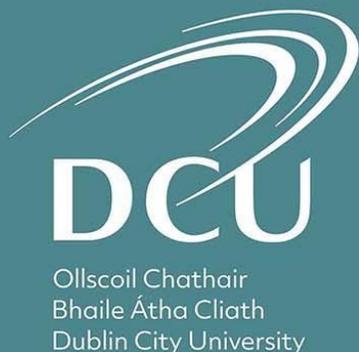


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One pilot, seven flavours

Dublin City University	Focus on assessment through structured workshops and development activities, involving 3 pilot groups.
Trinity College Dublin	Redesigning an accredited module in Technology Enhanced Learning to focus on the Flipped Classroom.
University College Dublin	Leveraging digital for student feedback in the College of Science with the move to the new VLE; initial needs analysis in College of Engineering, focus on creation of interactive animations for engagement.
Maynooth University	Conducted a needs assessment with 3 separate pilot groups, focus on information literacy and student skills, and aligning the learning outcomes of a new accredited module.
University College Cork	Leveraging the move to the new VLE to focus on staff digital skills.
University of Limerick	Conducting a needs assessment with 2 pilot groups, enhancing staff and student digital skills to support peer and self-assessment/
NUI Galway	Focus on curriculum (re)design and development of digital resources through a structured approach. Alignment with existing accredited CPD.



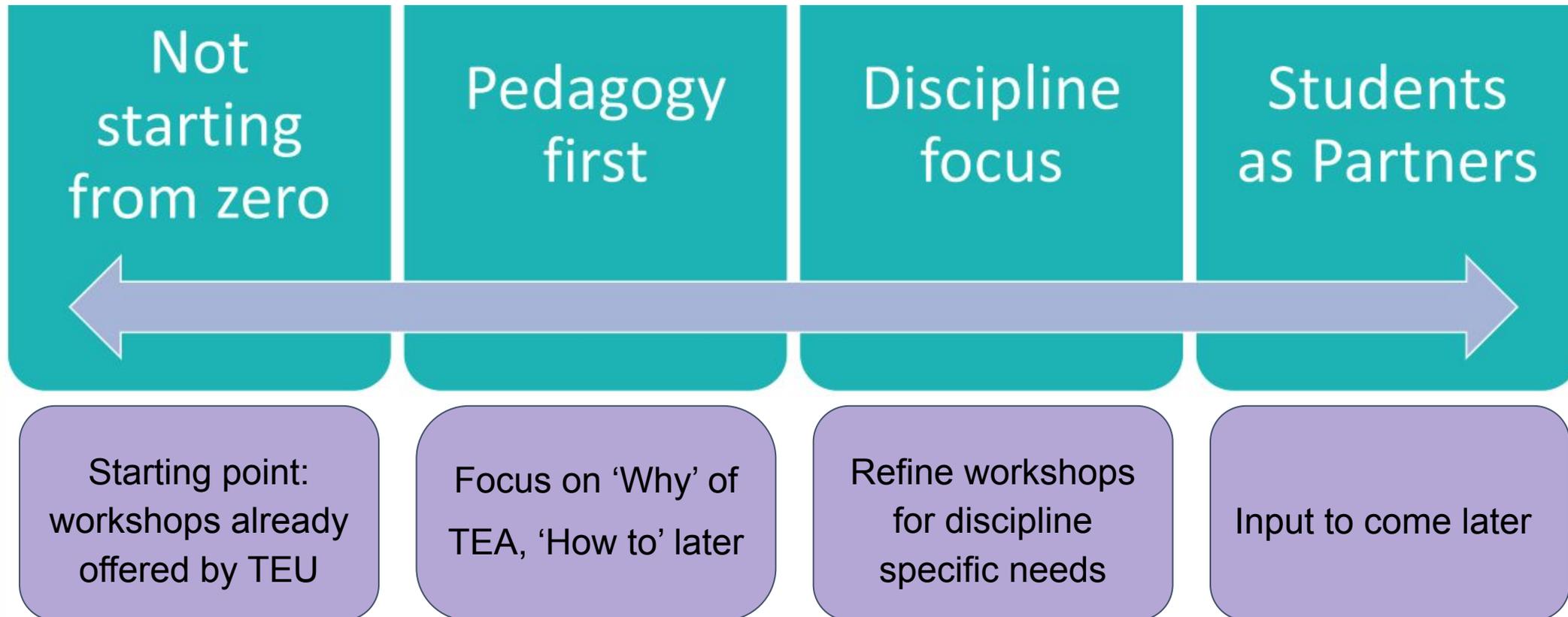
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DCU Pilot phase (Sep-Dec 2019)

- DCU's focus: technology-enhanced assessment (TEA)
- 4 work packages:
 - **Staff Development Programme**
 - Development and Maintenance of Online Resources
 - Ongoing Technical Enhancements for the VLE (Moodle)
 - Communications and Dissemination
- Staff development programme based around suite of 10 workshops drawing on **established professional learning opportunities** and **staff expertise**
- National Forum Professional Development Framework typology: Structured non-accredited

DCU Pilot phase (Sep-Dec 2019)

Staff development Programme: Underlying principles



Project structure



DCU Pilot phase (Sep-Dec 2019)

Staff Development Programme: Lessons/**Adaptations**

- Timing is crucial! **Early engagement with schools required**
- Flexibility needed for delivery **Webinars now an option**
- Discussion more important than practical work - **Removed**
- Pedagogy focused workshop needs to be followed by technology 'how to' workshop - **now built into programme**
- Pre-workshop tasks too time consuming - **removed**
- **DigCompEdu**: Participants need scaffolding to engage.
Gamification Digital Pursuit adapted from JISC Digital Pursuit*
- Development of **additional online resources** (non- tech focused_ required - **work ongoing**



DCU Pilot phase Evaluation

- Evaluation underway
- Bamber's framework - beyond quantitative data towards evidence of impact on practice
- National Forum badge in development

Reference

Bamber, V. (Ed.). (2013). *Evidencing the value of educational development. SEDA Special No 34*. London: SEDA. ISBN 978-1-902435-56-5.

In summary

- Driven by identified needs at various levels
- Discipline-specific
- Tailored to participants' needs
- Scaffolded and ongoing support
- Mixture of type of engagement



DCU Pilot phase (Sep-Dec 2019)

Participants: Testimonials

“I was delighted to have the opportunity to partake in the EDTL Project. The team were fantastic and provided a great platform for learning. It was very practical. There was a great system of support provided when we were trying the new techniques which gave me confidence in using these. I enjoyed embedding these new strategies in my teaching as I could feel the level of engagement [from students] rising. The students were definitely engaged and enjoyed asking questions (e.g. mentimeter) and receiving feedback on their learning (E.g. in Kahoot)! Feedback from the students on these techniques was very positive. these were definitely informing teaching and learning”



DCU Pilot phase (Sep-Dec 2019)

Participants: Testimonials

“Participating in the EDTL workshops benefitted me because while there was an overall framework for the CPD, the detail was built around the identified needs of the group in question and this was really useful and one of the key reasons (I think) that staff engaged well with the initiative.”



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Purposefully different, consistently excellent

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