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Inspiring and incentivising professional development at CCT College Dublin: a multi-pronged approach

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CCT College Dublin

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Inspiring and incentivising professional development at CCT College Dublin: a multi-pronged approach

NAOMI JACKSON, DEAN OF ACADEMIC AFFAIRS & MARIE O NEILL, HEAD OF ENHANCEMENT



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Context



- » Established 2005
- » Business & ICT programmes
- » Approx. 1,000 students
- » Re-engagement 2018



Strong Commitment to PD at CCT

“Continue to support the professional development of our staff through mentoring, network training initiatives, development opportunities, education events, and career support.”



CCT College Dublin

Strategic Plan 2018 – 2020

Institution Strategy

Examples of PD at CCT Over the Last Ten Years



- Hosting of **events** (HECA Annual Conference, ICEP Conference and others)
- **Committee membership** (HECA, Council of the Library Association of Ireland etc.)
- Sponsorship of attendance at **conferences** including overseas conferences (ACM, IFLA etc.)
- Sponsorship of Masters, **PhDs**, certifications
- Validation and accreditation **panel participation**
- **National Forum** (Pilot participation, Associates)
- **Committee membership** (HECA etc.)
- **Sponsorship of Conferences** (Women in Tech etc.)

National Forum's National Professional Development Framework 2016



Table 1: Typology of Professional Development Activities

Non-Accredited			4. Accredited (formal) ⁴
1. Collaborative Non-accredited (informal) ⁴	2. Unstructured Non-accredited (non-formal) ⁴	3. Structured Non-accredited (non-formal)	
Learning from these activities comes from their collaborative nature	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves	Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives	Accredited programmes of study (ECTS or similar credits)
Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums	Examples - Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Examples - Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects	Examples - Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

Recent Developments



- » Structural change
- » Broadening staff perceptions in relation to PD
- » On-going reduction or removal of barriers
- » Digital platforms for showcasing PD outputs
- » More cross disciplinary PD activity

The PD model is that there is no model!



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What PD at CCT is not:

- A fixed, prescribed and branded model

How PD at CCT is evolving:

- Structural shift
- Organic evolution
- Influenced by multiple theories, approaches priorities and feedback
- Developed in partnership with staff
- Learner centric
- Impact focused

Attributes of PD at CCT College



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Active and
Flexible
Learning
Culture



Connected
and
Contextualised



Open and
Transparent



Impact
Focused



1. Active and Flexible Learning Environment



- ✓ **Increased investment** New staff appointments to build on the commitment to PD at CCT. Investment in world class digital platforms to showcase PD output.
- ✓ **More diverse range of PD** offered in a variety of formats (online, face to face, onsite etc.)

CCT: A Learning Organisation



“A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.”

(Garvin, Edmonson and Gino 2008)

<https://hbr.org/2008/03/is-yours-a-learning-organization>

Building Blocks of The Learning Organisation

(Garvin, Edmonson and Gino 2008)



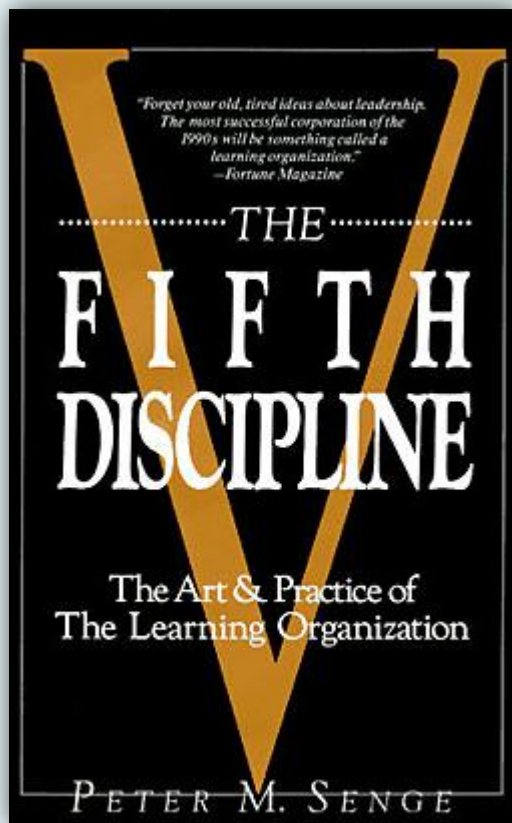
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1. Supportive Learning Environment	2. Concrete learning processes and practices	3. Leadership that reinforces learning
Psychological safety	Widely distributed activities	Leaders actively question and listen to employees—and thereby prompt dialogue and debate
Appreciation of differences	Experimentation	Employees feel confident in offering new ideas and options.
Openness to new ideas	Analysis and interpretation to solve problems	Leaders signal the importance of spending time on problem identification, reflection and knowledge transfer.
Time for reflection	Systematic dissemination of knowledge (internally and externally)	Staff feel encouraged to learn and are offered a variety of learning opportunities at all levels across all departments of the organisation.

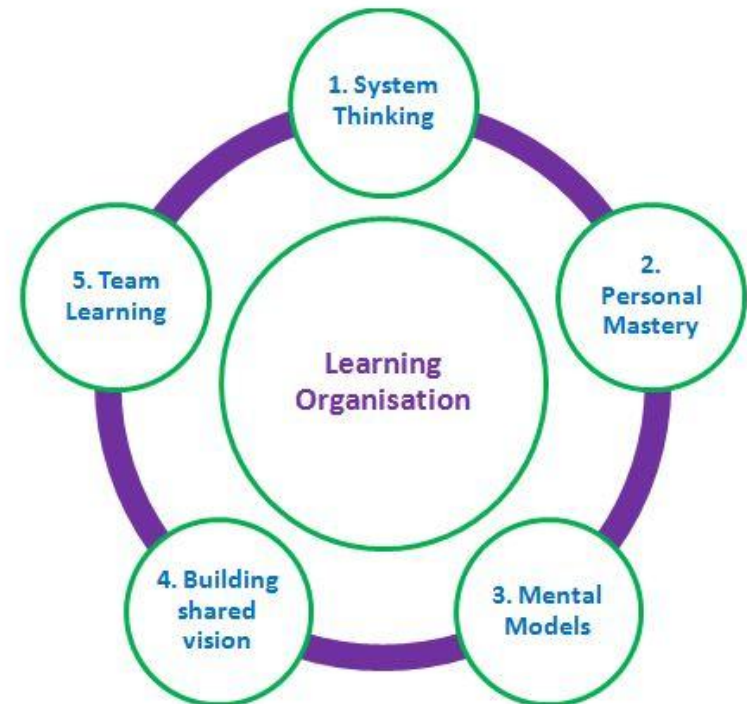
Learning Organisations: PM Senge



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“organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”





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The expansion of active and flexible learning opportunities at CCT (some examples)

New 2019: CCT Excellence in Teaching Lecture Series (on-site)



- » New threats in relation to academic integrity (**fake news, essay mills**)
- » Harvesting all of the features in Moodle (**HP5 multimedia, progress tracker**)


**CCT College Dublin
Excellence in Teaching Series**



**"Making the Most of Moodle:
A WorkShop"**
A Guest Lecture by Dara Cassidy

Dara Cassidy, Head of Online Learning at the
Royal College of Surgeons

KEVIN C. O'ROURKE



**CCT EXCELLENCE IN
TEACHING SERIES**

**"ACADEMIC INTEGRITY IN THE POST-TRUTH,
FAKE NEWS, ALWAYS-ONLINE ERA?"**

CCT Excellence in Teaching Lecture Series



- » Teaching at **Masters level** in preparation of our expansion to level 9 master programmes
- » The use of **social learning** as a pedagogical approach throughout the semester and not just in relation to group work

CCT College Dublin Excellence in Teaching Series



"Masters Level Teaching, Learning and Assessment: Approaches, Challenges and Opportunities" A Guest Lecture by
Dr Michael Hallissy

CCT College Dublin Excellence in Teaching Series



"Group Work Works"
A Lecture by Graham Glanville

Graham Glanville, Dean of School,
CCT College Dublin

New 2019: CCT Certificate in Teaching and Learning



1. Strategic Developments HE

Dr Terry Maguire National Forum

2. National PD Framework/Reflective Practice

Marie O' Neill CCT,
Robert Mckenna Griffith

3. E-Portfolio

Dr Orna Farrell DCU

4. Learning Theories

Graham Glanville CCT

5. Innovative Pedagogies

Graham Glanville CCT

6. Student Centred Learning

Graham Glanville CCT

CCT Cert incorporates National Forum digital badge on **Teaching Strategies for (New) Lecturers**. Cert offered onsite. Flexible delivery structured around lecturers' teaching schedules and institutional commitments.

7. Assessment Design

Dr Fiona O' Riordan, DCU

8. Learning Analytics

Dr Pauline Gray, TU Dublin

9. Teacher as Researcher

Dr Brett Becker UCD
Kelvin Martins CCT

10. Technology Enhanced Learning

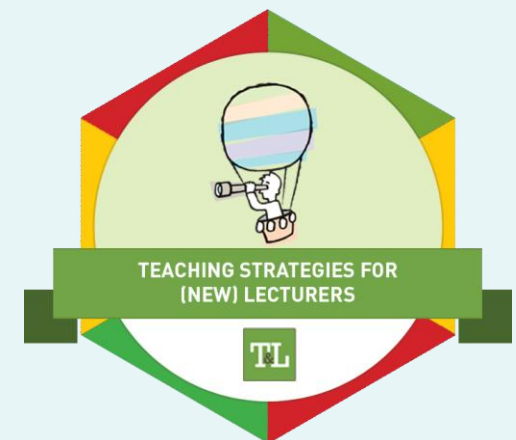
Dara Cassidy RCSI

11. Programme and Module Design

Graham Glanville CCT
Mark Morrissey CCT

12. Poster Exhibition

Graham Glanville CCT
Marie O' Neill CCT





QFI

Certificate in Teaching and Learning at CCT





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Awareness of PD Activities/Resources

Announcements

CCT T&L Strategy



Assessment Design



Technology Enhanced Le...



Pedagogical Innovation



Programme Design



Academic Integrity Reso...



National PD Framework



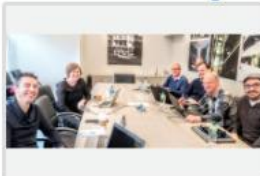
CCT PD Bulletins



Research



Excellence in Teaching Se...



CCT Cert in Teaching and ...



Urkund



Learning Analytics



New: T&L Resource Page
on CCT Moodle

New: Monthly PD Bulletin

Flexible delivery: Undertaking of More Digital Badges at CCT



Greg South,
Student Success Lead
Completed **PACT** Badge



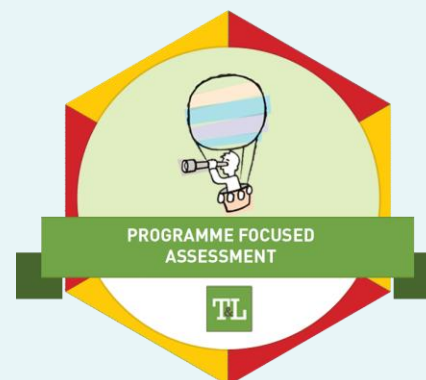
Marie O' Neill,
Head of Enhancement
Completed **PACT** Badge
including **Facilitator** badge



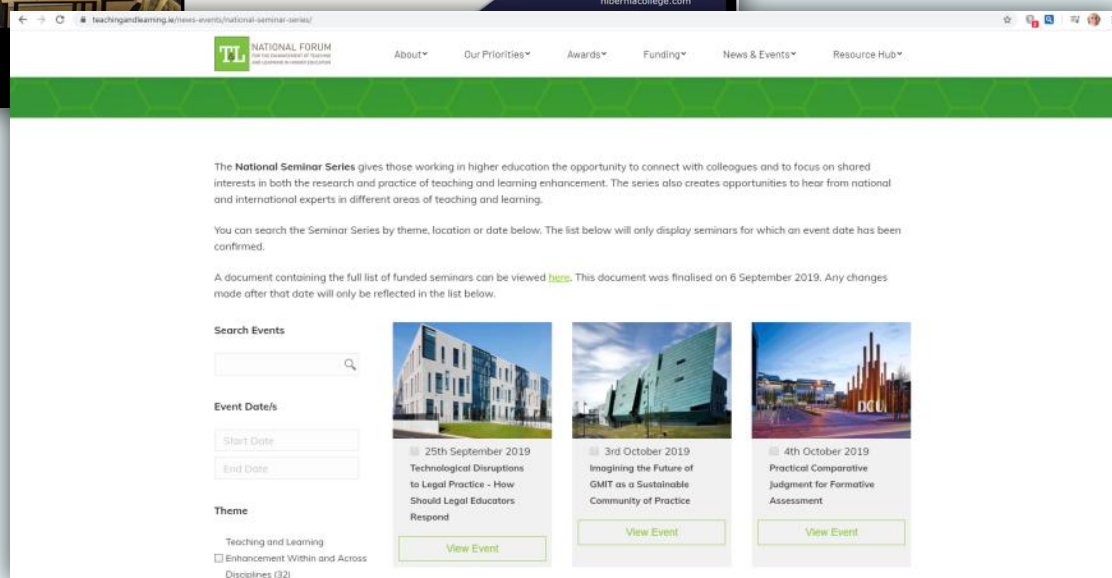
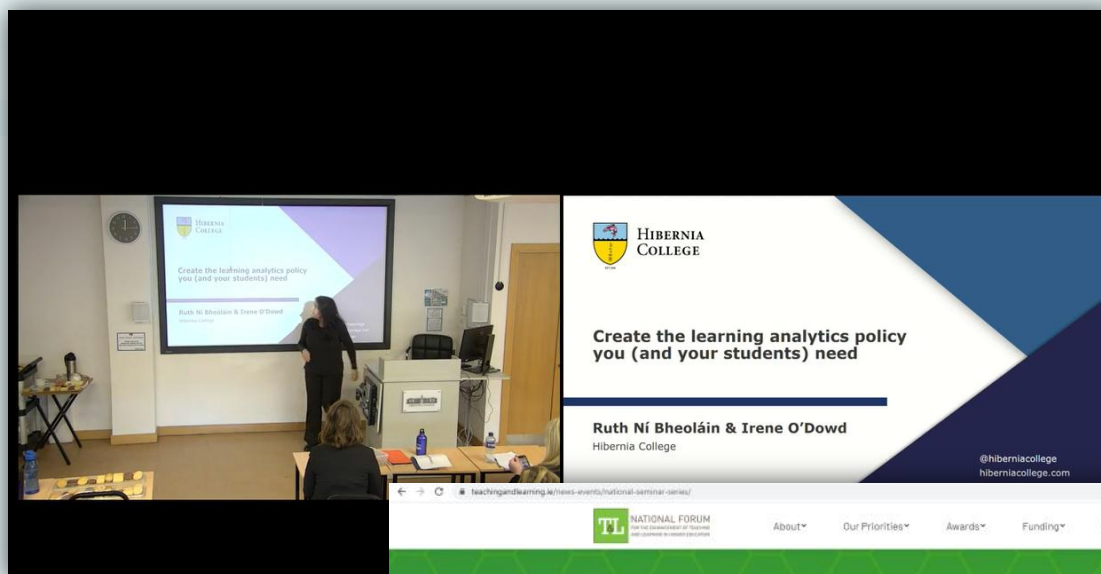
Naomi Jackson
Dean of Academic Affairs
Completed **PACT** Badge.
Facilitator Teaching Strategies Badge



Ken Healy
Schools Manager
Commencing **Programme Focused Assessment** Badge



Promotion of PD: Live Streaming and Webinars



2. Connected and Contextualised



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- ✓ Stronger focus on peer dialogue and networking
- ✓ The forging of new and exciting peer partnerships nationally and internationally to contribute to PD activity in the sector
- ✓ Intensification of commitment to various communities of practice
- ✓ Student partnership
- ✓ PD continues to be Informed by key reports, research and developments in higher education

Professional Development: Peer Input and Dialogue 2019/20



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RCSI

T OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH
DUBLIN
TECHNOLOGICAL
UNIVERSITY DUBLIN



HIBERNIA
COLLEGE



Trinity | Coláiste na
College | Tríonóide
The University of Dublin



**National Student
Engagement Programme**

Clár Rannpháirtíochta Náisiúnta
na Mac Léinn

New Peer Partnerships Contributing to PD in the Sector (Student Quality Assurance Reviewers Pool)



QQI



UNCATEGORIZED

NStEP hosts first ever 'Student Leaders in Quality' national training event

August 30, 2019
nsteptraining

This week the National Student Engagement Programme (NStEP) hosted the 'Student Leaders in Quality' training event, at which the national [Student Trainers Pool](#) and a large group of Student Quality Assurance Reviewers were trained up for their new roles – a first for the Irish Higher Education sector!

Here at NStEP we live by the rule that students are experts in their own learning, giving them the expertise and insight to engage in quality enhancement, governance, and student representation. Our new *Student Leaders in Quality* event brought together two groups of student experts to train them up so that they could unlock that potential!

Student Quality Assurance Reviewers Pool

The Student QA Reviewers Pool is a joint collaboration between Quality and Qualifications Ireland (QQI) and the Union of Students in Ireland (USI), with the aim of recruiting and supporting students to be involved in quality assurance review panels across the Irish Higher Education sector. NStEP has supported the Pool since 2017.



The QA Reviewers and the Student Trainers spent the morning together to learn about the Principles of Student Engagement and how they relate to quality assurance and enhancement. In mixed groups they considered the 'student learning experience' (SLE) and



Peer Partnerships: National facilitation of the PACT badge

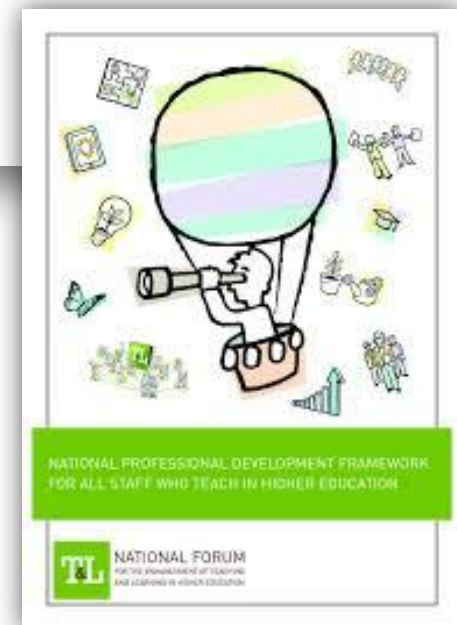


We are delighted to announce that CCT and WIT are teaming up in partnership with the National Forum for the Enhancement of Teaching and Learning in Higher Education to facilitate the Digital Badge for PACT in a **fully online format** this Autumn/Winter. This course was developed by the National Forum as part of the Forum's open courses initiative. **The course will run for 6 weeks from Nov 5th 2019** and will provide participants with a strong introduction to the Professional Development Framework for all who teach

Registration closes Friday, 1 November 2019

[Click here for more information including online registration](#)

https://opencourses.teachingandlearning.ie/open_course/getting-started-with-professional-development-pact/



Contributing to PD Initiatives in the Sector: Other Examples



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CCT member of staff was one of the reviewers for submissions



World Library Congress 2020
Dublin Convention Centre
CCT is on the organising committee. 4000 delegates attend this event annually.

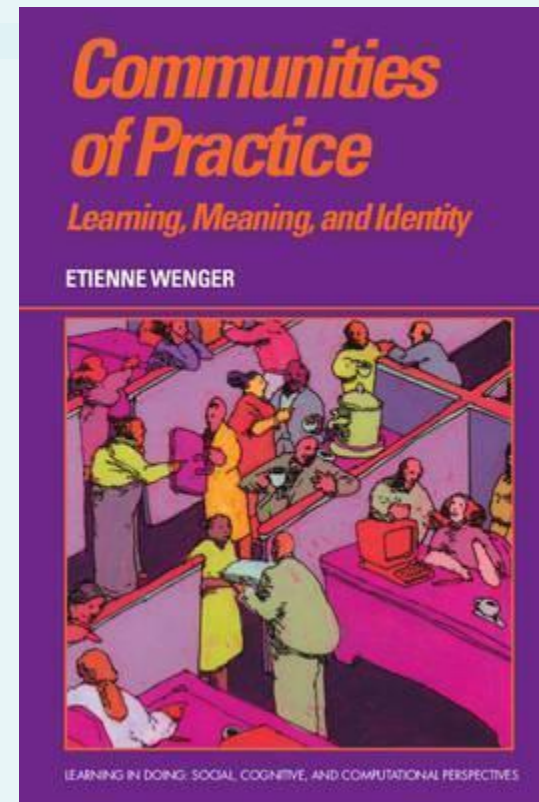


Communities of Practice



QQI

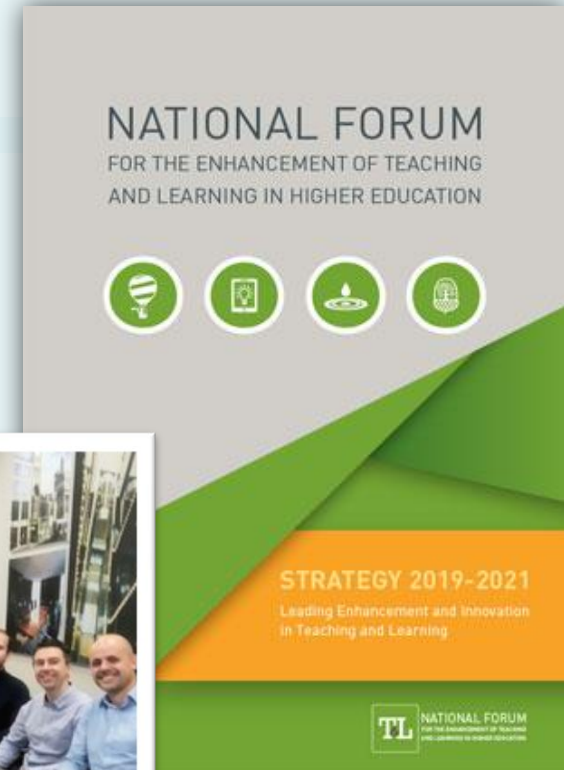
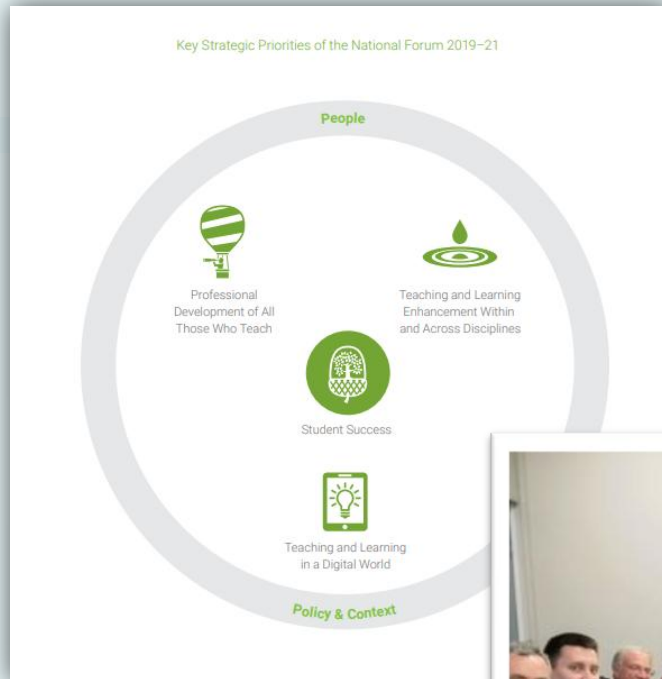
- ❑ Shared domain of interest
- ❑ Engage in joint activities and interests
- ❑ They are practice focused – develop tools etc.
- ❑ Examples **PACT, NF Student Success Advisory Group, Digital Commons, Library Publishing, Quality** and more.



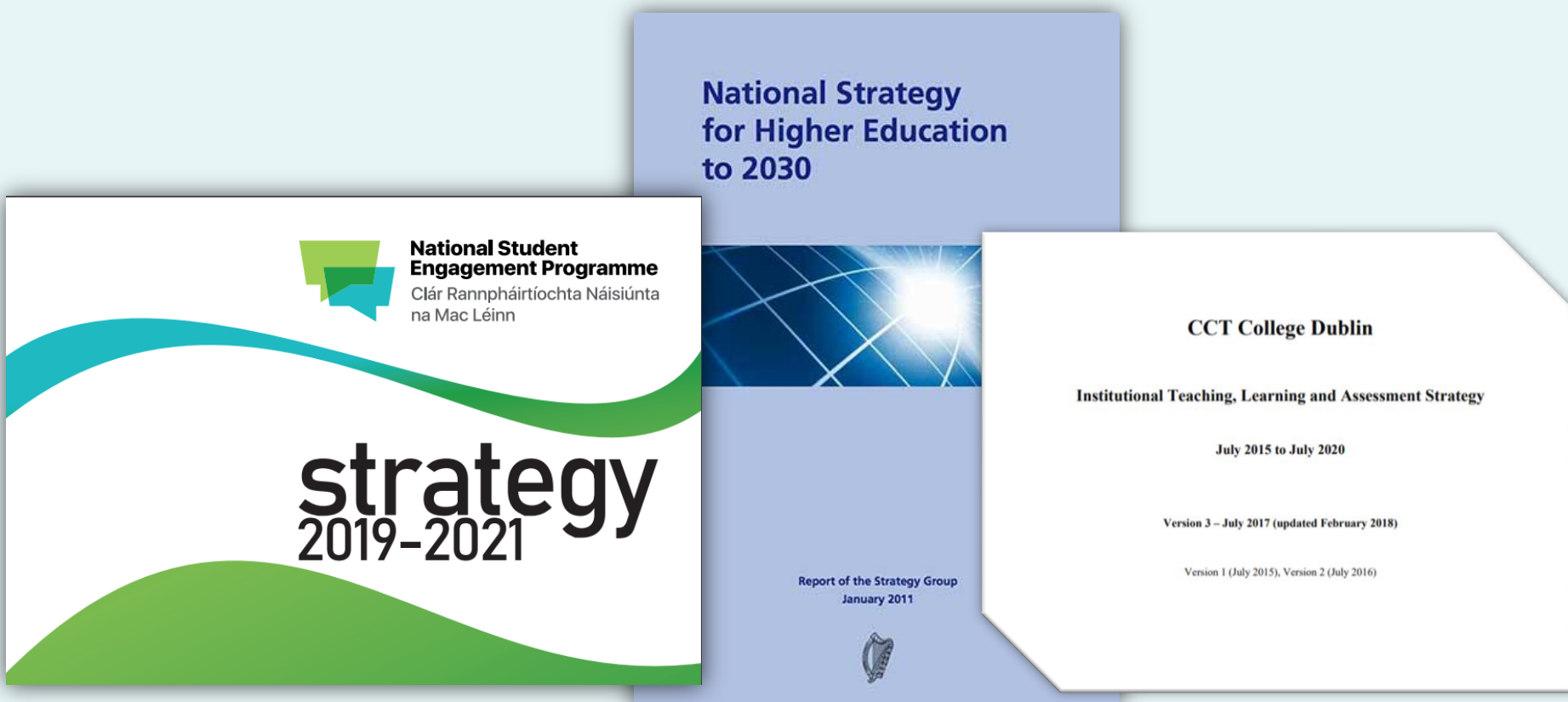
Contextualisation: Inaugural lecture of the CCT Certificate in Teaching and Learning



QBI

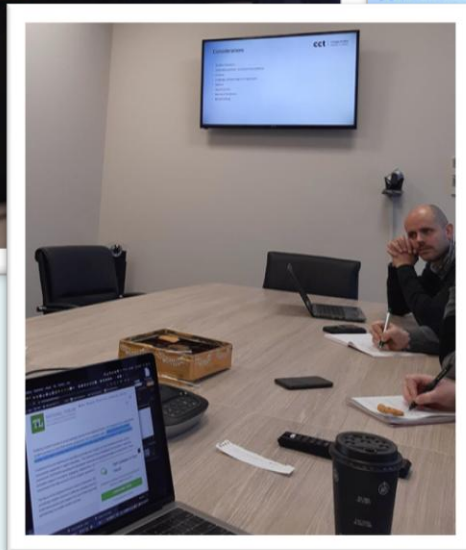
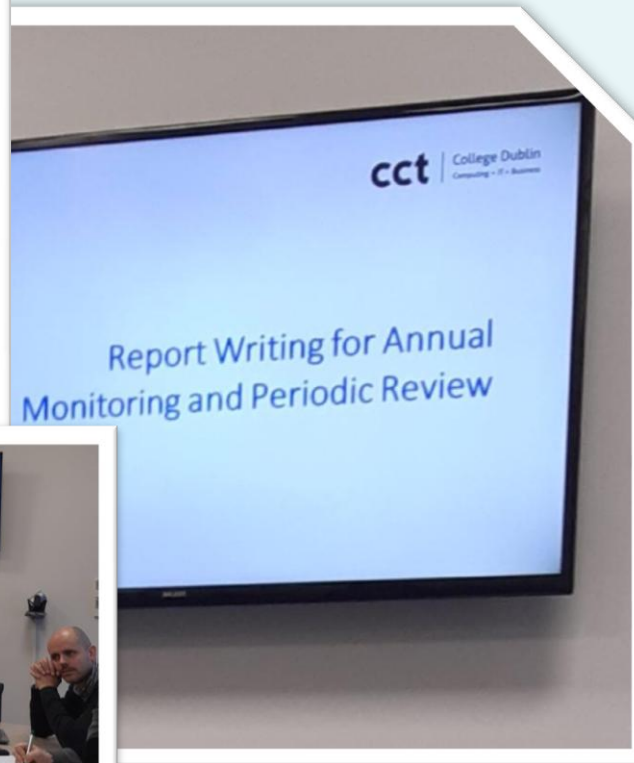
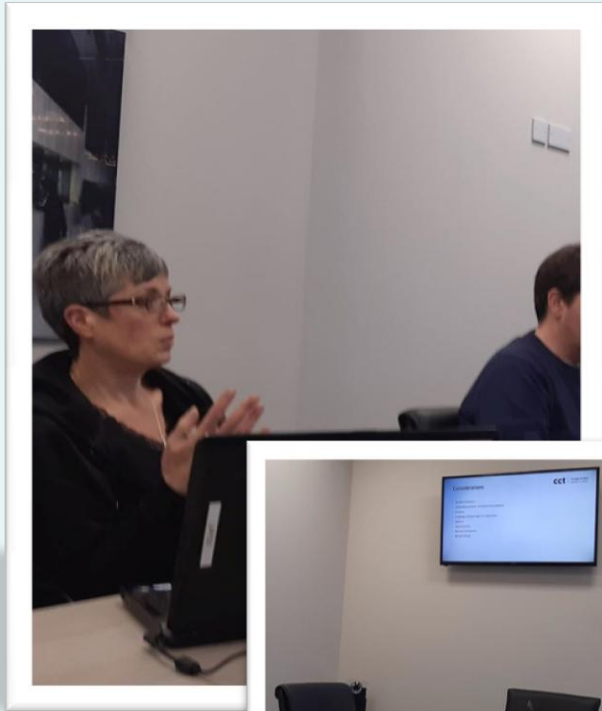


Contextualisation: Key Publications



<http://www.cct.ie/wp-content/uploads/Teaching-Learning-and-Assessment-Strategy-2018.pdf>

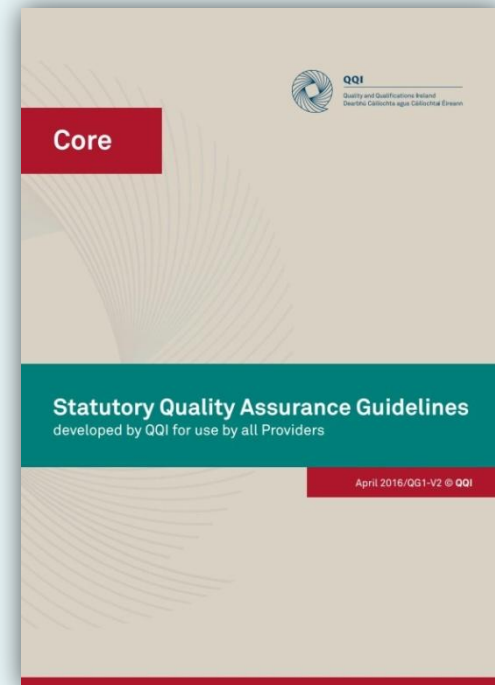
CCT Workshops: Example-Evaluative Report Writing



3. Open and Transparent

“The provider assures itself as to the competence of its staff. There is a systematic approach to the fair and **transparent Recruitment and further professional development** of people engaged in programme and service delivery. “

- » Institutional wide audit/Register of PD
- » Online staff profile
- » Digital Commons for dissemination of PD activity and output and to facilitate peer collaboration nationally and internationally



CCT Expert Gallery



The screenshot shows the profile page for David Gonzalez, a lecturer in the Faculty of ICT at CCT College Dublin. The page includes a profile picture, a bio, and a list of recent works. The bio states: "David is a lecturer in the Faculty of ICT at CCT College. He lectures on Web Based Applications, Web Development and Dev Ops on a variety of programmes including the Postgraduate Diploma in Science in Computing and a Professional Diploma in Dev Ops. David is a Google Developer Expert in Kubernetes. He is also a member of the Node.js Security Working Group. He currently works as a Dev Ops consultant at newForm. David speaks at a wide range of conferences including Rebelcon and has written a number of books on Devops and Node.js." The "Recent Works" section lists three books: "Implementing Modern DevOps" (2017), "Microservices: Building Scalable Software" (2017), and "Developing Microservices in Node.js" (2016). Each book entry includes a cover image and a "Link" button.

The screenshot shows the profile page for Dr Muhammad M. Iqbal, a lecturer in the Faculty of ICT at CCT College Dublin. The page includes a profile picture, a bio, and a list of research works. The bio states: "Muhammad Iqbal is a lecturer in the faculty of ICT at CCT College Dublin. Previously Muhammad was a research student at Dublin City University, where he obtained a PhD on numerical modelling and simulations of discharge plasmas in 2009. He was subsequently appointed as a post-doctoral researcher in the Precision Strategic Research Cluster project at Dublin City University which focussed on algorithm development, OO programming, fluid dynamics, mathematical modelling and data analysis of complex plasma processes. He teaches Big Data Integration at CCT College. Muhammad's recent research interests include Complexity of..." The "Research Works" section lists three articles: "Non-Linear Machine Learning with Active Sampling for MOX Drift Compensation" (2018), "Two-Dimensional Integrated Model for Interaction of Liquid Droplets with..." (2015), and "Three-Dimensional Fluid Model for Atmospheric..." (2015). Each article entry includes a cover image and a "Link" button.

<https://www.cct.ie/cct-college-dublin-staff-profiles-expert-gallery/>

Expert Gallery connects staff with peers across the world with the same PD and research interests.

CCT Digital Commons (ARC) arc.cct.ie



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arc Academic Research Collection

The Academic Research Collection (ARC) is an online repository which captures, showcases and preserves the scholarly output, achievements, events and historic milestones of CCT College Dublin.

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CERTIFICATE IN TEACHING AND LEARNING

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Submissions from 2020

- [PDF](#) [Pedagogical practice and research: Like heads and tails. Both different, both necessary, better together](#), Brett Becker Dr
- [PDF](#) [How Can I use Learning Analytics in my Teaching Practice](#), Geraldine Gray Dr
- [PDF](#) [The Creative Engine Project](#), Kelvin Martins

Submissions from 2019

- [PDF](#) [Introduction to e-Portfolio](#), Orna Farrell Dr
- [PDF](#) [Introduction to Learning Theories](#), Graham Glanville
- [Link](#) [The New Strategic Plan of the National Forum for the Enhancement of Teaching and Learning](#), Terry Maguire Dr
- [PDF](#) [Reflection: Theories and Approaches](#), Robert Mckenna
- [PDF](#) [The National Professional Development Framework](#), Marie O' Neill

Digital Commons: Other useful metrics



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CERTIFICATE IN TEACHING AND LEARNING

The National Professional Development Framework

[Download](#)

Usage

- Abstract Views: 12
- Downloads: 4
- [see details](#)

PLUMX METRICS

[PlumX Metrics Detail Page](#)

INCLUDED IN

Scholarship of Teaching and Learning

The National Professional Development Framework

Publication Year: 2019

Usage	16	Captures	0	Citations	0	Social Media	0
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Metrics Details

Metric	Value
USAGE	16
Abstract Views	12
Digital Commons >	12
Downloads	4
Digital Commons >	4

Conference Paper Description

This presentation provides an overview of the National Forum for the Enhancement of Teaching and Learning's National Professional Development Framework For All Those Who Teach in Higher Education.

Bibliographic Details

REPOSITORY URL: https://arc.cct.ie/cert_tl/5

AUTHOR(S):
Marie O' Neill

Provide Feedback

Have ideas for a new metric? Would you like to see something else here? Let us know >

Author Profile Link:
Marie O' Neill works as Head of Enhancement at CCT involves working with institutional staff to implement Teaching and Learning, the Learning Environment Marie at: <https://works.bepress.com/marie-oneill/>

Document Type:
Presentation

Publication Date:
10-14-2019

Name of Program:
CCT Certificate in Teaching and Learning

Abstract:
This presentation provides an overview of the National Enhancement of Teaching and Learning's [National Professional Development Framework For All Those Who Teach](#)

Recommended Citation:

https://arc.cct.ie/cert_tl/5/

4. Impact



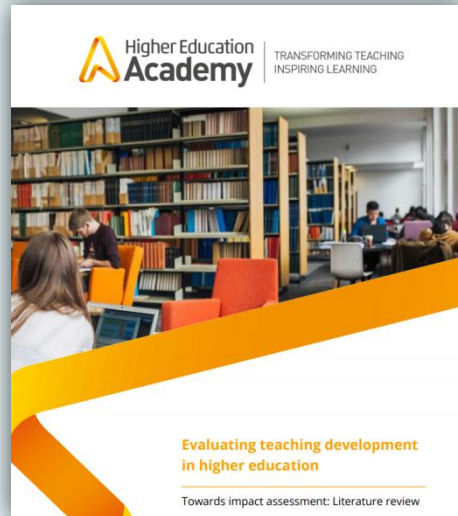
- » Register of PD Activity 501 items and growing
- » Wide range of PD activities involving a wider range of staff
- » Online staff profiles
- » Digital Commons for dissemination of PD activity and output and to facilitate peer collaboration nationally and internationally
- » Initial feedback via student module feedback forms, the INDEx survey and staff testimonials which suggests that PD initiatives are already enhancing the teaching and learning environment.
- » Formalised approaches to assessing PD impact will be implemented in 2020.

Impact: Useful Literature Reviews and Case Studies



“Research shows that PD enhances teachers’ abilities to predict students’ approaches, anticipate errors, and determine the best instructional strategies for particular students (Ravhuhali, Kutame & Mutshaeni, 2015; Wall, 2013). “

<http://docplayer.net/142066275-Innovating-professional-development-in-higher-education.html>



To capture the whole complexity of the impact of PD, using a range of quantitative and qualitative methods such as questionnaires, interviews, reflections, focus groups, and journals is essential (Kneale et al., 2016b)

https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/evaluating_teaching_development_in_he_-_literature_review1_1_1568037347.pdf

Assessing Impact: Examples



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Teachers as Learners:
Exploring the impact
of accredited professional
development on learning
and assessment in
Irish Higher Education

2. Exploring the impact of small-scale accredited professional development

Clare Gormley, Muireann O'Keeffe & Pip Bruce Ferguson
Teaching Enhancement Unit,
Dublin City University

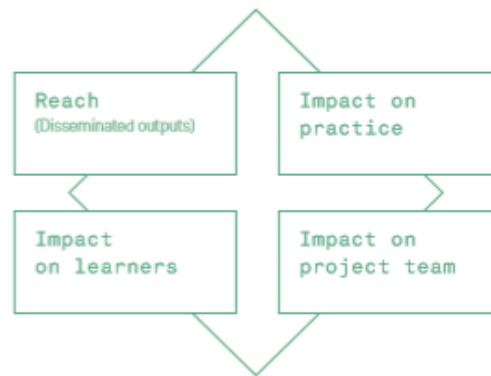


Figure 1

“There is evidence that the PD modules described above have had an impact..participants on these modules described how they have learned about and tried out new assessment approaches, thereby expanding their repertoire of potential assessment and feedback modes.....”

Published by AISHE

Editors: Moira Maguire, Nuala Harding,
Gina Noonan and Tamara O'Conner

<https://www.aishe.org/teachers-as-learners-exploring-the-impact-of-accredited-professional-development-on-learning-and-teaching-in-irish-higher-education/>

Staff Feedback



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Amanda Russell, Quality Assurance Officer

“Recent CPD sessions, such as the Evaluative Report Writing seminar, have allowed me to develop my knowledge and ensure that it stays relevant and up to date. I am more aware of the developments within the education sector and can ensure that I am effective and will make a more meaningful contribution”



Justin Smyth, College Librarian

“Through an enhanced sensitivity to teaching practices and solutions, as experienced and shared by a wide variety of speakers and colleagues, what has resonated most of all is the reality of identification with faculty and students. Far from being in silos, we are engaged in the same endeavour of improvement and self-challenge. “

Staff Feedback



QQI



Michael Weiss, ICT Lecturer

“The broader range of PD activities has provided me with a greater connection to peers as well as access to a wider range of standards, approaches and tools to create a better foundation for students”



Kathleen Embleton, Head of Student Services

“It has been very useful for me to attend the Excellence In Teaching series and part of the Teaching and Learning Certificate. As the Head of Student Services, knowing what the students and the lecturers are doing in the classroom, helps to inform the provision of useful student supports outside of the classroom.”



Thank
You!

See Naomi Jackson's online profile at: <https://works.bepress.com/naomi-jackson/>

See Marie O' Neill' online profile at: <https://works.bepress.com/marie-oneill2/>