CCT College Dublin

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The Certificate in Teaching and Learning at CCT

CCT College Dublin

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Case Study: The CCT Certificate in Teaching and Learning

The CCT Certificate in Teaching and Learning

What was the nature of the project / initiative and when did it take place?

In October 2019, CCT introduced a Certificate in Teaching and Learning. The first iteration of the programme was designated a pilot. Consequently, it was offered on an in-house basis only and to a small cohort comprising six members of faculty and the institutional librarian.

Who was involved in the project / initiative?

The Certificate in Teaching and Learning, which is a CCT Centre for Teaching and Learning project, was proposed by the Executive Leadership Team as part of a suite of institutional initiatives to underpin the professional development of staff and support the strategic intention to increase scope of provision to include level 9 taught Masters programmes. As part of the development it was proposed that the programme would embed the learning and assessment requirements of the National Forum for the Enhancement of Teaching and Learning Digital Badge on Teaching Strategies for (New) Lecturers into the programme. The College already had an approved facilitator for the badge on staff and the National Forum were fully supportive of the proposal.

Programme content and delivery was informed by CCT's Strategic Plan, higher education trends, the academic and professional literature and an analysis of teaching and learning programmes nationally.

Describe the aim(s) of the project?

In the brochure circulated to staff, the overarching **programme aim** is articulated as follows:
"This programme aims to provide faculty with knowledge and skills in relation to innovative teaching strategies and technologies to inform their teaching practice. The programme also encourages faculty to think critically about their current approach to teaching and how knowledge acquired on the programme can enhance the teaching and learning experience."

What were the learning outcomes or objectives of the project / initiative?

The Learning Outcomes required successful participants to:
- ✓ Demonstrate an understanding of key trends in the higher education sector nationally and internationally and their impact on individual teaching practice
- ✓ Demonstrate alignment of individual teaching philosophies with the CCT Teaching, Learning and Assessment Strategy
- ✓ Apply knowledge of key teaching and learning theories including learner-centered approaches
- ✓ Display competency at applying innovative teaching and assessment approaches incorporating appropriate technological tools
- ✓ Demonstrate a commitment to professional development in a reflective and evidence based manner using the National Forum for the Enhancement of Teaching and Learning's Professional Development Framework for All Those Who Teach in Higher Education

Describe the project / initiative

The Certificate had the following attributes:
- ✓ 12 weeks duration commencing October 2019
- ✓ A range of internal and external speakers
- ✓ The integration of a National Forum digital badge on [Teaching Strategies for (New) Lecturers](#).
- ✓ All classes delivered face to face with the exception of Dr O Riordan's class on assessment design which was delivered online.
- ✓ Corresponding Moodle page established
- ✓ Formative assessment drawing on real world scenarios and challenges in the classroom
- ✓ A pilot of [Audacity](#) software was undertaken by Graham Glanville for one piece of assessment feedback
- ✓ In the interest of transparency and knowledge sharing institutionally and beyond, lecture slides are posted on an open access basis on CCT's institutional repository ARC (Academic Research Collection) at https://arc.cct.ie/cert_tl/

Lecture	Delivered by
1. The National Forum for the Enhancement of Teaching and Learning's New Strategic Plan 2019-2021.	Dr. Terry Maguire, Director of the National Forum
2. Evidenced based and Reflective Professional Development	Marie O Neill, NF PACT badge facilitator Rob McKenna, Griffith College
3. E-Portfolio to Enhance the Teaching and Learning Process	Dr Orna Farrell, National Digital Learning Institute
4. Key Learning Theories	Dr Graham Glanville, CCT College
5. Innovative Pedagogies	Dr Graham Glanville, CCT College
6. Student-Centered Learning and Student Partnership	Dr Graham Glanville, CCT College Oisin Hassan, Programme Manager, National Student Engagement Programme
7. Technology Enhanced Learning	Dr Dara Cassidy, Head of Online Learning RCSI
8. Assessment Design	Dr Fiona O Riordan, Academic Developer, DCU
9. Learning Analytics	Dr Geraldine Gray, TU Dublin
10. Teacher as Researcher	Dr Brett Becker, UCD Kelvin Martins, Creative Engine Project, DCU
11. Programme and Module Design	Dr Graham Glanville, CCT College
12. In-Class Poster Presentation	Dr Graham Glanville, CCT College Marie O' Neill, CCT College

What data was collected during this project / initiative?

An anonymous survey via Google Forms was administered to graduates upon completion of the programme. This was completed by 6 out of the 7 graduates, an 85% completion rate. CCT staff and students also completed the National Forum for the Enhancement of Teaching and Learning's National Digital Experience (INDEx) Survey during this timeframe.

What insights were gleaned from the project / initiative data?

- ✓ Faculty found the lectures on student-centered learning, innovative pedagogies and technology enhanced learning the most useful
- ✓ Applying Bloom's taxonomy and reflecting on and responding to a common teaching/classroom issue were considered the two most useful assessments
- ✓ 100% of respondents liked the integration of a National Forum digital badge into the programme
- ✓ Faculty indicated they would like none of the existing content removed from the programme in relation to the next iteration. One respondent said that they would like more content on online teaching and learning.
- ✓ 83% of respondents said that they would prefer a blended learning delivery mode going forward
- ✓ The majority of respondents indicated that the course had positively impacted their teaching practice on the ground. Please see Tables 2 and 3.
- ✓ Respondents rated highly the support of the Course Director and Administrator
- ✓ 100% of respondents would recommend the course to another member of staff

The full survey findings can be accessed [here](#)

Table 1: Rating of Course Content and Delivery

	Excellent	Very Good	Good	Poor	Very Poor
Standard of lectures by CCT Staff	66%	33%			
Standard of guest lectures	50%	50%			
Use of technology during lectures	16%	50%	33%		
Course content on Moodle	33%	66%			
Quality of assessment feedback	66%	33%			
Support provided by Course Director and Administrator	83%	16%			
Relevance of course content to teaching practice	33%	66%			

How has practice changed as a result of the project / initiative?

Course participants reported increased professional confidence, intensified peer collaboration, increased knowledge of professional development frameworks, more proactive use of technology and more robust levels of student engagement as a result of completing the Certificate. Both the Student and Staff INDEx surveys provide positive feedback about the skillset and professional development of staff. Some of the apps taught on the programme appeared in student feedback. See Figures 1 and 2. Subsequent to completion of the programme, the Centre for Teaching and Learning representatives liaised with National Forum badge developers at Cork Institute of Technology in relation to feedback from course participants which informed the next iteration of the badge on Teaching Strategies for (New) Lecturers.

Table 2: The Impact of the Certificate in Teaching and Learning on Course Participants' Teaching Practice

Survey Question	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
My professional confidence increased	16%	83%			
I implemented changes to my teaching practice on the ground	66%	33%	16%		
I collaborate more extensively with my peers	50%	33%	16%		
I use a more evidence-based approach to my teaching	16%	66%	16%		
My classes are underpinned by stronger student engagement	16%	50%	33%		
I feel more connected to the wider sector	33%	33%	33%		
I am more reflective about my teaching practice	50%	50%			
I am more confident in relation to digital teaching and learning	16%	66%	16%		
I am more aware of professional development frameworks for educators	50%	50%			
Completing the course made no difference to my teaching practice				33%	66%

Table 3: Open-ended Feedback

In your opinion what was the most beneficial aspect of completing the Certificate?
It gave me time to reflect on my teaching practice and journey Colleagues sharing their experiences.
Better understanding of the academic approach to Teaching and Learning

Reflecting on how I currently teach and aligning this with the strategies and techniques covered on the course. This made the theory a reality for me.
Gives an opportunity to reflect on teaching and learning practices.

What was the big takeaway from the programme in terms of your teaching practice?
To always put the learner at the centre of your teaching
Collaborating with a co-teacher on a poster helped me reflect on my own teaching practices I become more aware of different teaching methods.
Listening to and learning from the experiences of others Increased confidence in my work.
Building up the confidence to record lectures. The benefit of peer motivation

Can you describe a specific change that you made to your teaching practice as a result of completing the course?
To always put the learner at the centre of the teaching
Tried to use the digital tools more actively, with the student's experience in mind A more academic focus as opposed to usability/hands-on approach.
I applied Blooms Taxonomy in my assessment and exam preparations.
Creating videos, conducting student surveys, reflecting more on classes taught

What did you like about the inclusion of a National Forum Digital Badge?
It represents that something has been achieved.
The resources.
Gives confidence.
Crossover of disciplines were addressed.
Ensured that we were focusing on relevant material.
It's recognised across the sector.

Figure 1: Q 21 INDEx Survey (Staff)

21 Overall, how would you rate the quality of digital teaching and learning on your course?

Best imaginable — 10 (3.4%)
Excellent — 94 (31.9%)
Good — 128 (43.4%)
Average — 52 (17.6%)
Poor — 9 (3.1%)
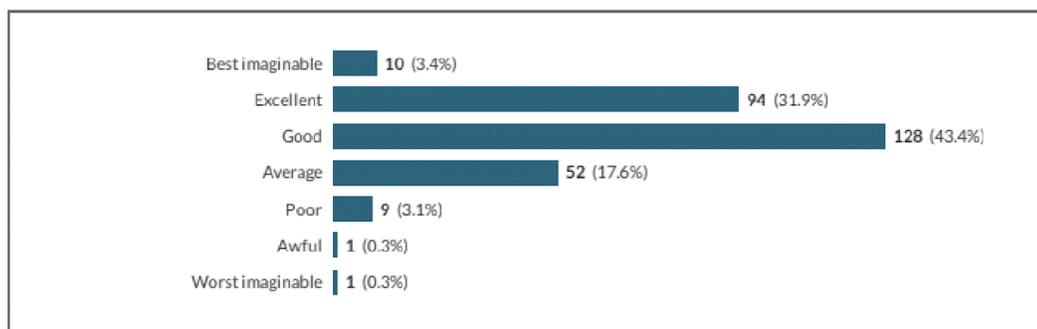Awful — 1 (0.3%)
Worst imaginable — 1 (0.3%)

Figure 2: Q 20 INDEx Survey (Staff)

20 Overall, how would you rate the support you receive from your institution to develop the digital aspects of your role?

Best imaginable — 0

Weaknesses of the Project

Course participants were asked to describe weaknesses on the programme. Respondents Replied:
None
Difficult to dedicate the time during the semester.
My own background
I was confused about some of the technological tools and will need to look into them in more detail when I have the time.
Personally, I would have liked to see it spread out a little more - perhaps a session every two to three weeks. I would like more content on online teaching and learning.

Pilot Conclusions

The pilot delivery of a CCT Certificate in Teaching and Learning has been very successful eliciting extremely positive feedback from participants in relation to the content, organization and delivery of the programme. Participants also reported impact in the context of their teaching practice on the ground as a result of participating in the programme. It must also be noted that during delivery of the programme, staff members from other higher education institutions contacted the College to enquire about enrolling on the programme.

Having concluded the pilot, building on the experience and feedback the programme will be reviewed and enhanced. Proposed enhancements include:

✔ The programme will be adapted for blended learning delivery

✔ The scheduling of the programme will be revised to facilitate a more spread out delivery

✔ Measures will be implemented to facilitate the integration of content of relevance to the National Forum Digital badge in Online Teaching and Learning. CCT already has an approved badge facilitator on staff.

There are no plans in the immediate future to open up the programme to external applicants as the focus remains on the professional development of CCT staff and the migration of the programme to a blended learning format which will constitute a second stage of this pilot initiative. The College is now a QQI approved blended learning provider.