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

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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
Context

» Established 2005

» Business & ICT programmes

» Approx. 1,000 students

» Re-engagement 2018
"Continue to support the professional development of our staff through mentoring, network training initiatives, development opportunities, education events, and career support."
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.)
## Table 1: Typology of Professional Development Activities

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

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

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

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

Certificate in Teaching and Learning at CCT
Awareness of PD Activities/Resources

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

Create the learning analytics policy you (and your students) need

Ruth Ní Bheoláin & Irene O’Dowd
Híberna College

The National Seminar Series provides those working in higher education the opportunity to connect with colleagues and to focus on shared interests in both research and practice of teaching and learning enhancement. The series also creates opportunities to hear from national and international experts in different areas of teaching and learning.

You can search the Seminar Series by theme, location or date below. The list will only display seminars for which an event date has been confirmed.

A document containing the full list of funded seminars can be viewed here. This document was finalised on 6 September 2019. Any changes made after that date will only be reflected in the list below.
2. Connected and Contextualised

- 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

RCSI

T AMALTA
OLLSCOIL TECNOIÁIDTC A BHAILE ATHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

GMIT

UCD DUBLIN

GRiffith College

DCU

T&L

Hibernia College

Trinity College | Coláiste na 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)

UNCATEGORIZED

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

August 30, 2019
integrating

This week the National Student Engagement Programme (NSSEP) 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 NSSEP 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. NSSEP 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)
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

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

- 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
Contextualisation: Key Publications

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

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.
CERTIFICATE IN TEACHING AND LEARNING

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 ePortfolio, Orla Farrell Dr.
- *PDF* Introduction to Learning Theories, Graham Granville
- *PDF* 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

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.
“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). “

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)
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.....
Staff Feedback

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

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/