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A Multi-Prong Approach to Professional Development at CCT College Dublin

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**Case Study: A Multi-Prong Approach
to Professional Development at CCT
College Dublin**



A Multi-Prong Approach to Professional Development at CCT College Dublin

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

CCT College Dublin has had a strong commitment to professional development since its foundation in 2005. Professional development activities organised by the College include the funding of additional qualifications up to and including PhD level; the hosting of sectoral events such as the [Irish Conference on Engaging Pedagogy](#); presentations at conferences; the acquisition of industry certifications, committee membership, internal workshops, peer reviewing and the publication of papers in the professional and academic literature. This case study describes a range of enhancements to professional development practice at CCT College Dublin that were implemented during the academic year 2019/20.

Who was involved with the project / initiative?

The initiative grew from the objectives articulated in the CCT Strategic Plan 2018 – 2020 which was informed by all College stakeholders. The Executive Leadership Team and College Management Team prioritised the implementation of the objectives, and specifically in respect of professional development, established the CCT Centre for Teaching and Learning and a Head of Enhancement Post to further facilitate success in this area. The ELT and Management Team have remained engaged in the implementation of the plan and the CCT Centre for Teaching and Learning established a multi-department working group, led by the Head of Enhancement, to embed the initiative.

Describe the aim(s) of the project?

- ✓ To offer professional development activities that are more closely aligned to new strategic imperatives such as blended learning delivery
- ✓ To develop professional development offerings in partnership with staff
- ✓ To offer more flexible professional development activities which are responsive to staff commitments
- ✓ To respond to an increased sectoral focus on student-centred pedagogies and student partnership
- ✓ To promote staff engagement with the National Forum for the Enhancement of Teaching and Learning's [National Professional Development Framework for All Those Who Teach in Higher Education](#)
- ✓ To respond to new challenges such as the rise of essay mills and the COVID-19 pandemic
- ✓ To implement professional development activities which are evidenced based and impact focused
- ✓ To disseminate professional development activity on an open access basis via digital platforms.

Describe the project / initiative

The following professional development activities were undertaken during the academic year 2019/2020

- The [CCT monthly professional development bulletin](#) which is disseminated to staff was populated with a wider range of content from the European Distance and E-Learning Network, JISC and the Irish Learning Technology Association in response to the emergency pivot to online teaching and learning. Staff were also encouraged to join the #IUADigEd

community.

- In the academic year 2019/2020, the **CCT Excellence in Teaching Series** was opened up to the wider sector, in addition to CCT staff, to promote peer dialogue and support. See presentations at: https://arc.cct.ie/guest_lecture/. Presentations also focused on the pivot to online teaching and learning with a presentation on [a 'pedagogy first' approach to online teaching by Dr Sharon Flynn, Project Manager of the IUA's EDTL project and Rob Lowney, Learning Technologist at DCU](#) as an example. See event posters in the appendix.
- A CCT **Certificate in Teaching and Learning** developed by the CCT Centre for Teaching and Learning commenced in October 2019 which incorporated a [National Forum for the Enhancement of Teaching and Learning digital badge on Teaching Strategies for \(New\) Lecturers](#). Lecturer slides from the Certificate can be viewed at: https://arc.cct.ie/cert_tl/.
- A number of **internal workshops** were conducted during the academic year 2019/20 on Zoom, Moodle and evaluative report writing, delivered by different members of the ELT and Management Team. See photos in the appendix.
- Content was expanded on the [CCT Learning Space](#) during 2019/20 particularly in response to the emergency pivot to online teaching and learning. Guides such as an [Online Teaching Toolkit](#) and an [Online Learner Toolkit](#) were added.
- During the 2019/2020 academic year more multi-media content was added to CCT's institutional repository ARC (arc.cct.ie) and the Centre for Teaching and Learning page on Moodle such as interactive videos on Padlet and Mentimeter created using **H5P** to support faculty to promote student engagement in the online teaching environment. See: <https://arc.cct.ie/cctinstructional/>.
- During the 2019/2020 academic year, CCT College acquired Screencastomatic, screencasting software; Adobe Spark and Powtoon to create instructional videos for students and staff.
- In 2018, a number of staff members undertook the National Forum for the Enhancement of Teaching and Learning's [PACT digital badge](#) which promotes engagement with the [National Forum's National Professional Development Framework for All Those Who Teach in Higher Education](#). In November of 2019 CCT further extended its knowledge and commitment to the National Professional Development Framework by teaching a [national iteration of the PACT digital badge in partnership with WIT](#).
- In the year 2019/20, CCT College expanded sectoral engagement activities at all levels across the College. Examples include CCT being a member of the Steering Group of the [Irish National Digital Experience INDEX Survey](#) and a member of the Library Association of Ireland's [Library Ireland Week Taskforce](#). The Dean of School was a reviewer for the [Irish Conference for Engaging Pedagogy](#).

What data was collected during this project / initiative?

- ✓ During the academic year 2019/20 the number of entries on the Register of Professional Development expanded considerably. Over the last two years entries on the register have increased two-fold.
- ✓ A survey was conducted with participants of the Certificate in Teaching and Learning in which 66% of staff agreed and 33% strongly agreed that participation on the programme resulted in changes to their teaching practice on the ground. See summary of findings in the appendix.
- ✓ Data from the National Digital Experience INDEX Survey revealed that faculty at CCT feels supported by their institution in relation to their digital skills.
- ✓ A number of testimonials from a range of staff have been obtained endorsing enhancements to professional development at CCT College. See appendix.

- ✓ CCT Learning Space analytics show that there has been strong engagement with guides such as the [Online Teaching Toolkit](#) and the [Online Learner toolkit](#).
- ✓ 197 items of CCT's scholarly and professional development activity are now archived on an open access basis on CCT's institutional repository, ARC. There has been 1950 downloads of this material in the past year.

What insights were gleaned from the project / initiative data?

A multi-prong approach to professional development which comprises bulletins; more on-site activities and webinars; a Certificate in Teaching and Learning; the input of industry experts; engagement with communities of practice and the use of digital platforms to create toolkits and disseminate activity increases engagement with professional development at an institutional level, as well as promotes peer dialogue and support within the wider sector.

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

The aforementioned data/feedback mechanisms demonstrate increased engagement by CCT staff with digital tools, student-centred pedagogies and teaching and learning frameworks with a focus on student engagement as a result of enhancements to professional development activity in 2019/20.

Useful References

- Naomi Jackson and Marie O' Neill, *Inspiring and Incentivising Professional Development at CCT College: A Multi-Prong Approach* (QQI Models of Professional Development, Feb 2020). See: arc.cct.ie/fac_presentations/1/
- Marie O' Neill, *Implementing the National Professional Development Framework for All Those Who Teach in Higher Education*, (National Forum/HAEFQ Seminar on Professional Development, April 2020). See: https://arc.cct.ie/fac_presentations/5/
- Case Study, CCT's Certificate in Teaching and Learning https://arc.cct.ie/cert_tl/