

The T-REX Team

Marie Ryan, Marek McGann (MIC); Jennifer McMahon (UL);
Tony Hall, Cornelia Connolly (NUIG); Alison Egan (MIE)

Aims

Supporting innovative teaching & learning in Initial
Teacher Education through integration with the
Teachers' Research Exchange (<https://www.t-rex.ie>)

The Framework

The T-REX Module Innovation
Framework provides small grants to support innovative practice in
Initial Teacher Education.

Awardees undertake sustainable
changes to modules to integrate
collaborative and reflective
practice through the use of the T-
REX platform.

Module changes are planned and
refined in workshops including
student input and feedback.

Impact

The **Module Innovation Framework**
effects significant change in practice
and student teacher experience.

Supported innovations include:

- Collaboration with practising
teachers in authentic
assessment.
- Engagement with diverse
education stakeholders from
outside of academic settings.
- Provides platform for
professional conversations prior
to graduation, supporting
transition from student to
professional.

Our 2021 Innovators

Maria Campbell, Deirdre Harvey, Mary Shanahan
(St. Angela's College, Sligo)

Reflective practice through professional conversations with
peers and practising professionals while on school
placement, via T-REX.

Suzanne Parkinson (Mary Immaculate College)

Engagement with educational psychologists and
development of new resources for students and teachers
on person construct psychology to be shared on T-REX.

Jennifer Hennessy (University of Limerick)

Critical reflection on the role of research collaboration and
professional conversations in learning and professional
development during preparation for placement.



Celebrating Innovators

T-REX Module Innovation Fund
awardees are celebrated through
posts on T-REX platform, twitter, and
press release.

An Overview of the T-REX Platform

McGann, M., Ryan, M., McMahon, J., & Hall, T. (2020). T-REX: The Teachers'
Research Exchange. Overcoming the Research-Practice Gap in Education.
TechTrends, 64, 470–483. <https://doi.org/10.1007/s11528-020-00486-4>