



# National Forum Seminar Series

2018–19



NATIONAL FORUM  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

## Seminar Series Schedule

Date	Seminar Title	Institution	
07.11.18	Exploring action research for professional development	Institute of Technology Carlow	08
08.11.18	Facilitating student leadership to foster academic culture	University of Limerick	38
09.11.18	Bringing research closer to practice. A one-day symposium on creative practice and postgraduate research approaches	Institute of Technology Sligo	08
12.11.18	The balanced researcher (morning session) Presenting your research with confidence (afternoon session)	Institute of Technology Sligo	09
23.11.18	Digital pathways into learning languages	Letterkenny Institute of Technology	24
27.11.18 & 28.11.18	Creating immersive & interactive audio visual environments using new digital technologies in lens-based media production	Limerick Institute of Technology	25
29.11.18	A Shannon Consortium dissemination seminar: What we believe: student stakeholder perspectives on religion, belief & spirituality in third level Irish educational contexts (NI & ROI)	Institute of Technology Carlow	39
07.12.18	NF Professional Development Framework workshop & showcase of teaching and learning ePortfolios	Galway-Mayo Institute of Technology	10
07.12.18	Developing an understanding and relevance of open badges for social work learning	Institute of Technology Sligo	10
10.12.18	Getting started with online teaching	Letterkenny Institute of Technology	26
12.12.18	Using a lightboard for rapid online engagement	Galway-Mayo Institute of Technology	26
13.12.18	Exploring alternatives: Critique of the process-product paradigm dominating Teaching Educator Professional Learning (TEPL) in contemporary higher education	University of Limerick	11
18.12.18	The power of imagery in learning	Dun Laoghaire Institute of Art, Design & Technology	27

## Seminar Series Schedule

Date	Seminar Title	Institution	40
08.01.19	Effectively supporting study transitions to improve student engagement, wellbeing, progression, attainment and success	Cork Institute of Technology	40
10.01.19	Peer mentoring in higher education— a key to better staff induction	Cork Institute of Technology	12
18.01.19	Student orientation: How innovative practices can improve outcomes for incoming students.	Dublin Institute of Technology	41
23.01.19	Evidencing teaching achievements effectively	University of Limerick	12
25.01.19	Are we ready? Making the shift from delivering the content to being facilitators of learning	Marino Institute of Education	28
29.01.19	The Visitor and Resident Framework as a tool for professional development	Institute of Technology Tralee	13
29.01.19	Towards digital literacy for language teaching and learning: Approaches and practices	University of Limerick	28
31.01.19	Street Law	University of Limerick	52
01.02.19	Aligning learning, teaching and assessment in the design of HE curricula	Mary Immaculate College	13
07.02.19	Universal Design for Learning (UDL)—A professional development workshop to promote and implement an inclusive teaching and learning environment	Dublin City University	14
07.02.19	Delivery of the Digital Badge in Postgraduate Research Supervision	Letterkenny Institute of Technology	14
07.02.19	Evidence-based teaching	Letterkenny Institute of Technology	15
08.02.19	Forget the learning outcomes, what are students really learning on placement?	University of Limerick	53
14.02.19	Designing your professional portfolio — Walking the walk with ePortfolios	Dublin City University	15

## Seminar Series Schedule

Date	Seminar Title	Institution	
18.02.19	First steps to introducing ePortfolio	Waterford Institute of Technology	41
19.02.19	Revisiting “research-led teaching”: Integrating teaching and research activities with open science framework	University of Limerick	29
20.02.19	Innovative teaching across subjects with digital photographs: An inquiry graphics method	Athlone Institute of Technology	29
21.02.19	Assessment design to promote academic integrity	Dublin City University	53
21.02.19	Understanding student anxiety and building resilience in the learning environment	Carlow College	42
21.02.19	Embedding threshold concepts in curriculum design	Limerick Institute of Technology	43
21.02.19	Learning from student success: Barriers and facilitators	Maynooth University	42
22.02.19	Exploring different dimensions of educational leadership	Waterford Institute of Technology	16
27.02.19	Students as self regulating partners in assessment. Design, development, implementation and evaluation	Trinity College Dublin	54
28.02.19	Assessing teaching to guide professional development	Dublin Business School	16
28.02.19	Joining the dots: Supporting students throughout the student journey	Trinity College Dublin	43
04.03.19	Fostering a partnership between students and clinicians in the assessment of practice education.	Trinity College Dublin	55
05.03.19	Students as partners in assessment and feedback	University of Limerick	56
07.03.19	A practice exchange of innovation using technology in professional education: Sharing experiences of nurse, solicitor and teaching education	Hibernia College	17
08.03.19	Harnessing student engagement data for a holistic personalised feedback	Galway-Mayo Institute of Technology	30

## Seminar Series Schedule

Date	Seminar Title	Institution	44
12.03.19	Documenting Erasmus student experiences through ePortfolio	Dublin City University	44
21.03.19	Arena blended connected learning design (ABC to VLE)	Trinity College Dublin	30
22.03.19	Using small scale digital initiatives to support large scale digital policies.	Dublin Institute of Technology	31
22.03.19	Effectively supporting study transitions – Student success through outduction.	St. Angela's College	44
29.03.19	Professional development on teaching international students through a language other than their mother tongue in a higher education context.	Dublin City University	17
05.04.19	Internationalising the curriculum for student success	Waterford Institute of Technology	45
06.04.19	Mentoring as a pedagogical approach in early childhood education and care	Institute of Technology Tralee	18
10.04.19	What is it that I am assessing and why am I assessing it? The unexplored diatribe between “factual information” and “knowledge”.	Institute of Technology Carlow	56
11.04.19	Evolving identities: Collaboration to enhance student success.	Dundalk Institute of Technology	18
12.04.19	Accrediting systems of training for postgraduate tutors and lecturers in STEM.	Maynooth University	19
25.04.19	Mental health in higher education: Personal wellbeing for professional development.	Dublin Business School	20
26.04.19	The case for problem-based learning in the behavioural and social sciences	University of Limerick	20
01.05.19	Peer coaching for the improvement of teaching and learning	Waterford Institute of Technology	21

## Seminar Series Schedule

Date	Seminar Title	Institution	Page
02.05.19	Enabling policies for digital teaching and learning: One year on	Dublin Business School	31
08.05.19	Developing engagement with feedback	Waterford Institute of Technology	57
08.05.19	Programmatic assessment in physiotherapy education; exploring a new approach to student assessment in the clinical workplace	University of Limerick	57
09.05.19	Building towards programme learning outcomes through effective assessment and feedback strategies	Dublin Institute of Technology	58
14.05.19	How do students spend their time? The results of a survey of first year students at Maynooth University	Maynooth University	32
14.05.19	Digi-tech: Digital teaching tools for mathematics in higher education	Cork Institute of Technology	33
15.05.19	Realigning teaching, learning and assessment: Integrating assessment for learning in challenging times.	Cork Institute of Technology	59
16.05.19	Developing peer mentoring skills to enhance CPD in teaching and learning and better enable learning communities	Cork Institute of Technology	21
16.05.19	Empowering students through big data	Dublin Institute of Technology	33
17.05.19	Promoting 21st century learning: The use of technology to enhance problem-design, collaboration, feedback and assessment in PBL.	Mary Immaculate College	34
17.05.19	Developing Wikipedia as an innovative teaching tool in medieval and early modern studies in Ireland	Maynooth University	34
22.05.19	Evaluating student success in widening access initiatives: How do we know what works?	Letterkenny Institute of Technology	45
24.05.19	Global connections – Support strategies for international placements	University College Cork	46

## Seminar Series Schedule

Date	Seminar Title	Institution	Page
24.05.19	Higher education on your doorstep, bridging the gap	Waterford Institute of Technology	47
28.05.19	Giving online a go: Reflections on developing a new academic discipline programme using technology-enhanced learning, teaching and support	St. Angela's College	35
30.05.19	Supporting students towards successful language careers: Developing transferable academic & professional skills through translation	University of Limerick	48
05.06.19	Evaluating key digital teaching and learning policy considerations for management	Waterford Institute of Technology	35
07.06.19	The CEFR as an aid to learning and assessment for literary and cultural studies in the modern languages: Challenges, opportunities, practices	University of Limerick	60
13.06.19	Inspiring students to produce inspiring third level work	Institute of Technology Tallaght	49
14.06.19	An exploration of the use of coaching in higher education as a mechanism to improve the student and staff teaching and learning experience	University College Cork	49
17.06.19	Assessment for learning speech disorders and phonetics for speech and language therapy students in Ireland	University College Cork	61
21.06.19	Preparing students for study abroad	University College Cork	50
TBC	Aligning Teaching and Learning Across the Technological Sector (ATLAS): Sharing outputs from mapping accredited professional development to the National Professional Development Framework	Athlone Institute of Technology	22
TBC	Pigs might fly? Changing the assessment narrative through transforming the experience of students through assessment – TESTA's programme approach	Athlone Institute of Technology	62

## Seminar Series Schedule

Date	Seminar Title	Institution	
TBC	Supervising research degrees effectively: The primary skills and functions of the successful supervisor	Athlone Institute of Technology	22
TBC	The impact and experience of delivering a programme using team-based learning (TBL)	Athlone Institute of Technology	62
TBC	Exploring the classroom of the future	Dublin Institute of Technology	50
TBC	Virtual educational spaces and VLE change: Opportunities and challenges	Institute of Technology Carlow	36
TBC	Assessment in teacher education: Placement in further education	Mary Immaculate College	63
TBC	Cross cultural teaching and learning for home and international students. Based on title of Dr Ryan's 2013 publication	Trinity College Dublin	23
TBC	Developing business and HR analytics education: Bridging the gaps between teaching, research and industry	Trinity College Dublin	36
TBC	Exploring the use of video to enrich learning experiences	University College Cork	37
TBC	Effective pedagogic transformation to active blended learning	University of Limerick	37
TBC	Teaching philosophy of science to doctoral candidates in a business school: Too much or too little theory?	University of Limerick	51
TBC	Transforming in learning and teaching	University of Limerick	63



## Professional Development

<b>Seminar Title</b>	<b>Exploring action research for professional development</b>
<b>Proposed Date</b>	<i>07 November 2018</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Explore the underpinning principles of action research in an educational context</li><li>– Identify their own values when it comes to enhancing their teaching practice</li><li>– Consider the evidence required to evaluate improvement in their own practice</li><li>– Explore ways in which action research could be applied to one's individual context to enable practice to be enhanced</li></ul>
<b>Institution</b>	Institute of Technology Carlow
<b>Contact</b>	Dina Brazil <a href="mailto:dina.brazil@itcarlow.ie">dina.brazil@itcarlow.ie</a>

<b>Seminar Title</b>	<b>Bringing research closer to practice. A one-day symposium on creative practice and postgraduate research approaches</b>
<b>Proposed Date</b>	<i>09 November 2018</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Learn about the current modules of Creative Practice Research in Ireland</li><li>– Develop skills in preparation, supervision and examination of postgraduate research through Creative Practice</li><li>– Enhance Interdisciplinary thinking in Creative Practice Research in the Institute</li><li>– Prepare Level 8 Honours students for possible Level 9 paths of Creative Practice Enquiry</li></ul>
<b>Institution</b>	Institute of Technology Sligo
<b>Contact</b>	Niamh Plunkett <a href="mailto:plunkett.niamh@itsligo.ie">plunkett.niamh@itsligo.ie</a>

**Seminar Title**                    **The balanced researcher** (morning session)  
**Presenting your research with confidence** (afternoon session)

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**Proposed Date**                    *12 November 2018*

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**Learning Outcomes**            **The balanced researcher**

- How to develop effective strategies to be effective with your time
- Specific strategies for coping with email overload
- Picking the right things to work on; how to prioritise
- Dealing with Distractions and interruptions
- How to say ‘NO’ gracefully; setting boundaries & Looking after me

**Presenting your research with confidence**

- How to make your message relevant to your audience
- How to structure and link parts of your talk
- Preparing materials, notes, handouts, powerpoint
- Practicing, Delivery, How to handle questions
- Dealing with nervousness

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**Institution**                        Institute of Technology Sligo

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**Contact**                            Niamh Plunkett [plunkett.niamh@itsligo.ie](mailto:plunkett.niamh@itsligo.ie)

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**Seminar Title**                    **Developing an understanding and relevance of open badges for social work learning.**

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**Proposed Date**                    *07 December 2018*

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- Learning Outcomes**
- Preparing staff to learn in digital settings
  - Develop an understanding of how effective our guidance and support is to learners' use of digital technology
  - Understanding of how we are embedding digital experiences into learning programmes
  - Consider how we engage learners in developing the digital environment
  - How well are we approaching these issues at the strategic level
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**Institution**                        Institute of Technology Sligo

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**Contact**                            Niamh Plunkett [plunkett.niamh@itsligo.ie](mailto:plunkett.niamh@itsligo.ie)

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**Seminar Title**                    **NF Professional Development Framework workshop & showcase of teaching and learning ePortfolios**

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**Proposed Date**                    *07 December 2018*

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- Learning Outcomes**
- Promote engagement with the Professional Development Framework
  - Encourage discipline/programme teams to use the framework to identify training needs and goals to develop staff capacity for change
  - A networking and peer learning opportunity to hear from colleagues who are engaged in their own continuous professional development and creation of Teaching and Learning ePortfolios.
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**Institution**                        Galway-Mayo Institute of Technology

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**Contact**                            Carina Ginty [carina.ginty@gmit.ie](mailto:carina.ginty@gmit.ie)

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<b>Seminar Title</b>	<b>Exploring alternatives: Critique of the process-product paradigm dominating teaching educator professional learning (TEPL) in contemporary higher education</b>
<b>Proposed Date</b>	<i>13 December 2018</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Provide an open space to better understand the key assumptions and ideological governance forms underpinning the Process</li><li>— Product model of Teacher Educator Professional Development operating in contemporary Ireland, Europe and OECD countries</li><li>— Apply a select literature review in gaining a deeper understanding of the contemporary framing of HEI Policy in TEPL using human capital theory and the contested nature of this worldview in the international literature</li><li>— Productively debate issues and concerns about academic progression criteria currently presented in western HEIs as a watertight evidence-based solution</li><li>— Re-consider the purposes of education and teacher educators/ educational researcher’s responsibility for the critical, social and heuristic aspects of education and the concept of a democratic society</li></ul>
<b>Institution</b>	University of Limerick
<b>Contact</b>	Geraldine Mooney Simmie <a href="mailto:geraldine.mooney.simmie@ul.ie">geraldine.mooney.simmie@ul.ie</a>

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**Seminar Title** Peer mentoring in higher education – A key to better staff induction

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**Proposed Date** 10 January 2019

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- Learning Outcomes**
- Deepen their understanding of the nature and benefits of peer coaching in enhancing CPD commitment and impact
  - Gain a heightened awareness of their capacity to listen with unconditional positive regard
  - Increase their knowledge and expertise in the use of questioning to raise awareness
  - Develop their skills in offering impactful feedback
  - Construct an action plan to utilise the workshop content to improve their own communication skills so they can better support their peers and engage in purposeful conversations regarding professional development, development of learning communities and communities of practice
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**Institution** Cork Institute of Technology

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**Contact** Marese Bermingham [marese.bermingham@cit.ie](mailto:marese.bermingham@cit.ie)

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**Seminar Title** Evidencing teaching achievements effectively

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**Proposed Date** 23 January 2019

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- Learning Outcomes**
- To be able to identify and gather appropriate evidence for teaching achievements
  - To appreciate your own key achievements in teaching and supporting learning, including recognising where you have exercised leadership
  - Understanding of how we are embedding digital experiences into learning programmes
  - To be able to present a teaching achievement effectively in a teaching portfolio
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**Institution** University of Limerick

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**Contact** Mary Fitzpatrick [Mary.Fitzpatrick@ul.ie](mailto:Mary.Fitzpatrick@ul.ie)

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<b>Seminar Title</b>	<b>The Visitor and Resident Framework as a tool for professional development</b>
<b>Proposed Date</b>	<i>29 January 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Participants will be introduced to the concept of the Visitor and Resident (VandR) map</li><li>– Appreciate the ways that the VandR map can be employed as a professional development tool regarding digital literacy</li><li>– Develop familiarity with existing VandR resources that will enable them to engage in their own professional development and/or assist others</li></ul>
<b>Institution</b>	Institute of Technology Tralee
<b>Contact</b>	Tom Farrelly <a href="mailto:tom.farrelly@staff.ittralee.ie">tom.farrelly@staff.ittralee.ie</a>

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<b>Seminar Title</b>	<b>Aligning learning, teaching and assessment in the design of HE curricula</b>
<b>Proposed Date</b>	<i>01 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Discuss different theoretical approaches to student assessment and feedback</li><li>– Apply these approaches to adopt an outcomes based approach to curriculum design</li><li>– Consider assessment strategies at modular and programmatic levels so that planning for assessment constructively aligns with both the module and programme learning outcome</li><li>– Propose methods to ensure the assessment for, as and of learning is embedded in the process and procedures of curriculum and learning design</li></ul>
<b>Institution</b>	Mary Immaculate College
<b>Contact</b>	Gwen Moore <a href="mailto:gwen.moore@mic.ul.ie">gwen.moore@mic.ul.ie</a>

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**Seminar Title**                    **Universal Design for Learning (UDL) – A professional development workshop to promote and implement an inclusive teaching and learning environment**

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**Proposed Date**                    *07 February 2019*

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**Learning Outcomes**

- Identify the principles and best practice approaches of Universal Design for Learning (UDL)
- Discuss key issues around inclusivity and UDL in Higher Education Institutions
- Apply the principles of UDL to promote and implement an inclusive teaching and learning environment across a range of settings
- Evaluate the benefits of UDL interventions over time
- Establish a Community of Practice (CoP) to promote a UDL culture

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**Institution**                        Dublin City University

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**Contact**                            Karen Buckley [karen.buckley@dcu.ie](mailto:karen.buckley@dcu.ie)

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**Seminar Title**                    **Delivery of the digital badge in postgraduate research supervision**

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**Proposed Date**                    *07 February 2019*

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**Learning Outcomes**

- Identify key regulations and policies around the education of research postgraduates, and clarify roles and responsibilities of supervisor
- Apply regulations and policies in response to a number of case studies/scenario
- Review video or paper resource and reflect on your own supervisory approach based on this
- Identify key actions from this learning for your own supervisory practice

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**Institution**                        Letterkenny Institute of Technology

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**Contact**                            Bronagh Heverin [bronagh.heverin@lyit.ie](mailto:bronagh.heverin@lyit.ie)

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<b>Seminar Title</b>	<b>Evidence-based teaching</b>
<b>Proposed Date</b>	<i>07 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Discuss critically the concept of evidence-based teaching and learning practices within their own professional context</li><li>– Plan a systematic search of the extant literature and available data within their professional context and discipline area</li><li>– Critically appraise research evidence (literature and data)</li><li>– Describe appropriate evidence-based teaching, learning and assessment strategies for use within their professional context</li><li>– Devise learning outcomes for an evidence-based practice module within their professional context, in line with the Professional Development Framework</li></ul>
<b>Institution</b>	Letterkenny Institute of Technology
<b>Contact</b>	Lynn Ramsey <a href="mailto:lynn.ramsey@lyit.ie">lynn.ramsey@lyit.ie</a>

<b>Seminar Title</b>	<b>Designing your professional portfolio – Walking the walk with ePortfolios</b>
<b>Proposed Date</b>	<i>14 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Participants will learn the affordances of eportfolio for recording and reflecting on Continuous Professional Development (CPD)</li><li>– Participants will be able to identify key elements to include in their own professional portfolio</li><li>– Participants will be able to select an appropriate technology platform for the development of their professional portfolio</li><li>– Participants will design a draft professional portfolio which they can continue to develop after the workshop</li></ul>
<b>Institution</b>	Dublin City University
<b>Contact</b>	Lisa Donaldson <a href="mailto:lisa.donaldson@dcu.ie">lisa.donaldson@dcu.ie</a>



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**Seminar Title**                      **Exploring different dimensions of educational leadership**

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**Proposed Date**                      *22 February 2019*

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- Learning Outcomes**
- Created opportunities for networked relationships across the educational sector amongst existing and aspiring leaders
  - Be able to discuss the role leaders play in the ongoing improvement and transformation of education institution
  - Identify the key trends and developments with respect to educational leadership across the spectrum of education
  - Be aware of national-systemic initiatives in professional learning and development directed at changing learning and teaching and the critical role of leadership in education
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**Institution**                              Waterford Institute of Technology

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**Contact**                                  Anne Graham-Cagney [agraham@wit.ie](mailto:agraham@wit.ie)  
Mary Fenton [mfenton@wit.ie](mailto:mfenton@wit.ie)

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**Seminar Title**                      **Assessing teaching to guide professional development**

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**Proposed Date**                      *28 February 2019*

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- Learning Outcomes**
- An understanding of available mechanisms for assessing teaching
  - Identify potential barriers and issues around assessing teaching
  - Identify the role of assessing teaching in informing professional development
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**Institution**                              Dublin Business School

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**Contact**                                  Tony Murphy [tony.murphy@dbs.ie](mailto:tony.murphy@dbs.ie)

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**Seminar Title**                    **A practice exchange of innovation using technology in professional education: Sharing experiences of nurse, solicitor and teaching education**

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**Proposed Date**                    *07 March 2019*

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- Learning Outcomes**
- Understand how technology is being used innovatively in professional educational domains, to include nurse, solicitor and teacher education
  - Recognise the rewards and associated challenges in using technology innovatively in these professional domains
  - Critically evaluate the technologies presented
  - Apply the use of these technologies to one’s own professional education context
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**Institution**                        Hibernia College

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**Contact**                            Rob Lowney [rlooney@hiberniacollege.net](mailto:rlooney@hiberniacollege.net)

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**Seminar Title**                    **Professional development on teaching international students through a language other than their mother tongue in a higher education context.**

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**Proposed Date**                    *29 March 2019*

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- Learning Outcomes**
- Participants will have a deeper awareness and understanding of the challenges facing international students and all learners studying through a language other than their mother tongue
  - Participants will have strategies which they can implement in designing and delivering courses which will support learning through a language other than the mother tongue
  - Participants will have a deeper awareness of theories and principles of language learning in the context of curriculum design
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**Institution**                        Dublin City University

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**Contact**                            Qi Zhang [qi.zhang@dcu.ie](mailto:qi.zhang@dcu.ie)  
Jennifer Bruen [jennifer.bruen@dcu.ie](mailto:jennifer.bruen@dcu.ie)

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**Seminar Title**                    **Mentoring as a pedagogical approach in early childhood education and care**

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**Proposed Date**                    *06 April 2019*

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**Learning Outcomes**            — Situate the role of mentoring in ECEC degrees  
— Share good practice in training mentors  
— Explore the role of technology in supporting mentoring

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**Institution**                        Institute of Technology Tralee

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**Contact**                            Gerard O Carroll [gerard.ocarroll@staff.ittralee.ie](mailto:gerard.ocarroll@staff.ittralee.ie)

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**Seminar Title**                    **Evolving identities: Collaboration to enhance student success**

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**Proposed Date**                    *11 April 2019*

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**Learning Outcomes**            — Understand how working on cross disciplinary collaborative initiatives builds capacity and contributes to student success  
— Learn how collaborative and reciprocal learning takes place between academic and professional staff and students  
— Identify and create opportunities for cross disciplinary, collaborative projects

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**Institution**

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**Contact**                            Dundalk Institute of Technology

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Lorna O'Connor [lorna.oconnor@dkit.ie](mailto:lorna.oconnor@dkit.ie)

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<b>Seminar Title</b>	<b>Accrediting systems of training for postgraduate tutors and lecturers in STEM</b>
<b>Proposed Date</b>	<i>12 April 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Participants will assimilate knowledge of a best practice UK model of discipline specific structured training for HE staff which is amenable to accreditation</li><li>– Participants will assimilate knowledge of an innovative model of structured training for staff working in Mathematics Learning Support. This model, which is informed by National Forum Professional Development Framework, is amenable to accreditation</li><li>– Participants will explore how to transfer the models presented to discipline specific staff development in their own institutional context</li><li>– Participants will have the opportunity to contribute insights from their own experience into how models presented might be funded, sustained and supported in a constantly evolving Irish HE landscape</li></ul>
<b>Institution</b>	Maynooth University
<b>Contact</b>	Ciarán Mac an Bhaird <a href="mailto:ciaran.macanbhaird@nuim.ie">ciaran.macanbhaird@nuim.ie</a> Ciaran O'Sullivan <a href="mailto:ciaran.osullivan@it-tallaght.ie">ciaran.osullivan@it-tallaght.ie</a>

**Seminar Title**                      **Mental health in higher education: Personal wellbeing for professional development**

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**Proposed Date**                      *25 April 2019*

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- Learning Outcomes**
- Describe the issues relating to mental health in HE
  - Identify the importance of personal wellbeing in HE
  - Discuss the representation of personal wellbeing in Domain 1 of the National Forum’s Professional Framework
  - Develop procedures that safeguard staff mental health in HE
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**Institution**                              Dublin Business School

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**Contact**                                  Jonathan Murphy [jonathan.murphy@dbb.ie](mailto:jonathan.murphy@dbb.ie)

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**Seminar Title**                      **The case for problem-based learning in the behavioural and social sciences**

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**Proposed Date**                      *26 April 2019*

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- Learning Outcomes**
- Compare and contrast different approaches to problem-based learning in the behavioural social sciences across a number of higher education institutions in Europe
  - Evaluate some of the opportunities and challenges of implementing problem based learning in the behavioural and social sciences
  - Discuss ideas for implementing innovative teaching approaches (including problem based learning) with colleagues from different disciplines, different institutions, and different countries
  - Prepare brief action plan for how to incorporate new knowledge gained in this workshop into current teaching practice
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**Institution**                              University of Limerick

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**Contact**                                  Elaine L. Kinsella [elaine.kinsella@ul.ie](mailto:elaine.kinsella@ul.ie)

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**Seminar Title** Peer coaching for the improvement of teaching and learning

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**Proposed Date** 01 May 2019

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- Learning Outcomes**
- Deepen their understanding of the nature of peer coaching
  - Gain a heightened awareness of their capacity to listen with unconditional positive regard
  - Increase their knowledge and expertise in the use of questioning to raise awareness
  - Develop their skills in offering impactful feedback
  - Construct an action plan to utilise the workshop content to improve their own communication skills so they can better support their peers
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**Institution** Waterford Institute of Technology

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**Contact** Corina Power [cspower@wit.ie](mailto:cspower@wit.ie)

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**Seminar Title** Developing peer mentoring skills to enhance CPD in Teaching and Learning and better enable learning communities

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**Proposed Date** 16 May 2019

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- Learning Outcomes**
- Deepen their understanding of the nature of peer coaching and its benefits to enhancing CPD impact and development of Learning Communities
  - Deepen their understanding of the nature of peer coaching and its benefits to enhancing CPD impact and development of Learning Communities
  - Increase their knowledge and expertise in the use of questioning to raise awareness - Develop their skills in offering impactful feedback
  - Construct an action plan to utilise the workshop content to improve their own communication skills so they can better support their peers engagement in CPD, Reflective Practice and Learning Communities
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**Institution** Cork Institute of Technology

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**Contact** Marese Bermingham [marese.bermingham@cit.ie](mailto:marese.bermingham@cit.ie)

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**Seminar Title**                    **Aligning teaching and learning across the technological sector (ATLAS): Sharing outputs from mapping accredited professional development to the National Professional Development Framework**

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**Proposed Date**                    *TBC*

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- Learning Outcomes**
- Discuss the National Professional Development Framework
  - Identify opportunities for engagement with the PDF when planning/facilitating formal and informal development activities
  - Use the “ATLAS Consultation Pack” to explore professional development for the technological sector with colleagues
  - Engage collaboratively to advance professional development opportunities in the technological sector
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**Institution**                         Athlone Institute of Technology

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**Contact**                             Nuala Harding [nharding@ait.ie](mailto:nharding@ait.ie)

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**Seminar Title**                    **Supervising research degrees effectively: The primary skills and functions of the successful supervisor**

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**Proposed Date**                    *TBC*

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- Learning Outcomes**
- Distinguish between the criteria that determine differences between Masters’ and Doctoral levels
  - Evaluate the strengths and weaknesses of their own supervisory practices
  - synthesise together the individual elements of a successful submission (from Abstract to Conclusion and Recommendations)
  - Appreciate the importance of the viva voce and the supervisor’s role within this assessment
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**Institution**                         Athlone Institute of Technology

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**Contact**                             Nuala Harding [nharding@ait.ie](mailto:nharding@ait.ie)

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**Seminar Title**                      **Cross cultural teaching and learning for home and international students. Based on title of Dr Ryan's 2013 publication.**

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**Proposed Date**                      *TBC*

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- Learning Outcomes**
- Examine context of internationalisation of higher education
  - Overview of teaching and learning context for home and international students
  - Examine internationalisation of the curriculum and pedagogy in practice and benefits for all students
  - Review impact of diverse classrooms on teaching and learning; Overview of teaching strategies
  - Reflect on Challenges and opportunities presented by internationalised classrooms
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**Institution**                              Trinity College Dublin

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**Contact**                                  Ciara O'Farrell [cofarre@tcd.ie](mailto:cofarre@tcd.ie)

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## Teaching and Learning in a Digital World

<b>Seminar Title</b>	<b>Digital pathways into learning languages</b>
<b>Proposed Date</b>	<i>23 November 2018</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– To highlight the need for a change in mindset at institutional policy level in the IoT sector</li><li>– To establish a Community of Practice among language experts across the IoT sector</li><li>– To explore the potential of digital learning platforms in overcoming curricular and timetabling obstacles</li><li>– To persuade language lecturers of the pedagogical benefits of harnessing new technologies</li><li>– To establish learning pathways into modern languages for students of diverse academic backgrounds</li></ul>
<b>Institution</b>	Letterkenny Institute of Technology
<b>Contact</b>	Una Carthy <a href="mailto:una.carthy@lyit.ie">una.carthy@lyit.ie</a>

**Seminar Title**                      **Creating immersive & interactive audio visual environments using new digital technologies in lens-based media production**

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**Proposed Date**                      *27 & 28 November 2018*

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**Learning Outcomes**

- To gain knowledge and understanding about workflow from planning, to production, and post-production, towards the installation of a video projection mapped artwork for a professional gallery installation and/or outdoor environments
- To become skilled, knowledgeable and self-sufficient in producing a large scale audio-visual immersive environments, for indoor and outdoor presentations
- To develop skills and workflow principles is using the required hardware and software
- To gain authentic industry level professional skill sets, which can be integrated and applied within the curriculum, to prepare students for public exhibition and presentation, using 21st century media, thereby using technology to maximise learning impact
- To enrich the teaching and learning experience, by enabling programme teams to learn and gain confidence in exploring new ways of working using new and innovative digital technologies

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**Institution**                              Limerick Institute of Technology

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**Contact**                                  Martina Cleary [martina.cleary@lyit.ie](mailto:martina.cleary@lyit.ie)

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**Seminar Title**                      **Getting started with online teaching**

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**Proposed Date**                      *10 December 2018*

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- Learning Outcomes**
- Develop an understanding of the student perspective of what it is like to study online
  - Apply principles of online module design including a range of assessment options
  - Develop online activities and open education resources and approaches to media creation
  - Experience online facilitation and interaction including some strategies for engaging students in the online space (towards building a learning community)
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**Institution**                              Letterkenny Institute of Technology

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**Contact**                                Siobhan Cullen [siobhan.cullen@lyit.ie](mailto:siobhan.cullen@lyit.ie)

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**Seminar Title**                      **Using a lightboard for rapid online engagement**

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**Proposed Date**                      *12 December 2018*

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- Learning Outcomes**
- Explain how a lightboard studio operates and how they are constructed
  - Demonstrate best practice for creating short videos for optimal student engagement
  - Create a reusable online learning object using lightboard technology for use in their own teaching
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**Institution**                              Galway-Mayo Institute of Technology

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**Contact**                                Cormac Quigley [cormac.quigley@gmit.ie](mailto:cormac.quigley@gmit.ie)

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<b>Seminar Title</b>	<b>The power of imagery in learning</b>
<b>Proposed Date</b>	<i>18 December 2018</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Explore Multimedia Learning (MML) research which highlights the value of imagery as a constitutive pedagogy for class materials both for F2F lectures and online resources and materials</li><li>— Be able to access appropriate images with an understanding of copyright issues and concerns</li><li>— Explore how to incorporate images to better engage students in the learning process and to reduce cognitive stress</li><li>— Discuss the challenges and benefits of using this methodology in the context of universal design and inclusive teaching</li><li>— Explore the use of apposite images to provoke the key constitutive elements of Active Learning</li></ul>
<b>Institution</b>	Dun Laoghaire Institute of Art, Design & Technology
<b>Contact</b>	Therese Moylan <a href="mailto:therese.moylan@iadt.ie">therese.moylan@iadt.ie</a> Mary Anne O'Carroll <a href="mailto:maryanne.ocarroll@iadt.ie">maryanne.ocarroll@iadt.ie</a>

**Seminar Title**                    **Are we ready? Making the shift from delivering the content to being facilitators of learning**

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**Proposed Date**                    *25 January 2019*

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**Learning Outcomes**

- Appraise the reality of the learning contexts for students as they move from postprimary to third level
- Reflect on their role as HEI lecturers in making the shift from imparting content through lecture delivery to being facilitators of learning in a student-centered dynamic learning environment
- Contribute to a forum for the sharing of good practice by third level expert practitioners
- Engage with innovative technological tools that can be used in class to facilitate student engagement
- Plan for the student at the center of the learning process and themselves as the facilitator of this learning process

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**Institution**                        Marino Institute of Education

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**Contact**                            Julie Ui Choistealbha [julie.uichoistealbha@mie.ie](mailto:julie.uichoistealbha@mie.ie)

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**Seminar Title**                    **Towards digital literacy for language teaching and learning: Approaches and practices**

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**Proposed Date**                    *29 January 2019*

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**Learning Outcomes**

- Higher expertise amongst participants on the practical skills necessary for the successful implementation and integration of digital tools and resources
- The ability to access and work with training modules and templates to facilitate the integration of tools to work on language skills
- A repository of activities for the teaching and learning of languages based on the newly explored framework
- Increased synergies between language teaching strategies adopted at secondary and third levels
- Direct positive impact on participants' teaching practices

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**Institution**                        University of Limerick

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**Contact**                            Marie-Therese Batardiere [marie-therese.batardiere@ul.ie](mailto:marie-therese.batardiere@ul.ie)

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<b>Seminar Title</b>	<b>Revisiting “research led teaching”: Integrating teaching and research activities with open science framework</b>
<b>Proposed Date</b>	<i>19 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Explore definitions of “research led teaching” and examine one’s own teaching activities through the lens of research (and vice versa)</li><li>– Identify programme-level opportunities for integration of teaching and research within one’s own discipline(s), including opportunities for inter-institutional collaboration</li><li>– Demonstrate basic proficiency with key features of Open Science Framework mapped on to core research skills acquired at undergraduate level (e.g., development of a research question and/or hypothesis, conducting literature reviews, and dissemination activities)</li></ul>
<b>Institution</b>	University of Limerick
<b>Contact</b>	Ann-Marie Creaven <a href="mailto:ann-marie.creaven@ul.ie">ann-marie.creaven@ul.ie</a>

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<b>Seminar Title</b>	<b>Innovative teaching across subjects with digital photographs: An inquiry graphics method</b>
<b>Proposed Date</b>	<i>20 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Develop new skills in visual literacy and the use of visual resources in teaching</li><li>– Learn about the latest innovative and engaging approach to visual teaching and learning in higher education termed “Inquiry Graphics”, ahead of the Inquiry Graphics book publication</li><li>– Understand how to explore difficult concepts with students and colleagues via graphic resources such as photographs, videos, and illustrations</li><li>– Able to design and develop personal teaching to incorporate visual resources more effectively for teaching and learning purpose</li></ul>
<b>Institution</b>	Athlone Institute of Technology
<b>Contact</b>	Denise MacGiollari <a href="mailto:dmacgiollari@ait.ie">dmacgiollari@ait.ie</a>

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**Seminar Title**                      **Harnessing student engagement data for a holistic personalised feedback**

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**Proposed Date**                      *08 March 2019*

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- Learning Outcomes**
- Explore what student engagement information is available within the VLE (Moodle) and how it may be accessed
  - Use algorithms to transform numerical student data into meaningful descriptors
  - Create personalised feedback suitable for delivery to students
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**Institution**                              Galway-Mayo Institute of Technology

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**Contact**                                  Cormac Quigley [cormac.quigley@gmit.ie](mailto:cormac.quigley@gmit.ie)  
Etain Kiely [etain.kiely@gmit.ie](mailto:etain.kiely@gmit.ie)

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**Seminar Title**                      **Arena blended connected learning design (ABC to VLE)**

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**Proposed Date**                      *21 March 2019*

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- Learning Outcomes**
- Worked with colleagues in teams to review the curriculum design of their programme
  - Reviewed the design of their face-to-face programmes and apply a new design for blended delivery in a VLE
  - Applied the ABC to VLE design method to their programme and modules to enhance student learning
  - Identified new activities and collaborations to include into the blended design to improve the student engagement and learning
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**Institution**                              Trinity College Dublin

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**Contact**                                  Teresa Logan Phelan [Teresa.Logan-Phelan@tcd.ie](mailto:Teresa.Logan-Phelan@tcd.ie)

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**Seminar Title**                      **Using small scale digital initiatives to support large scale digital policies**

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*22 March 2019*

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- Proposed Date**                      – Outline how small scale initiatives, such as the ABC curriculum design, can be used to support large scale institutional policies on digital learning
- Learning Outcomes**
- Describe how to implement the ABC Curriculum design process
  - Create a visual storyboard of a module using the ABC Curriculum design toolkit
  - Define activities and assessments that will help students achieve the module learning outcomes based on Laurillard’s (2009) six learning types
  - Apply this curriculum design process at a programme level
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**Institution**                              Dublin Institute of Technology

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**Contact**                                  aitriona Ni She [caitriona.nishe@dit.ie](mailto:caitriona.nishe@dit.ie)

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**Seminar Title**                      **Enabling policies for digital teaching and learning: One year on**

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**Proposed Date**                      *02 May 2019*

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- Learning Outcomes**
- A picture of the experiences of policy developers grappling with the challenges of Digital Technology
  - An understanding of the specific policy areas that are affected by the increased use of digital technology in teaching and learning
  - Insight into some of the solutions to the issues above that policy developers are considering
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**Institution**                              Dublin Business School

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**Contact**                                  Tony Murphy [tony.murphy@dbs.ie](mailto:tony.murphy@dbs.ie)

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**Seminar Title**                      **How do students spend their time? The results of a survey of first year students at Maynooth University**

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**Proposed Date**                      *14 May 2019*

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**Learning Outcomes**

- Use Moodle and Microsoft Office to create data set based on ‘time budgets’ completed by approximately 800 first year students in semester 1 and semester 2
- Compare semester 1 and 2 ‘time budget’ data to gain a better understanding of the first year experience, progression, and variation within degree programme
- Use the student ‘time budget’ data set as the basis for reflective writing by students about time management, student life, academic development, and how their experience compares to their peers
- Gain an understanding of basic statistical methods by using Excel to calculate correlations, mode, mean, and median using the data set
- Provide an opportunity for creative and critical thinking by using the data set to create a data visualization

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**Institution**                              Maynooth University

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**Contact**                                  Laura Gallagher [laura.gallagher@mu.ie](mailto:laura.gallagher@mu.ie)  
Brian McKenzie [brian.mckenzie@mu.ie](mailto:brian.mckenzie@mu.ie)

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**Seminar Title**                      **Digi-tech: Digital teaching tools for mathematics in higher education**

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**Proposed Date**                      *14 May 2019*

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**Learning Outcomes**

- Confidently integrate digital tools and technologies into the mathematics education environment to enhance their teaching and learning practices in academically relevant way
- Reflect on their digital skills and capacities
- Engage in a collaborative dialogue around the use of digital technology within a mathematics education community of practice
- Appraise the value of using education technology in their educational context while becoming cognisant of its limitations
- Champion educational technology in mathematics education in their home institution

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**Institution**                              Cork Institute of Technology

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**Contact**                                  Julie Crowley [julie.crowley@cit.ie](mailto:julie.crowley@cit.ie)

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**Seminar Title**                      **Empowering students through big data**

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**Proposed Date**                      *16 May 2019*

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**Learning Outcomes**

- Demonstrate the positive impact of analytics when used by students themselves as part of the learning process
- Outline the types of data readily available to staff and students
- To shift the focus of learning analytics from surveillance to positive student empowerment

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**Institution**                              Dublin Institute of Technology

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**Contact**                                  Kevin O'Rourke [kevin.orourke@dit.ie](mailto:kevin.orourke@dit.ie)  
Pauline Rooney [pauline.rooney@dit.ie](mailto:pauline.rooney@dit.ie)

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**Seminar Title**                      **Developing Wikipedia as an innovative teaching tool in medieval and early modern studies in Ireland**

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**Proposed Date**                      *17 May 2019*

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**Learning Outcomes**

- Facilitate knowledge exchange about the use of Wikipedia in the university classroom
- Identify best practice of integrating Wikipedia as an assessment, learning and teaching tool
- Develop a network dedicated to teaching and learning for scholars of medieval and early modern studies in Ireland

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**Institution**                              Maynooth University

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**Contact**                                Denis Casey [denis.casey@mu.ie](mailto:denis.casey@mu.ie)  
Eamon Darcy [eamon.darcy@mu.ie](mailto:eamon.darcy@mu.ie)

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**Seminar Title**                      **Promoting 21st century learning: The use of technology to enhance problem-design, collaboration, feedback and assessment in PBL**

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**Proposed Date**                      *17 May 2019*

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**Learning Outcomes**

- Illustrate the skills for future work environments
- Examine how PBL can address emerging skills gaps
- Explore how technology can be utilized to enhance PBL
- Recommend different technologies that can be used to enhance the PBL experience for students

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**Institution**                              Mary Immaculate College

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**Contact**                                Emma O'Brien [emma.obrien@mic.ul.ie](mailto:emma.obrien@mic.ul.ie)  
Terry Barrett [terry.barrett@ucd.ie](mailto:terry.barrett@ucd.ie)  
Marek McGann [marek.mcgann@mic.ul.ie](mailto:marek.mcgann@mic.ul.ie)

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**Seminar Title** Giving online a go: Reflections on developing a new academic discipline programme using technology-enhanced learning, teaching and support

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**Proposed Date** 28 May 2019

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- Learning Outcomes**
- Acquire insights into persuading colleagues with traditional teaching and learning experiences to agree to and transition to a new discipline programme and a new technologyed delivery model
  - Recognise the external and internal alliances and partnerships required to establish successful blended, online and technology enhanced programmes
  - Consider the steps to creating an effective induction and support system for parttime learners in an innovative online learning environment
  - Identify the challenges and strategies to being an effective online teacher in an 'always on' society
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**Institution** St. Angela's College

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**Contact** Maria Gallo [mgallo@stangelas.nuigalway.ie](mailto:mgallo@stangelas.nuigalway.ie)

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**Seminar Title** Evaluating key digital teaching and learning policy considerations for management

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**Proposed Date** 05 June 2019

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- Learning Outcomes**
- Participants will appraise the key considerations and challenges when developing blended or on-line programme
  - Participants will evaluate their current strategy and policy considerations regarding blended and on-line delivery
  - Participants will be able to assess and critique different strategic approaches to technology enhanced learning
  - Participants will articulate and share their key questions/concerns and challenges regarding blended and on-line delivery
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**Institution** Waterford Institute of Technology

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**Contact** Laura Widger [lwidger@wit.ie](mailto:lwidger@wit.ie)

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**Seminar Title**                      **Virtual educational spaces and VLE change: Opportunities and challenges**

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**Proposed Date**                      *TBC*

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- Learning Outcomes**
- Identified key features/tools in virtual educational spaces that are important for students, academics and other stakeholder
  - Explored reasons for changing an institution's VLE (virtual learning environment)
  - Identified important considerations when reviewing VLE options
  - Discussed the organisational and technological opportunities and challenges involved
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**Institution**                              Institute of Technology Carlow

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**Contact**                                Damien Raftery [damien.raftery@itcarlow.ie](mailto:damien.raftery@itcarlow.ie)

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**Seminar Title**                      **Developing business and HR analytics education: Bridging the gaps between teaching, research and industry**

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**Proposed Date**                      *TBC*

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- Learning Outcomes**
- To understand how to integrate business and HR analytics into teaching
  - To bridge the gap between teaching and practice to prepare students for future career opportunities in business and HR analytics
  - To enhance evidence based research and teaching in business and HR analytics
  - Learn what technologies and tools are available for students with respect to teaching and research in business and HR analytics
  - To gain knowledge and best practice in students experiential learning and teaching
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**Institution**                              Trinity College Dublin

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**Contact**                                Na Fu [funa@tcd.ie](mailto:funa@tcd.ie)

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<b>Seminar Title</b>	<b>Exploring the use of video to enrich learning experiences</b>
<b>Proposed Date</b>	<i>TBC</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Describe the learning context with regards to discipline, audience and delivery mode</li><li>– Map the various elements that inform the development of online resources using the “matter, method and manner” frame of the workshop</li><li>– Identify barriers to learning that students may encounter with different online delivery styles (“Manner”)</li><li>– Review and revise content and delivery of pre-recorded AV content</li><li>– Use tools and techniques to enhance planning and delivery of content e.g. story-boarding, scripting etc.</li></ul>
<b>Institution</b>	University College Cork
<b>Contact</b>	Katie Sandham <a href="mailto:katie.sandham@ucc.ie">katie.sandham@ucc.ie</a>

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<b>Seminar Title</b>	<b>Effective pedagogic transformation to active blended learning</b>
<b>Proposed Date</b>	<i>TBC</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Familiarised themselves with the concept, challenges and benefits associated with Active Blended Learning (ABL)</li><li>– Reflected on the experience of scaling up ABL, and on the possible application of the lessons learned at their own institutions</li><li>– experienced a “taster” of a redesign workshop that can enable pedagogic transformation</li><li>– Considered and critiqued what it is like to teach on a campus without lecture theatres</li><li>– A clear sense of how technology can help (or hinder) innovative teaching practice in higher education</li></ul>
<b>Institution</b>	University of Limerick
<b>Contact</b>	John Lannon <a href="mailto:john.lannon@ul.ie">john.lannon@ul.ie</a>

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## Enabling Student Success

### Supporting Student Success in and through Higher Education

<b>Seminar Title</b>	<b>Facilitating student leadership to foster academic culture</b>
<b>Proposed Date</b>	<i>08 November 2018</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Participants will be able to identify the benefits of an effective student leadership programme for a successful transition to third level education</li><li>— Participants will be able to structure and plan the delivery of a student leadership programme focused on academic culture and programmatic socialisation. This seminar will outline the processes and structures required for its planning and delivery</li><li>— Participants will be able to verify how student leadership can build academic culture as a result of the interactions between i) academic staff, ii) older programme peers appointed as student leaders, and iii) first year students</li><li>— Participants will be able to align their institutional student engagement commitments through the activation of a student leadership model for new students</li><li>— The evaluation framework used by Newcastle University's 'Peer Mentoring' programme will be shared, to prompt potential approaches to evaluation</li></ul>
<b>Institution</b>	University of Limerick
<b>Contact</b>	Sarah Gibbons <a href="mailto:sarah.gibbons@ul.ie">sarah.gibbons@ul.ie</a> Deirdre M Murphy <a href="mailto:deirdre.m.murphy@ul.ie">deirdre.m.murphy@ul.ie</a>

**Seminar Title**                    **A Shannon Consortium Dissemination Seminar: What We Believe: Student Stakeholder Perspectives on Religion, Belief & Spirituality in Third Level Irish Educational Contexts (NI & ROI)**

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**Proposed Date**                    *29 November 2018*

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**Learning Outcomes**

- Explore the belief and value contexts students experience in Irish Higher Education Institutions
- Reflect on the results of a highly innovative study, which has been conducted across the island of Ireland
- Critique contributions from a range other scholars in the related field of education, values, religions and beliefs
- Share ‘good practice’ and learning from the research
- Explore the implications for student development and preparation for future professional practice

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**Institution**                        University of Limerick

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**Contact**                            Anne Ryan [anne.ryan@lit.ie](mailto:anne.ryan@lit.ie)  
Marie Parker-Jenkins [marie.parker.jenkins@ul.ie](mailto:marie.parker.jenkins@ul.ie)  
Patricia Kieran [patricia.kieran@mic.ul.ie](mailto:patricia.kieran@mic.ul.ie)

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**Seminar Title**                      **Effectively supporting study transitions to improve student engagement, wellbeing, progression, attainment and success**

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**Proposed Date**                      *08 January 2019*

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**Learning Outcomes**

- Examine the student lifecycle, identify key transition points and their associated challenges
- Explore possibilities for enhancing student engagement and better preparing students at each stage from FY induction to ‘outduction’
- Be introduced to and explore the ‘Student Experience Transitions Model’ that interlinks the key activities of academic, welfare and support. The model provides a framework for colleagues to organise and map out the various types of support required for different students at particular times throughout their journey at university or college
- Share practice with colleagues from other institutions and make connections for collaborative projects
- Have a facilitated discussion on how student engagement might be best enhanced at different stages from pre-entry to post-graduation

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**Institution**                              Cork Institute of Technology

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**Contact**                                  Marese Bermingham [marese.bermingham@cit.ie](mailto:marese.bermingham@cit.ie)

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**Seminar Title**                      **Student orientation: How innovative practices can improve outcomes for incoming students**

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**Proposed Date**                      *18 January 2019*

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**Learning Outcomes**

- How to measure Orientation outcomes effectively
- How technology may be used to effectively communicate and manage Orientation programmes
- How to use technology/VLEs in an innovative way to improve Orientation outcomes
- How to incorporate community engagement activities effectively into student Orientation
- How extended orientation programmes may be used to enhance the initial Orientation programme

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**Institution**                              Dublin Institute of Technology

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**Contact**                                  Brian Gormley [brian.gormley@dit.ie](mailto:brian.gormley@dit.ie)

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**Seminar Title**                      **First steps to introducing ePortfolio**

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**Proposed Date**                      *18 February 2019*

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**Learning Outcomes**

- Appraise ePortfolio use in supporting student success in and through their studies
- Evaluate current models of ePortfolio use in higher education
- Identify approaches to using ePortfolios for teaching, learning and assessment
- Examine the facilitators to ePortfolio use
- Examine how barrier to ePortfolio use can be addressed

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**Institution**                              Waterford Institute of Technology

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**Contact**                                  Suzanne Denieffe [sdenieffe@wit.ie](mailto:sdenieffe@wit.ie)

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**Seminar Title**                      **Understanding student anxiety and building resilience in the learning environment**

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**Proposed Date**                      *21 February 2019*

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- Learning Outcomes**
- Demonstrate awareness of how anxiety and stress contribute to challenging learning experiences
  - Identify strategies used to support students in transition to higher education, to manage their emotions and/or enhance their learning
  - Create environments more conducive to learning and help students perform to their potential
  - Demonstrate an insight into the interaction between emotions, the brain and learning
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**Institution**                              Carlow College

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**Contact**                                  Gina Noonan [gina.noonan@itcarlow.ie](mailto:gina.noonan@itcarlow.ie)  
Margaret Murphy [mgt.murphy@ucc.ie](mailto:mgt.murphy@ucc.ie)

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**Seminar Title**                      **Learning from student success: Barriers and facilitators**

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**Proposed Date**                      *21 February 2019*

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- Learning Outcomes**
- To gain an overview of best practice across institutions in involving and engaging students as partners in discussions about success
  - To learn from student experiences through engaging students as partners in discussions around success across a range of disciplines
  - To learn from students what their needs are in terms of supports to help them attain success
  - To gain insight into what students feel are the most effective ways to engage them as partners in their own success
  - To share approaches to promoting student success across different Irish HE Institutions
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**Institution**                              Trinity College Dublin

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**Contact**                                  Michael Wride [wridem@tcd.ie](mailto:wridem@tcd.ie)

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<b>Seminar Title</b>	<b>Embedding threshold concepts in curriculum design</b>
<b>Proposed Date</b>	<i>21 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Describe the pedagogic principles that underpin Threshold Concepts</li><li>– Outline the key attributes associated with Threshold Concepts and their application within discipline</li><li>– Identify activities that embed the principles of Threshold Concepts into day to day teaching</li><li>– Discuss approaches for incorporating Threshold Concept into teaching and learning</li></ul>
<b>Institution</b>	Limerick Institute of Technology
<b>Contact</b>	Brendan Murphy <a href="mailto:brendan.murphy@lit.ie">brendan.murphy@lit.ie</a>

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<b>Seminar Title</b>	<b>Joining the dots: Supporting students throughout the student journey</b>
<b>Proposed Date</b>	<i>28 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Participants will explore working definitions for ‘Student Success’ for their unit/department/office/campus</li><li>– Participants will be familiar with the research and theory of Student Transitions throughout higher education</li><li>– Participants will be able to identify key transitions, both anticipated and unanticipated, their students may experience and potential strategies to empower students to negotiate these transitions</li><li>– Participants will be familiar with best national, European and International best practice initiatives for supporting students as they transition into HE and between academic stages in HE</li><li>– Participants will identify the next steps that need to be taken place in their unit/department/office/campus to progress their HEI’s Student Success Strategy</li></ul>
<b>Institution</b>	Maynooth University
<b>Contact</b>	Caitriona McGrattan <a href="mailto:caitriona.mcgrattan@mu.ie">caitriona.mcgrattan@mu.ie</a>

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**Seminar Title** Documenting Erasmus student experiences through ePortfolio

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**Proposed Date** 12 March 2019

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- Learning Outcomes**
- Participants will be able to design and implement an ePortfolio task to support students studying abroad
  - Participants will have designed a draft ePortfolio task aimed at supporting study abroad students
  - Participants will be able to demonstrate an awareness of ePortfolio pedagogy
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**Institution** Dublin City University

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**Contact** Orna Farrell [orna.farrell@dcu.ie](mailto:orna.farrell@dcu.ie)  
Naoimh O'Reilly [naoimh.oreilly@dcu.ie](mailto:naoimh.oreilly@dcu.ie)  
Julie Ui Choistealbha [julie.uichoistealbha@mie.ie](mailto:julie.uichoistealbha@mie.ie)

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**Seminar Title** Effectively supporting study transitions – Student success through outduction

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**Proposed Date** 22 March 2019

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- Learning Outcomes**
- Consider the benefits of outduction, a concept and strategy of adequately preparing students to leave higher education and make a smooth and effective transition after graduation
  - Recognise the benefits of supporting and enhancing the student experience throughout the student lifecycle for student success and to aid retention, progression and to attract students
  - Identify and critique the key transitions in the study journey and the role of stakeholders (the student, higher education staff and the institution) to support these transitions through strategy and policy
  - Create ways to maximise the use of alumni in supporting student success
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**Institution** St. Angela's College

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**Contact** Maria Gallo [mgallo@stangelas.nuigalway.ie](mailto:mgallo@stangelas.nuigalway.ie)

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<b>Seminar Title</b>	<b>Internationalising the curriculum for student success</b>
<b>Proposed Date</b>	<i>05 April 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Appraise how internationalising the curriculum can support student success in and through their studies</li><li>– Evaluate current approaches to internationalising the curriculum</li><li>– Identify new approaches to internationalising the curriculum</li><li>– Plan for the integration of selected approaches to curriculum design</li></ul>
<b>Institution</b>	Waterford Institute of Technology
<b>Contact</b>	Don O’Neill <a href="mailto:doneill@wit.ie">doneill@wit.ie</a>

<b>Seminar Title</b>	<b>Evaluating student success in widening access initiatives: How do we know what works?</b>
<b>Proposed Date</b>	<i>22 May 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Explore the concept of student success</li><li>– Examine approaches to evaluating student success</li><li>– Critique the data sources supporting the evaluation of student success in the context of widening participation</li><li>– Consider the challenges in determining ‘what works’ in terms of widening access within your institutional context</li><li>– Explore approaches to sustainability in widening participation in higher education</li></ul>
<b>Institution</b>	Letterkenny Institute of Technology
<b>Contact</b>	Lynn Ramsey <a href="mailto:lynn.ramsey@lyit.ie">lynn.ramsey@lyit.ie</a>

**Seminar Title**                      **Global connections – Support strategies for international placements**

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**Proposed Date**                      *24 May 2019*

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**Learning Outcomes**

- Identify structures and scaffolds available to support International students to successfully undertake work placement in Ireland and support Irish students who undertake placements abroad
- Develop good practice in relation to preparing International/non-EU students to achieve a work placement in Ireland - Evaluate the advantages and challenges of international placements for Irish students, with a particular focus on the impact of Brexit; what's in it for them?
- Identify the challenges associated with international work placements
- Recognise the requirements of employers when placing EU and Non-EU students on placement within Europe. Documentation required and difference with insurance practices

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**Institution**                              University College Cork

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**Contact**                                  Amy McMullan [amy.mcmullan@ucc.ie](mailto:amy.mcmullan@ucc.ie)

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**Seminar Title** Higher education on your doorstep, bridging the gap

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**Proposed Date** 24 May 2019

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**Learning Outcomes**

- Analyse how student success is defined and supported within their own institution/school/organisation
- Outline how a programme similar to WIT's LJAP could be replicated in their own institution/school/organisation
- Identify the benefits of and potential barriers to implementing such a programme
- Identify areas of outreach collaboration and potential stakeholders within their own institution and with the wider community
- Understand how such programmes empower participants to pursue further education and fulfil their potential

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**Institution** Waterford Institute of Technology

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**Contact** Peggy McHale [PMCHALE@wit.ie](mailto:PMCHALE@wit.ie)  
Kieran Cronin [KCRONIN@wit.ie](mailto:KCRONIN@wit.ie)  
Claire Kennedy [CKENNEDY@wit.ie](mailto:CKENNEDY@wit.ie)

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**Seminar Title**                      **Supporting students towards successful language careers: Developing transferable academic & professional skills through translation**

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**Proposed Date**                      *30 May 2019*

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**Learning Outcomes**

- Have obtained a deeper awareness of current academic and professional perspectives on the interface between translation study and practice
- Have reflected critically upon the role of translation in their own undergraduate language studies programmes
- Have developed a set of actual and desirable transferable skills acquired by students through translation activities
- Have developed a greater shared understanding of how the identification of such transferable skills can be used to attract more students into language studies programme
- Have developed a greater shared understanding of how students might better appreciate and exploit the portfolio of transferable skills they are developing, with a particular focus on postgraduate and professional career development

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**Institution**                              University of Limerick

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**Contact**                                  Barbara Geraghty [barbara.geraghty@ul.ie](mailto:barbara.geraghty@ul.ie)  
David Atkinson [david.atkinson@ul.ie](mailto:david.atkinson@ul.ie)  
Michael G. Kelly [michael.g.kelly@ul.ie](mailto:michael.g.kelly@ul.ie)  
Jean Conacher [jean.conacher@ul.ie](mailto:jean.conacher@ul.ie)

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<b>Seminar Title</b>	<b>Inspiring students to produce inspiring third level work</b>
<b>Proposed Date</b>	<i>13 June 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Informed of best practice student pedagogies across business, science, mathematics and engineering programmes</li><li>– Provided with innovative teaching and assessment methodologies across discipline</li><li>– Conversant with cross-disciplinary dialogue in engaging students to act as independent learners</li><li>– Acquainted with cutting edge approaches to student involvement</li><li>– Able to operationalise studies to research the efficacy of current student interventions</li></ul>
<b>Institution</b>	Institute of Technology Tallaght
<b>Contact</b>	Joe MacDonagh <a href="mailto:joe.macdonagh@it-tallaght.ie">joe.macdonagh@it-tallaght.ie</a>

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<b>Seminar Title</b>	<b>An exploration of the use of coaching in higher education as a mechanism to improve the student and staff teaching and learning experience</b>
<b>Proposed Date</b>	<i>14 June 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Develop and implement a student coaching programme for a particular module or programme</li><li>– Develop and promote coaching as a mechanism to improve the student learning experience</li><li>– Deliver better student engagement and participation throughout a particular module of programme</li></ul>
<b>Institution</b>	University College Cork
<b>Contact</b>	Carol Kelleher <a href="mailto:carol.kelleher@ucc.ie">carol.kelleher@ucc.ie</a>

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**Seminar Title**                      **Preparing students for study abroad**

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**Proposed Date**                      *21 June 2019*

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- Learning Outcomes**
- Understand the field of study abroad research, particularly in relation to intercultural communication
  - Learn from the experience of practitioners regarding the linguistic, cultural and intercultural preparation of students who will study abroad
  - Be able to apply the knowledge to their own teaching in order to better support students going abroad
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**Institution**                              University College Cork

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**Contact**                                  Emma Riordan [emma.riordan@ucc.ie](mailto:emma.riordan@ucc.ie)  
Anne Marie Devlin [amdevlin@ucc.ie](mailto:amdevlin@ucc.ie)

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**Seminar Title**                      **Exploring the classroom of the future**

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**Proposed Date**                      *TBC*

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- Learning Outcomes**
- To explore optimal classroom design
  - To examine the affordances of teaching tools and technologies in classroom practice
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**Institution**                              Dublin Institute of Technology

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**Contact**                                  Kevin O'Rourke [kevin.orourke@dit.ie](mailto:kevin.orourke@dit.ie)

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<b>Seminar Title</b>	<b>Teaching philosophy of science to doctoral candidates in a business school: Too much or too little theory?</b>
<b>Proposed Date</b>	<i>TBC</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Exposition of optimum techniques for inculcating interpretive techniques among graduate students</li><li>— Interrogating the value of Philosophy of Science for graduate students</li><li>— Examination of strengths and weaknesses of doctoral candidate education, Consideration of the optimum mix of interpretive and positivist</li><li>— Preparation of the doctoral student for discussion of methodological issues in viva voce</li></ul>
<b>Institution</b>	University of Limerick
<b>Contact</b>	Martin Mullins <a href="mailto:martin.mullins@ul.ie">martin.mullins@ul.ie</a>

## Enabling Student Success

### Assessment OF/FOR and AS Learning

<b>Seminar Title</b>	<b>Street Law</b>
<b>Proposed Date</b>	<i>31 January 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Develop knowledge of Street Law as a teaching technique in university education</li><li>— Appreciate how Street Law empowers and engages students to become better learners and how it is an “assessment AS learning</li><li>— Understand the learner-centred teaching methods that are used in Street Law</li><li>— Gain a deeper understanding of their own thought processes and self-reflect on their teaching practice</li><li>— Be prepared to introduce Street Law, or similar discipline-specific, teaching methods into their own teaching</li></ul>
<b>Institution</b>	University of Limerick
<b>Contact</b>	Lydia Bracken <a href="mailto:lydia.bracken@ul.ie">lydia.bracken@ul.ie</a>

**Seminar Title** **Forget the learning outcomes, what are students really learning on placement?**

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**Proposed Date** *08 February 2018*

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**Learning Outcomes**

- To explore the student/educator relationship
- To consider the role of the practice educator in observation based assessment of student placements
- To reflect if we impose our own belief systems on students during placement
- To consider the implications of these observations for both their personal and course level practice

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**Institution** University of Limerick

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**Contact** Marie O'Donnell [marie.odonnell@ul.ie](mailto:marie.odonnell@ul.ie)

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**Seminar Title** **Assessment design to promote academic integrity**

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**Proposed Date** *21 February 2018*

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**Learning Outcomes**

- Consider the role of assessment design in promoting academic integrity
- Integrate Academic Integrity Principles in the assessment design process
- Evaluate own assessment practice in relation to the Academic Integrity Principles
- Identify ways of involving students to promote and enhance academic integrity

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**Institution** Dublin City University

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**Contact** Fiona M O'Riordan [fiona.m.oriordan@dcu.ie](mailto:fiona.m.oriordan@dcu.ie)

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<b>Seminar Title</b>	<b>Students as self regulating partners in assessment. Design, development, implementation and evaluation</b>
<b>Proposed Date</b>	<i>27 February 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Critique evidence of the benefits of learners engaging in self regulation through peer review</li><li>— Critically reflect on the enablers to peer review</li><li>— Discuss and synthesise the links between self regulated learning and peer review learning</li><li>— Explore how peer review can be implemented in practice within academic settings</li><li>— Design a template for implementation which is reflective of the unique discipline and setting for attendees</li></ul>
<b>Institution</b>	Trinity College Dublin
<b>Contact</b>	Mairead Brady <a href="mailto:mairead.brady@tcd.ie">mairead.brady@tcd.ie</a>

<b>Seminar Title</b>	<b>Fostering a partnership between students and clinicians in the assessment of practice education</b>
<b>Proposed Date</b>	<i>04 March 2019</i>
<b>Learning Outcomes</b>	<p>The attendees will:</p> <ul style="list-style-type: none"><li>— Understand approaches and techniques that facilitate better partnership between students and clinicians in the assessment of practice education</li><li>— Appreciate how collaborative assessment contributes to the development of desired graduate attributes (i.e. to act responsibly, think independently, communicate effectively, and develop continuously)</li><li>— Be able to implement approaches and techniques that facilitate collaborative assessment</li></ul> <p>The hosts will:</p> <ul style="list-style-type: none"><li>— Understand what supporting resources are needed to improve assessment literacy among students and clinicians over the course of practice education</li></ul>
<b>Institution</b>	Trinity College Dublin
<b>Contact</b>	Annemarie Bennett <a href="mailto:abennet@tcd.ie">abennet@tcd.ie</a>



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**Seminar Title**                      **Students as partners in assessment and feedback**

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**Proposed Date**                      *05 March 2019*

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- Learning Outcomes**
- Explore the role of the responsibility sharing in the giving and receiving of feedback in the learning process for both the assessor and the student
  - Examine the importance of including the student in the feedback process as a means of increasing the learning experience
  - Define some principles that should underpin a culture of including the students as partners in the feedback process
  - Discuss the practicalities of incorporating this approach within the programmes of study
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**Institution**                              University of Limerick

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**Contact**                                 Mary Fitzpatrick [Mary.Fitzpatrick@ul.ie](mailto:Mary.Fitzpatrick@ul.ie)

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**Seminar Title**                      **What is it that I am assessing and why am I assessing it? The unexplored diatribe between “factual information” and “knowledge”**

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**Proposed Date**                      *10 April 2019*

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- Learning Outcomes**
- To establish a common layer of discernment on the polysemous understanding of assessment
  - To explore self-evaluation of current practises in assessment
  - To explore and measure the common spoon feeding approach to T&L and how that is determining the limits of assessments
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**Institution**                              Institute of Technology Carlow

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**Contact**                                 Carloalberto Petti [Carloalberto.petti@itcarlow.ie](mailto:Carloalberto.petti@itcarlow.ie)

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**Seminar Title**                    **Programmatic assessment in physiotherapy education: Exploring a new approach to student assessment in the clinical workplace**

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**Proposed Date**                    *08 May 2019*

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- Learning Outcomes**
- Be able to describe what is meant by programmatic assessment
  - Be able to differentiate between “assessments of learning” and “assessments for learning” in their current physiotherapy curricula
  - Critically appraise current methods of assessment used in their physiotherapy education programmes
  - Consider the need for programmatic assessment in current physiotherapy curricula by debating its pros and cons
  - Discuss the feasibility of programmatic assessment in current physiotherapy curricula nationally
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**Institution**                        University of Limerick

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**Contact**                            Anne O'Connor [anne.oconnor@ul.ie](mailto:anne.oconnor@ul.ie)

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**Seminar Title**                    **Developing engagement with feedback**

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**Proposed Date**                    *08 May 2019*

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- Learning Outcomes**
- Appraise how explicit assessment criteria can support student self-regulation
  - Identify assessment and feedback practices that reflect a transformative approach
  - Critically reflect on personal approaches to assessment literacy, design and feedback
  - Apply innovations to assessment and feedback design
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**Institution**                        Waterford Institute of Technology

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**Contact**                            Fionnuala Brennan [fbrennan@wit.ie](mailto:fbrennan@wit.ie)

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<b>Seminar Title</b>	<b>Building towards programme learning outcomes through effective assessment and feedback strategies</b>
<b>Proposed Date</b>	09 May 2019
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>– Identify key concepts underpinning programme-focused assessment (PFA) that draw upon key findings/ recommendations from the UK TESTA project <a href="http://www.testa.ac.uk">www.testa.ac.uk</a> and the DIT's LEAF Teaching Fellowship LEAF (Leading Enhancement of Assessment &amp; Feedback) to inform curriculum design practice</li><li>– Review their programme assessment strategies with the aim of streamlining approaches to better take account the needs of an increasingly diverse student population and the requirement for staff and students to be provided with regular feedback on learner progress and achievement</li><li>– Design an effective, efficient, inclusive and sustainable assessment programme strategy which provides the foundation towards the key course/programme outcomes and empowers students to become autonomous learners</li></ul>
<b>Institution</b>	Dublin Institute of Technology
<b>Contact</b>	Pauline Rooney <a href="mailto:pauline.rooney@dit.ie">pauline.rooney@dit.ie</a>

<b>Seminar Title</b>	<b>Realigning teaching, learning and assessment: Integrating assessment for learning in challenging times</b>
<b>Proposed Date</b>	<i>15 May 2019</i>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>— Reflect upon the relationship between teaching, learning and assessment for learning</li><li>— Consider the challenges of effective management of assessment from an institutional, teacher/lecturer and student perspective - reflect on how assessment design, integration with the curriculum, marking and feedback could best be supported</li><li>— Discuss, share good practice and consider current assessment procedures and how they might be enhanced with different student cohorts/group sizes</li><li>— Have considered some practical/ impactful assessment for learning techniques that they may like to use in the future</li></ul>
<b>Institution</b>	Cork Institute of Technology
<b>Contact</b>	Marese Bermingham <a href="mailto:marese.bermingham@cit.ie">marese.bermingham@cit.ie</a>

**Seminar Title**                    **The CEFR as an aid to learning and assessment for literary and cultural studies in the modern languages: Challenges, opportunities, practices**

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*07 June 2019*

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**Proposed Date**

**Learning Outcomes**

- Have a more developed understanding of the implications of the CEFR for the teaching and assessment of literary and cultural content in the modern languages
  - Have had an opportunity to reflect critically on their pedagogical strategies for linking the study of language with that of literary and cultural content
  - Have contributed to the clarification and consolidation of sector-wide practices in this regard across the Irish HE sector, with a focus on identifying current, and evolving, best practice(s)
  - Revised or developed a set of assessment strategies for literary and cultural content in the modern languages classroom, in which the CEFR is a structuring consideration
  - Explored the potential of the CEFR as a basis for student engagement and autonomous learning in the literary and cultural components of modern languages degree programmes
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University of Limerick

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**Institution**

Michael G. Kelly [michael.g.kelly@ul.ie](mailto:michael.g.kelly@ul.ie)

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**Contact**

**Seminar Title**                      **Assessment for learning speech disorders and phonetics for speech and language therapy students in Ireland**

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**Proposed Date**                      *17 June 2019*

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- Learning Outcomes**
- Summarise current approaches to assessment and teaching of Speech Disorders and Phonetics and training of perceptual judgement in the Speech and Language Therapy (SLT) programmes in Ireland
  - Critically appraise the different approaches for assessment and teaching of Speech Disorders and Phonetics and training of perceptual judgement in a wide variety of speech disorders, in the shape of a SWOT analysis (strengths, weaknesses, opportunities, threats)
  - Discuss the competencies in phonetics, perceptual judgement, and speech disorders expected of SLTs at entry level
  - Analyse the SLT students' experience of assessment and how it relates to learning /skill building in this area
  - Discuss the application of technology (i.e. building of a shared online resource) to establish an agreed approach for assessment and teaching the relevant area in order to maintain high standard of professional education
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**Institution**                              University College Cork

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**Contact**                                  Alice Lee [a.lee@ucc.ie](mailto:a.lee@ucc.ie)  
Nicole Muller [nicole.muller@ucc.ie](mailto:nicole.muller@ucc.ie)  
Nicola Bessell [n.bessell@ucc.ie](mailto:n.bessell@ucc.ie)

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**Seminar Title**                    **Pigs might fly? Changing the assessment narrative through transforming the experience of students through assessment – TESTA's programme approach**

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**Proposed Date**                    *TBC*

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- Learning Outcomes**
- Participants will learn how to take a programmatic approach to understand and change patterns of assessment OF, FOR and AS learning
  - Participants will gain an appreciation of student centred approaches to designing assessment and feedback
  - Participants will be able to deploy TESTA research methods and change theories
  - Participants will know how to integrate learning oriented assessment into curriculum design
  - Participants will gather a wide range of tactics for making feedback more dialogic and personal, and AFL more meaningful
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**Institution**                         Athlone Institute of Technology

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**Contact**                             Nuala Harding [nharding@ait.ie](mailto:nharding@ait.ie)

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**Seminar Title**                    **The impact and experience of delivering a programme using team-based learning (TBL)**

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**Proposed Date**                    *TBC*

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- Learning Outcomes**
- Explain the essential elements of a TBL unit
  - Discuss your experience of TBL as a participant
  - Explain how TBL can be used as a driver for change in the assessment culture in higher education
  - Describe some of the benefits and challenges of using TBL particularly across an academic programme
  - Reflect on how TBL could be used in your own educational programmes
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**Institution**                         Athlone Institute of Technology

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**Contact**                             Nuala Harding [nharding@ait.ie](mailto:nharding@ait.ie)

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**Seminar Title**                      **Assessment in teacher education: Placement in further education**

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**Proposed Date**                      *TBC*

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- Learning Outcomes**
- To explore the potential of the student placement for supporting assessment for, of and as learning – with a particular regard for teaching qualification programmes for the further education sector
  - To examine good practice in lesson observation including the communication of post-observation feedback
  - To share good practice in achieving consistency and fairness in the interpretation and assessment of student teacher competences
  - To work collaboratively and creatively towards maximising the benefits of placement assessment for both teacher educators and student teacher
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**Institution**                              Mary Immaculate College

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**Contact**                                  Cathal de Paor [cathal.depaor@mic.ul.ie](mailto:cathal.depaor@mic.ul.ie)

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**Seminar Title**                      **Transforming in learning and teaching**

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**Proposed Date**                      *TBC*

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- Learning Outcomes**
- Enhance the skills, approaches and insights needed to lead course and programme teams through processes of transformation and innovation
  - Cascading the skills and ideas to colleagues across the institution to take forward the transformation of learning and teaching
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**Institution**                              University of Limerick

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**Contact**                                  Sinead Spain [sinead.spain@ul.ie](mailto:sinead.spain@ul.ie)

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**NATIONAL FORUM**

FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

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