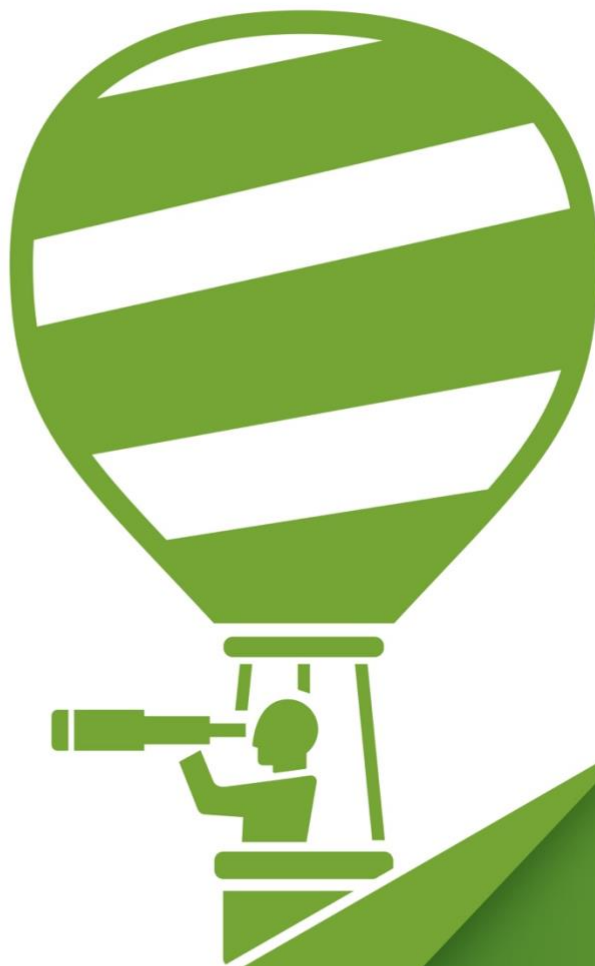




THE PROFESSIONAL DEVELOPMENT
OF ALL THOSE WHO TEACH



OPEN COURSE DEVELOPMENT GUIDE & FUNDING CONDITIONS

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Introduction

This handbook has been created to guide individual and institutional efforts through the process of designing, developing, and delivering Open Courses offered through OpenCourses.ie. It contains essential information, advice, and guidelines for creating high-quality, engaging, and effective courses that meet the needs of diverse learners.

The Higher Education Authority, through the National Forum for the Enhancement of Teaching and Learning in Higher Education, currently co-ordinates OpenCourses.ie and is proud to support open education, making high-quality learning resources accessible to all. Our mission for OpenCourses.ie is to facilitate lifelong learning, promote professional development, and foster a community of shared knowledge and expertise.

We understand that creating an Open Course can be a complex and challenging process. This is why we have endeavoured to make this handbook as comprehensive and user-friendly as possible. Whether you are an experienced course developer or new to the field, this handbook will offer valuable insights and guidance to assist you in your journey.

Background

OpenCourses.ie offers flexible opportunities for professional development in higher education teaching in Ireland. Open Courses, designed by teams of colleagues across the higher education sector, have been instrumental in the professional growth of over 3,500 participants across Ireland, facilitated by over 500 registered facilitators.

Open Courses align with the [National Professional Development Framework for all Staff who Teach in Higher Education](#) and provide a structured, non-accredited professional development opportunity. Open Courses are underpinned by the five core values of the National Professional Development Framework: Inclusivity, Authenticity, Collaboration, Scholarship, and Learner-centredness. They span five distinct areas aligning with the domains of the National Professional Development Framework. These areas assist in structuring your professional and personal development.

OpenCourses.ie offers both facilitator-led and self-study courses. Facilitator-led courses are delivered each spring and autumn semester either fully online, blended, or face-to-face. On-demand self-study courses offer participants the flexibility to progress at their own pace.

Participants not only develop professionally but also earn national recognition for their commitment to professional development by claiming a National Forum endorsed digital badge. Open Courses foster a culture of sharing experiences and best practices, thereby developing peer support academic networks and communities of practice.

All materials generated during the development of our courses are created as open education resources (OER) under a CC BY license. This allows individuals to use, share, repurpose, and remix these materials, which may include face-to-face workshop materials and eLearning materials.

Audience for Open Courses

Although the target audience for Open Courses is primarily staff working in higher education, many of the topics and materials are equally relevant to the further education and training (FET) sector.

Experience to date has clearly demonstrated that the most successful courses are those that are readily interpreted and applied within a variety of contexts. This characteristic not only reflects the diverse nature of higher education provision but also ensures that Open Courses are broadly adaptable to, and inclusive of, the FET context.

Open Course development process

The Open Course development process outlined in this document has been designed to provide guidance for collaborating development teams and to ensure a consistent and good practice approach is taken across all Open Courses that are/have been developed.

The process is presented in two parts: Part A provides guidance on the role and responsibilities of collaborating development teams, as well as outlining the requirements for delivery; Part B outlines the conditions for funding and acceptance for those who are being supported by the National Forum.

In addition, Part C provides additional resources including useful checklists and guides to aid in the development and delivery process.

The process of developing an Open Course can be a rewarding professional development experience in itself, fostering collaboration, enhancing teaching skills, and contributes significantly to the broader educational community.

PART A – Guidance for Open Course developers

What are the initial steps in the Open Course development process?

The process of developing an Open Course involves a series of initial steps to ensure the course aligns with the goals of the National Forum and meets the needs of the target audience. Here are the initial steps in the Open Course development process:

1. Identifying the Open Course topic

The chosen topic should be relevant and impactful, addressing a current need or gap in higher education teaching and learning practice. The proposal for an Open Course topic is not definitive and may be subject to further negotiation during discussions with the National Forum. This iterative dialogue ensures that the course content remains aligned with the evolving landscape of higher education.

2. Establishing the Open Course development team

The development team should consist of individuals with recognised expertise in the topic under development. It is recommended to establish a broad and diverse development team with members from a mix of institutions across various types. It is good practice to have a range of institutions and expertise working together to ensure different perspectives are incorporated and the diversity of the whole higher education sector is better reflected. Prior experience in teaching, learning, and managing a course within a Virtual Learning Environment (VLE), as well as proficiency with tools such as Zoom, MS Teams or equivalent, should be incorporated within the team.

Before development commences, it is highly recommended that at least one member of the development team has previously completed an Open Course offered by the National Forum. This first-hand experience provides invaluable insights into the format and delivery requirements/style of the Open Courses. If no member of the development team has completed an Open Course, developers can register and undertake one of the existing online Open Courses available from [OpenCourses.ie](https://www.opencourses.ie).

This participation will not only offer a participant's perspective but also equip the team with practical understanding of effective course design and delivery, informing their own development process.

3. Agreeing a budget and time frame

The development team is responsible for drafting a proposed budget and comprehensive time frame for the development and delivery of the course, which is then submitted to the National Forum for proposal. This schedule should detail key milestones, deadlines, and deliverables to ensure a well-structured and efficient development process.

Once the proposed budget and timeframe are prepared, the development team should compile these into a project agreement document. This agreement document outlines the agreed-upon development process as detailed in this guide. By following these steps, course developers can ensure their Open Course is well-planned, effectively resourced, and positioned for success.

Institutions as key strategic partners in Open Courses

Institutions play an important role in the Open Courses initiative, not only as the context for course development and delivery, but also as key strategic partners. The funding provided for Open Courses primarily supports direct costs such as engagement of external experts, content and resource development, or hiring of temporary instructional designers or technologists. It does not cater to buyouts of staff already employed and under contract in their institutions. Therefore, institutional support is crucial in ensuring the development team has the necessary time and space within their duties to commit to this initiative.

Institutions and their individual members are fully credited as partners throughout the promotion and delivery of the Open Courses. This recognition underscores their pivotal role in making Open Courses successful and showcases their commitment to advancing open education and the professional development of staff.

Additionally, this funding is not intended to cover the costs of software licenses or equipment. The development team should consider this condition while planning the budget and resource allocation for the course development.

The role of the Open Course development team

The development team plays a central role in creating and delivering the Open Course. Here are the key responsibilities of the team:

Develop the course content

The team is tasked with developing the course content for all three delivery modes- online, face-to-face (F2F), and on-demand self-study (unless there is a specific agreement with the

National Forum), guaranteeing accessibility and flexibility for future participants.. Importantly, the design and structure of this course should be easily duplicatable and ready for course copying, considering that future facilitators will reuse this material. The team must ensure that the course is developed in a manner that allows for smooth, easy replication and adaptation for subsequent deliveries.

The development team should take into account that funding is allocated based on the readiness of all three delivery formats for implementation by the end of the course development process and the first national facilitator-led delivery of the online course. To ensure pedagogical alignment across these formats, the team should consider the design as an integrated process. This involves simultaneously developing the course for online, F2F/blended, and self-study modes. The online and self-study components must be implemented on the National Forum VLE.

Licensing

All materials generated during the course development should be created under a Creative Commons CC BY licence as open education resources (OER). The CC BY licence, the global standard for open licensing, is the most permissive of the six main CC licences. This license allows others to adapt, remix, build upon and/or distribute the resource, as long as correct attribution is given to the creator. All materials should also be made available for download from the [National Resource Hub](#). This allows individuals to use, share, repurpose, and remix these materials. Any other materials including any additional resources must carry the appropriate license for reuse and future reuse with credits where required.

As part of the development process, it's important to consider the use of non-proprietary or open-source software and/or output formats wherever feasible. This choice not only promotes accessibility and inclusivity but also ensures that the course materials can be readily adapted and reused by others, without the constraint of proprietary software licenses. This practice supports a culture of sharing and learning within the educational community, facilitating the continuous improvement and expansion of the Open Courses initiative.

The [National Forum Open Licensing Toolkit](#) outlines the National Forum's commitment to open licensing, provides a detailed description of Creative Commons (CC) licenses and a guide to creating and adding CC licences to resources in order to make them OER. An open online resource '[Using OER and OEP for Teaching and Learning](#)' has been provided by the National Forum and contains all the information course developers may need to know regarding open licensing and using openly licensed materials.

Run the first participant Open Course

The team must execute the first participant Open Course in an online format. They are also responsible for coordinating with the National Forum to agree on rollout dates. This first national implementation serves not only as the launch of the course but also sets the standard for future iterations.

Run initial facilitator training

The team has the responsibility to conduct the initial facilitator training online for individuals who have successfully completed the Open Course. While facilitator training is typically an optional add-on to the course, all participants in the first national rollout are expected to undertake this training. This approach aims to build a robust future facilitator capacity. The training, designed to be concise yet comprehensive should require no more than five hours of learner effort for completion. Note that this facilitator training add-on usually runs in tandem with the participant course with its units of learning sitting in a separate section to the course, with its learning units located in a distinct 'facilitator training' section within the course structure.

Award the Open Course digital badge

The team is responsible for confirming participant success and communicating the list of eligible individuals to the National Forum. Two digital badges are available: one for successful completion of the Open Course and a second for the facilitator add-on. These badges represent a recognition of commitment, effort, and achievement in professional development.

Conduct a course evaluation

After the course is delivered, course developers should conduct an evaluation that includes gathering feedback from participants. This evaluation process may identify areas for improvement, and involve making necessary revisions to the course materials and approaches based on the feedback received. This continuous improvement approach ensures that future iterations of the course being made available to future facilitators are even more effective and impactful.

What are the key design features of an Open Course?

Open Courses are endorsed by the National Forum and follow an agreed format. The National Forum collaborates with the team lead to ensure consistency across Open Courses regarding the following design features:

Course title

The course title should be concise, typically limited to 10 words or less. The digital badge visual design will adhere to the established National Forum style.

Course description

Course developers should ensure to include a short course description for the OpenCourses.ie website. This description should be concise, engaging, and provide a clear overview of the course content. It is recommended to limit the description to no more than three short paragraphs to maintain reader interest and provide a quick understanding of what the course offers. The course description serves as a snapshot that entices potential learners to explore further and enrol in the course.

Short video

To effectively communicate the purpose and learning outcomes of the Open Course to the target audience, it is recommended to create a concise and high-quality video. This video will serve as an informative resource for prospective participants, outlining the course's benefits and encouraging their enrolment. Following the style of previous National Forum Open Course videos is recommended to maintain consistency. As a best practice, course developers should initially develop a transcript or storyboard for the video and seek approval from the National Forum before proceeding with the recording. Once produced, the video will be used to promote and publicise the course, attracting potential participants and generating interest in the professional development opportunity.

Learning outcomes

Participants of each Open Course must satisfy four criteria to be eligible for a digital badge. These criteria are formulated using active verbs and straightforward language to promote easy understanding and comprehension.

Learner effort

Each Open Course is designed to involve approximately 25 hours of learner effort. This estimate includes engagement with course content and completion of all necessary activities. A further commitment of five learner effort hours will be required for the facilitator training add-on.

Mapping to the National Framework

Every Open Course is mapped to the [National Professional Development Framework for all Staff who Teach in Higher Education](#), ensuring alignment with nationally recognised standards and practices.

It may be beneficial to incorporate the following resources in a 'Course Resources' space to provide participants with further information on the professional development framework:

- Explanation of the PD Framework structure: [Link](#)
- PD Framework: [Link](#)
- PD Domains video: [Link](#)
- PD Values video: [Link](#)

These resources offer valuable insights into the framework's structure, values, and domains, enhancing the learning experience and contextual understanding for the participants.

Professional Development Portfolio

An integral feature of the Open Courses is the emphasis on participants' professional development journey. Each course should consider a Professional Development Portfolio (PDP) element. The PDP is the culmination of each individual's engagement in the Open Course. It involves participants in a cycle of reflection, evidence gathering, and future planning about their professional development journey. As they complete the portfolio for their Open Course, participants should be guided to identify and articulate the areas of the Professional Development Framework to which their experiences and learning relate. This feature is designed to foster self-awareness and a deeper understanding of their professional growth. By aligning their experiences with the National Professional Development Framework for all Staff who Teach in Higher Education, participants can contextualise their professional development within the broader scope of recognised best practices and principles in higher education.

Peer group system of assessment

Open Courses utilise a peer group system of assessment. As participants engage with webinar content and complete activities, they work towards meeting all the criteria for earning the associated digital badge. This assessment strategy typically groups participants into Peer Triads (sets of three participants). Within these groups, participants are encouraged to collaborate, sharing their professional development approaches and learning from each other.

To earn their digital badge, participants must demonstrate to their triad how they have fulfilled the four badge criteria. Facilitators are provided with a 'Guide to Implementing Peer

Groups in an Open Course' to aid in this process. Once all members of the triad agree that each participant has met the criteria, they can claim their digital badge. To streamline the process further, participants are given a template 'Sample Peer Triad Contract', which they can fill out and upload or return to the facilitator to indicate their fulfilment of the requirements to receive the digital badge.

This peer assessment approach fosters a collaborative learning environment and ensures a comprehensive understanding of the course material.

Peer review

Course developers are responsible for ensuring that all course content undergoes a thorough peer review process. Two individuals who have not been involved in the Open Course development should be selected as peer reviewers by the course developers. Whenever possible, it is recommended that at least one of the peer reviewers is an individual who has previously served as an Open Course developer. Their prior experience and familiarity with the development process can provide valuable insights and perspectives during the peer review. It is advisable to assign one reviewer to assess the coherence and currency of the content, while the other focuses on evaluating the online design and interaction. The course developers and the chosen reviewers should collaborate to establish a suitable time frame for the peer review, taking into account the course development schedule. This approach guarantees comprehensive feedback and enhances the quality of the course materials.

Final review

At least one month before the Open Course is scheduled to be delivered in any of the available formats, it is mandatory to submit the course outline, content, activities, and VLE interface to the National Forum for a comprehensive final review. This review process ensures that any necessary adjustments or enhancements can be made prior to the course going live, allowing for a smooth and successful learning experience for participants.

Requirements for online delivery

There are technical and pedagogical considerations associated with delivering an Open Course. Some essential considerations are described in this section. There are also particular considerations regarding starting and ending the Open Course. In addition, guidance is provided on registration processes and course evaluation methods to ensure a comprehensive learning experience for participants.

The term "facilitator" is used to refer to those directly involved in the delivery Open Courses to participants, it is important to note that not all members of the course development team may be responsible for the delivery element. However, within this section, the course development team will be referred to as facilitators for the purpose of consistency.

Participant registration

Open Course facilitators are strongly encouraged to allocate sufficient time for participants to register for the course and reach out in advance if they have any enquiries. To maximise enrolment, it is recommended to leverage existing networks and contacts to promote the course extensively. It is recommended to aim for a minimum of 30 participants (equivalent to 10 Peer Triad groups) which has proven to be an optimal number based on previous Open Course experiences. The decision to exceed this number is at the discretion of the Open Course facilitators, considering their collective capacity to support a larger group. If needed, a waiting list can be established, and interested individuals can register their interest for the course on the National Forum opencourses.ie website, receiving automatic notifications for the next course iteration.

To advertise the course, the National Forum will require additional information from the facilitators, including the course schedule. Course facilitators are required to use the registration form provided by the National Forum.

For the first national rollout of an Open Course, participant selection is not solely based on a first-come-first-serve basis. While timely application is considered, the selection process is also designed to foster sector-wide capacity building and promote diversity. Therefore, additional weightings may be applied based on the applicant's institution and their role. The process aims to include a broad spread of participants from various institutions. Another essential criterion for selection is the applicant's expressed intent to complete the facilitator training add-on. This requirement ensures the development of a robust pool of future facilitators, contributing significantly to the sustainability and expansion of the Open Courses initiative across the sector.

This standardised form can be supplemented with one to two additional fields if necessary, as determined by the facilitators, particularly if specific information is required for the selection criteria or screening process. This flexibility ensures the application process remains adaptable to the unique requirements of each Open Course.

Structure

Typically, online Open Courses span a six-week period. The allocation of 25 learner effort hours can be customised to suit the course content and objectives. For example, it could consist of six one-hour webinars accompanied by relevant activities, or it could be divided into two three-week blocks to allow participants to apply their new knowledge. A flipped classroom approach is often employed, where participants are encouraged to complete pre-webinar activities. During the webinars, participants have the opportunity to engage in discussions, share their perspectives, and even benefit from the insights of external experts,

if applicable. The specific delivery schedule can be determined in collaboration between the facilitator team.

Orientation/Induction for the Open Course

At least one week prior to the course start date, facilitators should promptly send a welcome email to all participants who have been allocated a place in the Open Course. This email plays a crucial role in establishing a warm and inclusive atmosphere for the course and ensures that all registered participants are informed about important details such as login instructions and any relevant "getting started" information. By providing this timely communication, facilitators can ensure that participants feel welcomed and well-prepared to begin their learning journey. It also should allow facilitators to fully confirm the availability of all registered participants. In case of any dropouts, individuals from the waiting list can be invited to join.

In addition, facilitators may consider an induction webinar. The induction webinar provides participants with a comprehensive overview of the online environment, enabling them to familiarise themselves with the tools and features that will be used throughout the course. It also clarifies the functioning of Peer Triads and sets clear expectations regarding the four Open Course/badge criteria. Additionally, facilitators can use this time to demonstrate various communication features such as announcements, discussion forums, chat rooms, and more.

Technical support for your Open Course

The facilitators, preferably including a learning technologist, are responsible for ensuring the availability of support throughout the duration of the Open Course. This support is particularly important for troubleshooting technical issues that may arise during webinars and addressing participant enquiries in navigating the online course.

Facilitators should be prepared to provide assistance and guidance to participants with any technical queries they may have. In cases where necessary, the course developer may escalate any VLE related IT issues to the National Forum's internal support. Please note that direct correspondence between the National Forum and course participants is not available, and all participant enquiries should be relayed through the lead facilitator. By effectively managing technical support, facilitators can ensure a seamless learning experience for all participants.

Evaluation and post-course access

During the evaluation phase of the Open Course, it is important to carefully review all feedback received from the participant cohort and make any necessary revisions to the course

materials and approaches. This iterative process ensures continuous improvement and enhances the overall learning experience for future participants.

To manage access to the course content, it is recommended to inform participants at the beginning of the course that they will have access to the VLE throughout the duration of the course and for an additional three-month period after the course concludes. After this three-month access period, the National Forum closes down iterations of all delivered Open Courses for manageability purposes. Facilitators should communicate this access limit to participants and advise them to keep a record of all resources, discussions, reflections, and other valuable materials generated during their time on the course. On the other hand, participants and all newly trained facilitators will have open-ended access to the general downloadable course content via the National Resource Hub. The self-study version of the course will also be open to all participants without a specified closing date, ensuring ongoing accessibility and flexibility for learners.

Facilitator training add-on criteria

The development of the online facilitator training add-on is synchronised with its associated Open Course. One approach is to run the facilitator course concurrently with the Open Course webinars, while another option is to schedule it to run over one or two weeks following the conclusion of the Open Course.

Course developers are encouraged to include an activity in the facilitator training add-on that aligns with the facilitator badge criteria. It is recommended to design activities that allow participants to demonstrate their understanding of the course topic's impact on teaching and learning within their own institutional context. Additionally, it is suggested to incorporate at least one webinar to provide interactive and collaborative learning opportunities. The facilitator training add-on should be designed to require a total of five learner effort hours, ensuring that participants can efficiently complete the training while acquiring the necessary knowledge and skills to facilitate the Open Course effectively.

Resources provided for this element may include relevant guides on how to effectively utilise the course copy and materials that course developers have created which will be made accessible to all via the National Resource Hub. These guides will be valuable resources that facilitate future facilitators in delivering the Open Course with confidence and promote consistent course delivery. It is important to ensure that these guides provide clear instructions and tips on adapting and implementing the course materials in different settings.

To be eligible for the facilitator badge across all Open Courses, participants must meet the following criteria:

- Successful completion of the relevant Open Course and attainment of the digital badge.

- Demonstration, through the associated facilitator training add-on, of the significance of the course topic in enhancing teaching and learning.
- Contextualisation of the Open Course material to suit their own institutional setting.
- Development of a plan for delivering the Open Course, which includes the identification of suitable resources and approaches.

Your newly trained facilitators

Your future facilitators who will be awarded the facilitator badge following completion of the facilitator-training add-on have access to various VLE features, including the ability to set up their own roll out of the course. Future Open Course facilitators can utilise the provided course outlines and templates to create and manage courses directly on the National Forum VLE platform. They can invite participants to register for the course using the platform. Courses can be set up as either 'closed,' limited to a specific institution or group, or 'open,' allowing participants from across the sector to register and complete the course.

It is important to note that the course copies can also be seamlessly integrated with institutional VLEs for closed or localised roll outs, allowing colleagues to conveniently access professional development content when they log into their own VLE. For further information on integrations available, your future facilitators can contact the National Forum. Additionally, the National Forum can support future facilitators with the promotion of Open Courses through the website calendar, mailing lists and social channels.

Newly trained future facilitators are encouraged to customise and adapt the course content to make it directly applicable to their institutional contexts. They have the flexibility to make changes to the wording of the content and activities in order to better reflect their specific institutional setting. However, it is important to note that certain elements should not be altered. The four badge criteria, as well as the alignment of content and activities to those criteria, should remain consistent to maintain the integrity of the course. Additionally, the operation of Peer Triads for completing the assessment typically should not be changed.

As the original content has been developed under a CC-BY license, future facilitators have the permission to add their institutional or centre logo to the content. This allows for a more personalised touch and aligns the materials with their own branding. However, it is essential to also retain any original logos and credits in recognition of the contributions made by the original developers.

By striking a balance between customisation and adherence to key elements, facilitators can ensure that the course remains relevant and tailored to their institutional context while maintaining the integrity and recognition of the original content and its creators.

Please Note: Individuals who intend to facilitate an Open Course must hold the facilitator badge specific to that course in order to ensure effective facilitation. While the course materials will be openly accessible to all, it is important to note that only individuals who have attained the facilitator training badge in the respective course are authorised to award National Forum badges in their own future course deliveries. This ensures that individuals have undergone the necessary training and possess the required expertise to maintain the quality and integrity of the Open Course and National Forum digital badge.

Specific development requirements

In certain circumstances, there may be unique development requirements for an Open Course that go beyond the scope outlined in this document. When such situations arise, the National Forum and the development team may engage in negotiation to address these specific requirements. Once the negotiation is completed, the agreed-upon specific development requirements will be documented in an agreement between the National Forum and the development team. This ensures transparency and clarity regarding the expectations and responsibilities for the development of the Open Course.

Part B - Conditions of Funding for Open Course Development Process

General conditions of funding

1. If your proposal is accepted and you agree to the funding conditions outlined in this document, the allocated funding will be transferred to your nominated institution. The approval of proposals is at the discretion of the National Forum. Please note that the nominated institution must be an eligible institution that receives core public funding. For a list of eligible institutions, please visit <https://hea.ie/higher-education-institutions>. In the case of non-eligible institutions, partnering with an eligible institution is subject to consideration. For any queries regarding this, please contact admin@teachingandlearning.ie.
2. It is required that course developers identify a key contact. This contact person will serve as the primary liaison between the Open Course development team and the National Forum.
3. The material developed for the Open Course must be open access and have a CC-BY license.
4. The development team will be required to participate in an evaluation on completion led by the National Forum. This evaluation aims to inform future Open Course development.
5. If the expenditures exceed the allocated funding as set out in the funding template, no additional funding will be provided by the National Forum.
6. On completion of the expenditure, a project report, which includes a summary of the expenditure, must be provided to the National Forum. Any unused funding must be returned to the National Forum.
7. The National Forum reserves the right to revise these conditions at any time. Any changes will be promptly communicated to the applicants.

Conditions of acceptance

The provision of funding is conditional on receipt of formal acceptance by the Open Course lead developer, on behalf of their institution (and if appropriate, the development team partners). Confirmation of acceptance of the following conditions is also necessary:

1. **Adherence to Development Process:** The team agrees to carry out the work in accordance with the Open Course development process.
2. **Maximising Impact:** The team commits to executing the Open Course development in a manner that maximises impact at both regional and national levels.

3. **Facilitation of Audits/Visits:** The team agrees to facilitate all relevant audits and/or site visits as required.
4. **Permissions:** The institution/s accept the responsibility to ensure that appropriate permissions, such as for the use of participant photographs in publicity materials, have been obtained.
5. **Course development schedule changes:** In the event of any changes to the course development schedule, it is imperative that the Course Lead promptly contacts the National Forum. This communication should take place as soon as possible to address any potential delays or issues and establish a strategy for the seamless integration of changes into the development and delivery process.
6. **Lead developer responsibilities:** The Lead Developer is responsible for ensuring that the Open Course development and delivery align with these funding conditions. If extenuating circumstances necessitate the transfer of this responsibility to another team member, the Lead Developer must:
 - a. Arrange a meeting with the National Forum involving the existing and proposed new Lead Developer.
 - b. Provide a summary of the current course development plan for the 3 modes of delivery, including details of actual and projected funding spend.
 - c. Have the new Lead Developer sign an addendum to the application, accepting responsibility for the completion of the remaining work.

Part C - Additional Resources

Course development checklist

1. **Learning Effort**
 - Design the course to involve 25 hours of learner effort.
 - Include an additional five hours for the facilitator training add-on.
2. **Course Development for All Delivery Modes**
 - Map the course to the National Professional Development Framework.
 - Develop the course for all three delivery modes (online, face-to-face/blended, and self-study).
 - Ensure accessibility and flexibility for participants.
 - Generate all materials under a CC BY 4.0 license.
3. **Develop Online and Self-Study Course on National Forum VLE**
 - Prepare and structure the facilitator-led online course onto for the National Forum VLE.
 - Develop separate self-study course and materials for the National Forum VLE with clear instructions for learners studying independently.
4. **Mapping to the National Framework**
5. **Facilitator Training Add-on Criteria**
 - Develop the online facilitator training add-on synchronously with its associated Open Course.
 - Design activities that align with the facilitator badge criteria.
6. **Peer Review**
 - Ensure that all course content undergoes a thorough peer review process.
 - Select two individuals who have not been involved in the Open Course development as peer reviewers.
7. **Final Review**
 - Submit the course outline, content, activities, and VLE interface to the National Forum for a comprehensive final review at least one month before the Open Course is scheduled to be delivered.
8. **Open Education Resources**
 - Ensure materials are available for download from the National Resource Hub.
 - Includes all course content, as well as any additional resources such as facilitator guides for future facilitators of the online and face-to-face/blended modes.

Course Delivery Checklist

1. **Course Schedule and Weekly Webinars**

- Determine the delivery schedule and your roles including the accompanying facilitator training add-on in collaboration with the development team.
 - Agree on how you will manage the Open Course, including how you intend to manage the content and delivery of the webinars – e.g. all of you sharing or one facilitator allocated to deliver per week.
 - Schedule and plan for weekly webinars that engage participants and reinforce learning content.
 - Agree on the response time for enquires from participants.
- 2. Participant Registration**
- Allocate sufficient time for participants to register for the course.
 - Promote the course extensively to maximise enrolment.
 - Use the registration form provided by the National Forum.
 - Enrol participants a minimum of 5 working days before the course is due to start
 - Confirm where participants are no longer available to participate and offer any remaining places to others on the waiting list.
- 3. Orientation/Induction for the Open Course**
- Send a welcome email to all participants who have been allocated a place in the Open Course prior to the course start date.
 - Consider an induction webinar to provide participants with a comprehensive overview of the online environment.
 - It is advisable to create a short screencast (no more than five minutes) for your participants on the how to navigate your course on the Open Courses platform.
- 4. Peer Groups: 'Peer Triads'**
- Organise participants into peer groups, typically sets of three participants ("Peer Triads").
 - Design activities that promote collaboration and peer assessment within these groups.
 - Ensure there are a minimum of 3 active Triad members right up to end of the course – this is essential for participants to be able to undertake all the Peer Triad activities required in order to be able to claim their digital badge for the course.
- 5. Technical Support for Your Open Course**
- Ensure the availability of support throughout the duration of the Open Course.
 - Be prepared to provide assistance and guidance to participants with any technical queries they may have.
- 6. Evaluation and Post-Course Access**
- Review all feedback received from the participant cohort and make any necessary revisions to the course materials and approaches.
- 7. Facilitator Training Add-on Delivery**
- Plan and execute the facilitator training add-on in line with the developed criteria.

- Monitor participant progress and provide necessary support to facilitate effective learning.

8. Submission of Participant Badge Eligibility to National Forum

- At the end of the course, compile and send the list of participants who are eligible for the course completion badge and the facilitator badge to the National Forum.

Guide to packaging materials for the National Resource Hub

The purpose of packaging the course materials as Open Educational Resources (OER) on the National Resource Hub is to empower future facilitators who plan to deliver the course in face-to-face, blended, or fully online formats on their own Virtual Learning Environment (VLE). Having access to these adaptable and reusable materials enables facilitators to modify the course content to better suit their unique needs and those of their participants.

Making these materials accessible on the National Resource Hub also allows others within the sector to reuse and adapt any element of the course for their own educational initiatives. This approach encourages innovation and fosters a culture of shared learning across the sector, enhancing the collaborative ethos of teaching and learning.

Materials for download from the National Resource Hub should be organised and packaged in a user-friendly manner.

For the blended/face-to-face component, course content, facilitator guides, and supplementary resources should be included. These materials may overlap with those of the online element. It is not necessary to include materials for self-study.

Here are some steps to consider:

1. **Categorise materials:** Organise all materials by delivery mode (i.e., online and blended/face-to-face) and by type of material (e.g., course content, facilitator guides, supplementary resources). Further organise folders by course section. This helps future facilitators find what they need quickly and easily.
2. **Use clear file names:** Name and number your files clearly and consistently. Include information such as the course name, type of material, and section number (if applicable) in the file name.
3. **Choose appropriate file formats:** Ensure that materials are in widely accessible and adaptable formats to allow for future reuse and adaptation by facilitators. For example, use PDF for documents, but also consider providing Word or other editable formats to allow for adaptations. Use MP3 for audio files, MP4 for videos, and so on. This not only ensures that future facilitators can access the materials regardless of the software they have but also allows them to modify the materials to better suit their needs or the needs of their specific audience. Additionally, providing materials in multiple formats supports Universal Design for Learning (UDL) principles, which promote flexibility in the ways information is presented and learners are engaged.
4. **Include a "Read Me" file:** This file should outline what is included in the package, the purpose of each file, and any facilitators necessary for using the materials.
5. **Compress materials into a single file:** After you've organized and named your materials, compress them into a single ZIP file for easier downloading. This is especially important if you have many files or if some files are large.

Remember that all materials should be Creative Commons licensed (CC-BY) and any other materials used must carry the appropriate license for reuse and future reuse with credits where required.

Guide to Professional Development Portfolios (PDP)

A Professional Development Portfolio (PDP) is a collection of materials that demonstrates your growth and achievements in your professional career, and involves engaging in a cycle of reflection, evidence gathering and future planning for one's professional development journey. It may include a wide range of evidence related to your learning and progress in each of the domains identified in the [National Professional Development Framework for all Staff Who Teach in Higher Education](#). In completing the Open Course, it is recommended to indicate the areas of the National Professional Development Framework to which collections of materials relate.

Types of Professional Development Portfolios (PDP)

A PDP can take various forms, depending on the person's preferences, the nature of the evidence, and the context in which it's being presented. Here are some common forms a PD portfolio can take:

Digital Portfolio

This is a collection of digital evidence assembled and managed by a user online. These are often demonstrated on websites or platforms specifically designed for portfolio creation, such as PebblePad, Mahara, Google Sites, or WordPress. Digital portfolios can include a wide range of media, such as text, images, videos, and links to work online. They are easily accessible and can be updated and shared conveniently.

Paper Portfolio

This is a physical collection of documents and materials that demonstrate a person's professional development. This traditional form of portfolio can be useful in contexts where digital access is limited, or for showcasing tangible or 3D work. However, they are less easily shared and updated than digital portfolios.

Hybrid Portfolio

This combines elements of both digital and paper portfolios. For instance, a person might keep a physical notebook of reflections and ideas, but also maintain a website with digital representations of their work and achievements.

What to Include in Your PDP

Your PDP should include a variety of evidence related to your professional development. This evidence can span multiple forms and is not limited to a specific set of parameters. Rather, it should reflect the breadth and depth of your learning experiences and achievements. Some participants may already have prepared a portfolio (or part of it) for appraisal, revalidation or other purposes.

Showcasing Evidence Across the Five Domains of the National Professional Development Framework

Pieces of evidence may be relevant to more than one domain of the National Professional Development Framework.

Domain 1 - Personal Development: The 'Self' in Teaching and Learning

- Courses, workshops or seminars attended or programmes undertaken, including face-to-face and online learning.
- Evidence of recent initiatives to enhance learning opportunities.
- Examples of critical incident analysis.
- Teaching Philosophy Statement or self-review documents.
- A Personal Development Plan.

Domain 2 - Professional Identity, Values and Development in Teaching and Learning

- Description of current role & responsibilities, such as external examining, industry liaison, outreach activities, and technological competence.
- Feedback from peers regarding your involvement in organisational/professional activities.
- Evidence of recent initiatives to enhance learning opportunities.
- Feedback from colleagues & students or self-review documents.
- Outcome of peer review or professional observation of teaching.
- Critical comments on relevant books or articles read recently or conferences attended.

Domain 3 - Professional Communication and Dialogue in Teaching and Learning

- Evidence of dialogue with international and national communities/partners to enhance teaching.
- Evidence of the development of learning communities with peers, both disciplinary and interdisciplinary.
- Evidence of the development of academic writing and enquiry skills, such as journal articles, reports, or policy/procedures.
- Evidence of the development of peer, group, and team-working skills for the enhancement of teaching, learning, and scholarship.

Domain 4 - Professional Knowledge and Skills in Teaching and Learning

- Evidence of currency of disciplinary/subject knowledge.
- Evidence of active student-centred approaches to learning.
- Evidence of design and management of sessions, modules and/or curricula.
- Evidence of the application of appropriately aligned assessment and learner-oriented feedback approaches.
- Evidence of knowledge and application of the theories of how students learn within and across disciplines.
- Evidence of exploration and application of inclusive, innovative, enquiry-based, problem-based, and creative approaches to student learning.

Domain 5 - Personal and Professional Digital Capacity in Teaching and Learning

- Evidence of technology-enhanced learning courses/workshops/seminars attended or programmes undertaken.
- Evidence of adoption of an evidenced-based approach to the application of technology in the design of learning for students.
- Evidence of use of technologies for effective communication and collaboration with student, professional, and social communities.
- Evidence of the use of digital tools to create and develop new learning materials, embedding a range of media and interactive resources.

Remember, your PD Portfolio is a living document that should be updated and refined as you continue to grow and develop in your professional career. It serves as a testament to your ongoing commitment to professional development and lifelong learning.

Lastly, if you plan to share your PD Portfolio, prior permission should be obtained for material which includes third party information that is not already published or in the public domain. Otherwise, materials that include third parties should be anonymised so that individuals are not identifiable. This practice ensures respect for privacy and confidentiality.

Guide for large online courses

Large online courses can present unique challenges in terms of management, engagement, and delivering an effective learning experience. Course content should be organised into clear, manageable sections or units of learning for each week of the course. The national coordination team should create a comprehensive course schedule and clearly communicate deadlines and important dates. To keep participants engaged, the team may integrate interactive elements such as quizzes, discussion forums, and peer group activities. A network of peer group facilitators can provide localised support to participants, making the course more manageable and personalised. It is recommended that the national coordination team conducts a pre-course webinar for all regional/institutional peer group facilitators in the network. This webinar serves as a forum to establish expectations, clarify responsibilities, and answer any queries that facilitators might have.

Key responsibilities of the National Coordination Team

1. **Course Planning and Design:** The national team is responsible for the overall planning, design, and coordination of the course. This includes setting course objectives, designing learning activities, and selecting course resources.
2. **Facilitator Information Session:** The national team provides support to regional/institutional peer group facilitators. An information session equips facilitators with the knowledge and skills they need to support the participants effectively.
3. **Communication and Updates:** The national team is responsible for delivering webinars and maintaining regular communication with regional/institutional facilitators and participants.
4. **Course Evaluation:** The national team gathers feedback from facilitators and participants, evaluates the Open Course's effectiveness, and makes necessary improvements.

Regional/Institutional Facilitator Networks:

1. **Supporting Delivery:** Facilitators are responsible for supporting regional/institutional cohorts. This includes structuring their cohort of participants into peer groups, providing feedback to participants and liaising with the national course coordination team on queries.
2. **Participant Support:** Facilitators help their cohort navigate the course, understand the content, and meet the learning outcomes. They may provide 'drop in' sessions with their peer groups.

3. **Community Building:** Facilitators foster a sense of community among participants. They encourage collaboration, facilitate peer-to-peer learning, and promote a positive learning environment.
4. **Feedback and Reporting:** Facilitators gather feedback from participants and report back to the national coordination team. They also participate in course evaluations to help improve future iterations of the course.

AHEAD/UCD UDL Open Course Model

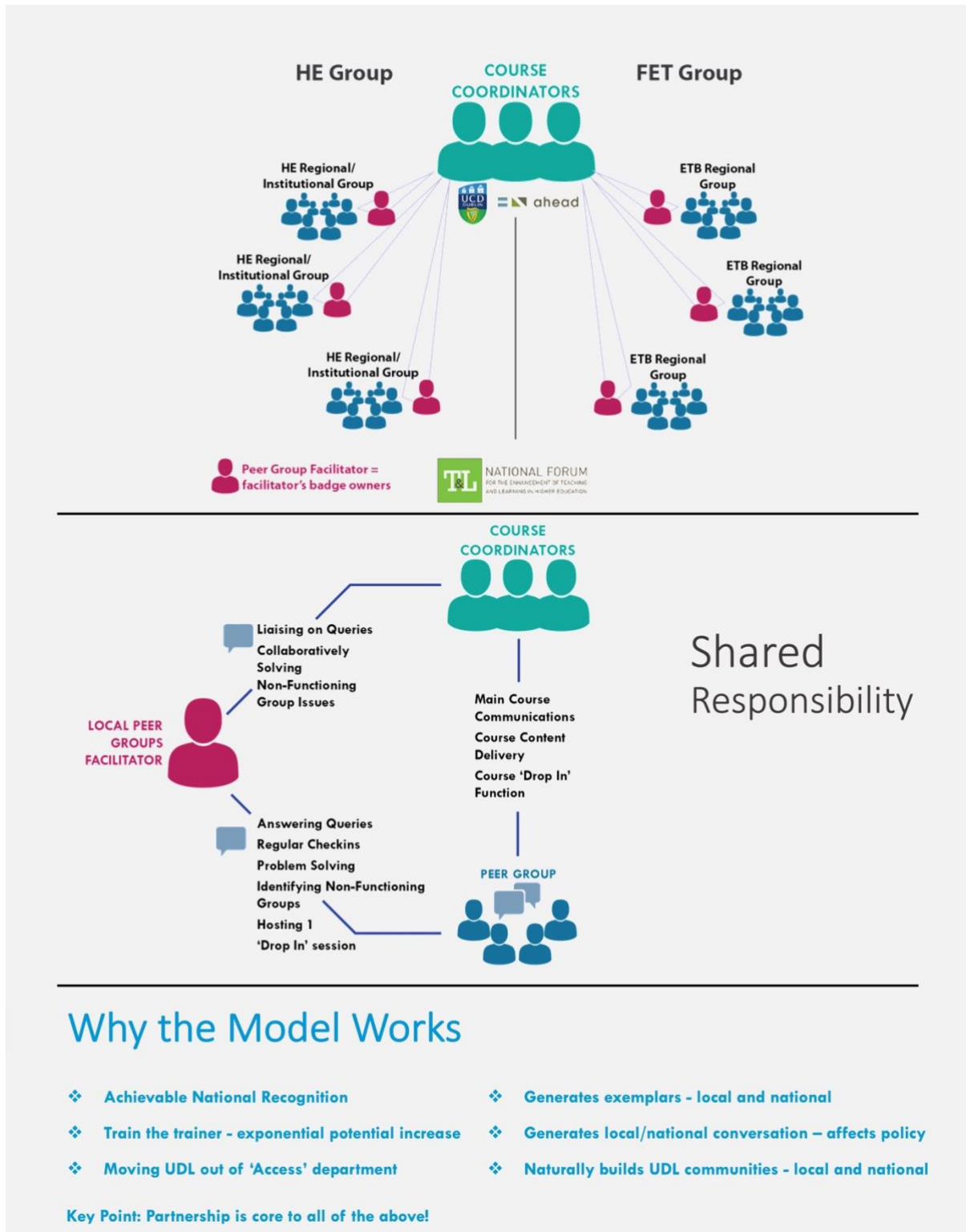


Image credit: AHEAD Ireland (www.ahead.ie)

Guide to Implementing Peer Groups in an Open Course

This guide offers advice to facilitators on setting up and supporting Peer Triads in an Open Course. It also explains how to claim a digital badge.

Peer Triads in Open Courses

A Peer Triad is a small group of usually three participants who are encouraged to work together to share and discuss their approach to professional development. To earn their digital badge, triad members must demonstrate how they met the Open Course criteria. This is done through a showcase and discussion process within the triad, fulfilled through an agreed meeting platform e.g. Online (MS Teams or Zoom), F2F, and/or by email.

Recognised benefits of a Peer Triad approach

- **Encourages ownership of professional development:** Peer triad members get the opportunity to take responsibility for their professional development. By assuming this responsibility for their professional development activities, their motivation and self-directedness can increase.
- **Fosters networking opportunities:** Peer triad members often meet new colleagues as a result of the process, thereby extending their T&L network. Conversing with a mix of people at different levels of recognition is a valuable reciprocal learning process. Such collaborative reflection can be transformative!
- **Enables learning from diverse perspectives:** Conversing with a mix of people who are in different roles means that Peer Triad members can learn a great deal from other colleagues.
- **Fosters a sense of professional trust:** There is a sense of professional trust associated with the triads; Members can comfortably discuss sensitive topics, assured in the knowledge that the information will be kept within the triad.

Setting up Peer Triads

It is recommended to assign participants to their Peer Triads after the first week of the course. This allows the facilitator to observe initial interactions and engagement, informing the composition of the triads. Triads should be diverse in terms of gender, institution, career stage, and expertise. This diversity promotes rich discussions on teaching and learning. Where possible, it is useful to have one participant with an interest/knowledge of learning technology, particularly if the triad are using different tools to communicate.

Peer triads are integral to both the Open Course and the Facilitator Training Add-On element. If not all members are partaking in the facilitator training, it might be necessary to adjust the composition of the triads. For both the Open Course and the Facilitator Training Add-On, Peer Triads should complete a statement of completion. Successful completion of these components will lead to the awarding of two distinct badges: the Open Course Badge and the Facilitator Badge.

Role of Peer Triad members

The main role of the triad is to facilitate sharing and discussion of evidence towards achieving a digital badge. Each member of the triad is responsible for their preparation, participation, feedback provision, and reporting. All discussed content can remain confidential to the triad. Following the final week of course delivery, a member of the triad should notify the course facilitator if the criteria has been met by all members of the group satisfactorily for award of the badge, providing an additional documentation depending on the requirements of the course completion. Members of the triad should establish a mutual agreement at the beginning, setting expectations and outlining their cooperation. A template for such an agreement can be provided (see below). Upon completion, this agreement can be updated along with a declaration of completion and submitted to the facilitator as proof for the awarding of the badge.

Supporting the Peer Triads

Facilitators play a key role in increasing online interaction and facilitating meaningful exchange of ideas. It is beneficial to create a plan for communication in your Open Course and in the triads. Facilitators should communicate clearly regarding their expectations of the participants, and equally, what participants can expect of them in terms of response times and availability. As with other professional development courses, providing maximum notice of important dates and deadlines is recommended.

Claiming a digital badge

All Open Courses have four measurable badge criteria for which learners will submit evidence based on activities which have been aligned to these standards. In order to meet the criteria outlined for each Open Course, participants will have invested time and effort to complete the activities (aligned to the criteria of each badge). The Peer Triad system enables participants to showcase/demonstrate the work they have completed to each other and to learn from discussions with their peers who have undertaken this process also.

Subsequently, Peer Triads are directed to report on their completion using a relevant form or reporting mechanism. To claim a National Forum Digital Badge, the Peer Triad must have completed the following steps:

1. The Peer Triad must have met, shared and discussed how each member has met the four badge criteria.
2. The Peer Triad must have agreed a time frame for completion of this work.
3. Evidence of point 1 and 2 above must be added to the triad contract that was initially agreed. A final document contract should then be provided to the course facilitator through a VLE activity or related method.

Each member of the Peer Triad must confirm that the other members met the criteria by completing the contract. Any member who is not ready to claim their digital badge but is willing to endorse the other two claims should also complete this form.

Sample Peer Triad Contract

Triad Member names (or Triad name):

These are the terms of group conduct and co-operation that we agree on as a triad.

Communication: We agree to...

Participation: We agree to....

Meetings: We agree to....

Conduct: We agree to...

Conflict: We agree to...

Deadlines: We agree to...

Triad Member's Name	Triad Member's Signature

Statement of Completion

Meeting date	
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	Triad Member's Name	Email Address (for badge issuing)
No.1		
No.2		
No.3		

Criteria for Digital Badge

- *List the 4 Open Course / Badge Criteria here*

Triad Member	Criteria 1	Criteria 2	Criteria 3	Criteria 4
No.1				
No.2				
No.3				

In each cell corresponding to a criterion for a member, enter "Met" if they have demonstrated achievement of that criterion, or "Not Met" if they have not.

If not all members of the triad are claiming their badge at this time, please give a rationale (e.g. intending to claim at a later date, not going to claim etc)

If all triad members agree with the above assessment, please provide your signature below.

Triad Member's Name	Triad Member's Signature

If there are any discrepancies or exceptions (e.g. a triad member is no longer participating), please detail them below.



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OF ALL THOSE WHO TEACH

