



Project Title: Enhancing the digital teaching capabilities of experienced online instructors and the digital learning capabilities of their students.				
Project Deliverables				
Key Strategic Activities	Constituent Activities	Key Performance Deliverables	Timeframe <i>Italics</i> = original workplan Year/Quarter = revised timeframe based on deferral of project start to April 2019	Status (This column to be filled in, in advance of each project review)¹
Project initiation and commencement of secondary research phase.	Meeting of project team, dates agreed	Project plan	<i>Jan. 2019</i> 2019/Q2	Completed
	Research design and ethical approval.	Approved ethics application	<i>Jan 2019</i> 2019/Q2	Completed
	Review of evidence base on effective digital teaching and learning skills	Literature review on digital teaching and learning in live part of a course	<i>Feb. 2019</i> 2019/Q3	Completed

¹ Please use the following cell colour to indicate progress –
Green (progressing as planned or mark completed)
Orange (delay in achieving deliverable but it will be delivered. Please enter a comment to explain delay)
Red (Deliverable will not be achieved. Please enter explanatory comment)

Collection of primary data	Insertion of questions on digital learning in survey with five student cohorts	Survey results	March 2019 2019/Q3	Delay as rescheduled to 2019/Q4 Instructor results and student input being used to inform survey
	Focus groups with students on digital learning and teaching needs	Focus groups transcribed	April 2019 2019/Q3	Delay as rescheduled to 2019/Q4 Instructor results and student input being used to inform focus group
	Group discussion of digital teaching needs and individual interviews with instructors	Transcript of group discussion and instructor interviews	April 2019 2019/Q4	Progressing earlier than planned
Analysis	Analysis of secondary and primary data on digital teaching	Roles in digital teaching. Actions and behaviours supporting each role Existing good practice among instructors Instructors' learning needs	May 2019 2019/Q4	Progressing earlier than planned
	Analysis of secondary and primary data on digital learning	Actions and behaviours associated with good digital learning Existing good practice among students Students' learning needs	May 2019 2019/Q4	Delay as rescheduled to 2020/Q1 due to rescheduled data collection

Design and development of online materials	Design and development of online learning session and materials on digital teaching for instructors	One session for instructors with the following framework: i. Introductory video ii. Preparatory exercise iii. Multimedia presentation iv. Formative assessment	<i>June –Aug. 2019 2020/Q1</i>	Planned to proceed as scheduled
	Design and development of online learning session and materials on digital learning for students	One session for students with the following framework: i. Introductory video ii. Preparatory exercise iii. Multimedia presentation iv. Formative assessment v. Peer interaction activities	<i>June –Aug. 2019 2020/Q1</i>	Planned to proceed as scheduled
Implementation of online materials for academic year 2019/20	Digital teaching online learning sessions available as part of the instructor preparation and student induction for academic year 2019/20	Digital teaching session available to all instructors as part of the university's suite of resources Session taken by all module leaders on the postgraduate diploma in social policy and practice	<i>Sept. 2019 Available 2020/Q1 implementation in 2020/Q3 at academic year start</i>	Implementation in 2020/Q3 - beyond the end of the project due to delayed project start and alignment with academic year
		Digital learning session available to all students as part of the university's suite of resources Session taken by all students on the postgraduate diploma in social policy and practice	<i>Sept. 2019 Available 2020/Q1 implementation in 2020/Q3 at academic year start</i>	Implementation in 2020/Q3 - beyond the end of the project due to delayed project start and alignment with academic year

Evaluation	Evaluation of the uptake of the sessions, student and instructor reaction to the sessions and self-assessment of the impact on behaviours	Student and instructor focus groups held and analysed	<i>Nov. 2019 2020/Q1</i>	Change to evaluation - conducted on draft learning materials and sessions in 2020/Q1. Implementation of sessions not due until 2020/Q3 - beyond the end of the project. Evaluation based on uptake of sessions would not be possible by project end.
		Report prepared	<i>Dec. 2019 2020/Q1</i>	Planned to proceed as scheduled

(please insert further rows if required)

Project Team

Team Member Role and Responsibility (Please reflect the role and responsibility of all team members)			
Staff Name	Institution	Role	Description of Responsibility
Julie Byrne	Trinity College Dublin	Assistant Professor Online Education and Development	Project leader, principal researcher and designer of content for online sessions
Sarah Male	Trinity College Dublin	Research Assistant	Literature identification, primary data collection and analysis, project administration support
Theresa Logan Phelan	Trinity College Dublin	Manager (e-Learning)	Advisor on alignment with professional development framework and existing instructor and student learning resources
Máirtín Ó Dúláin	Trinity Online Services CLG	Online Teaching and Learning Specialist: Development Supervisor	Development of online learning sessions, instructional design input

Signed: Julie Byrne_
Project Leader

Date: 11th October 2019