UNIVERSITY TEACHING & LEARNING PRACTICE SEMINARS

Handbook

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UCD Teaching and Learning

2024-25

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STAFF CONTACT DETAILS

Any questions relating to Seminar registration should be first directed to:

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SEMINARS DESCRIPTOR

The aim of these seminars is to introduce 'Post Doctorate Researchers' to the key concepts underpinning good practice in third-level teaching and learning and to enable them to review and prepare to undertake some basic teaching activities.

The structure of the programme offers a number of opportunities for the individual to engage in core aspects of academic practice and to begin to build a professional teaching portfolio.

The practice seminars will take place face to face, each being three hours in duration, with some follow-up tasks/activities to be undertaken in the intervening times. A link will be sent in advance to all those registered.

The expectation is that individuals will have an opportunity to discover and explore key components of teaching and learning and relate them to their own potential practice.

LEARNING OUTCOMES

On completion of these seminars one should be able to:

1. Appraise a range of teaching, learning and assessment methods

2. Demonstrate a critical understanding of some of the basic principles and practices of third level teaching and learning

3. Demonstrate the use of universal design in the course of teaching

4. Develop a fledgling teaching practice portfolio.

Session	Title	Date
One	Introduction to University Teaching and Learning: Key Principles and Practices	9.12.24
Two	Developing a Teaching Practice Portfolio: Professional Reflection and the Design of Teaching and Learning Activities	10.12.24
Three	Implementing Effective Teaching, Learning and Assessment	11.12.24

Each session runs from 10:00 – 13:00hrs

SEMINAR SERIES CERTIFICATION

One may gain certification for the series from UCD Teaching and Learning by participating and completing activities within the sessions.

To obtain Certification one must:

1. Attend and actively participate in all scheduled seminars

2. And provide evidence of the preparation of a practice portfolio.

A record of attendance is taken by UCD HR People Development and Organisation Effectiveness.

*One must attend all sessions in order for this record to be added to your CPD portfolio on *Infohub*.

Overview

SESSION 1

Introduction to University Teaching and Learning: Key Principles and Practices

On completion of this session you should be able to begin to:

1. Demonstrate an understanding of some of the key principles and practices of teaching and learning in higher education.

2. Debate techniques and approaches for active learning.

3. Consider key elements of a session plan.

SESSION 2

Developing a Teaching Practice Portfolio: Professional Reflection and the Design of Teaching and Learning Activities

On completion of this session you should be able to begin to:

1. Develop a reflective approach to one's teaching practice.

2. Demonstrate an appreciation of Educational Theory and Universal Design.

3. Examine the relationship between teaching, learning and assessment and learning outcomes.

4. Build the fundamental elements of a professional teaching practice portfolio.

SESSION 3

Implementing Effective Teaching, Learning and Assessment
On completion of this session you should be able to begin to:

1. Demonstrate a clear rationale for using specific teaching, learning and assessment methods in your teaching context.

2. Develop your teaching practice through professional reflection on your teaching.

3. Design a teaching, learning and assessment strategy to enable students to achieve specific learning outcomes.

4. Demonstrate your learning from the seminar series in your teaching portfolio.

NOTE ON SESSION MATERIALS AND RESOURCES

Participants in the seminar series will be provided with a bespoke workbook that includes a range of resources, activities, guides and reference materials related to each topic or theme.

Suggested Reading/Resources

(Here are a few general-purpose books and websites, that may be of use…)

Cannon R., Newble D. (2000) *A Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods*. London: Kogan Page Ltd

*Ketteridge, S, Marshall, S, Fry, H. (eds) (2009). *A Handbook for Teaching and Learning in Higher Education*. 3rd Edition. London: Kogan Page.

Race, P., (2001) *The Lecturer's Toolkit: A Practical Guide to Learning, Teaching and Assessment.* London: Kogan Page Ltd. *[See https://phil-race.co.uk/about-phil-2/]

National Forum for the Enhancement of Teaching and Learning in Higher Education is the national body responsible for leading and advising on the enhancement of teaching and learning in Irish higher education. [There are excellent resources herein]

The UCD Teaching and Learning Website

Practical and evidence-based resources to support your teaching, from getting started to resources for more experienced teachers.

UCD Teaching & Learning Teaching Toolkit

UCD Teaching & Learning Resources

UTL PRACTICE SEMINARS: PORTFOLIO EVIDENCE

Teaching Practice Portfolio	Pass	Fail
Session plan	The teaching topic is clearly stated and where possible a relevant module descriptor is included. The teaching session plan is coherent. There are clear learning outcomes/objectives. Details on what you will do and what the students will do. The rationale for the choice of learning activities is stated and linked to the teaching context. UDL guidelines are noted and integrated into the plan.	There is no session plan. The teaching topic is unclear. The session plan is incomplete e.g. there are no learning outcomes or the detail is unclear. There is little or no rationale for the choice of learning activities. There is no clear reference to UDL in practice.
Teaching philosophy statement	The teaching philosophy statement communicates your educational beliefs and values related to teaching and learning, including what it means to be a good teacher in your discipline or context in higher education. The statement reflects your experiences as a student and /or teacher. It gives a sense of the type of educator you would like to be. Practical teaching and learning strategies and methods are articulated that support a positive educational environment and enact your philosophical beliefs and values.	The teaching philosophy statement is incomplete, lacks detail and/or clarity re: context and purpose. There is no reference to your experiences as a student and/or teacher. There is no linkage of method and strategy to ones beliefs.