CIT Institiúid Teicneolaíochta Chorcaí
Cork Institute of Technology

Programme

MA in Teaching and Learning in Higher Education

Teaching & Learning Unit, Office of the Registrar & VP for Academic Affairs

Programme Implementation of Review Panel Recommendations, May 2017

Contents

1. OVERALL RECOMMENDATION

The Programmatic Review Panel Report on the MA in Teaching and Learning in Higher Education recommended that the revised programme be revalidated and no additional requirements or conditions were attached to this recommendation.

2. GENERAL

The Programme Team welcomes recommendations 2.5, 2.6 and 2.7 as outlined in the Programmatic Review Panel Report. However, these recommendations relate to institutional issues and lie outside the remit and scope of both the TLU and the Programme Team.

Recommendation 2.8: The team are currently integrating TLU activities with the MA in Teaching and Learning programme. As a specific example, the Mentoring in HE module arose from the mentoring pilot that the TLU developed. As recommended in the Programmatic Review Panel Report, the plan is to continue to evaluate both with a view to achieving greater levels of integration.

3. PROGRAMME OPERATION AND PERFORMANCE

The Programme Team welcomes recommendation 3.1 as outlined in the Programmatic Review Panel Report. However, this recommendation relates to an institutional issue and lies outside the remit and scope of both the TLU and the Programme Team.

Recommendation 3.2: A promotion strategy for the MA in Teaching and Learning in Higher Education has been developed (Appendix 2) and will be implemented as soon as the revised Programme is approved by Academic Council.

4. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

Recommendation 4.1: An induction programme will be developed for the 2017 – 18 academic year.

Recommendation 4.2: The team accept that current timetable arrangements are not scalable and will be very happy to fix the timetable once the numbers grow.

Recommendation 4.3: In keeping with this recommendation, and as part of the internal evaluation that will be conducted in 2019, the Programme Team will review the use of online technologies and reappraise this approach and its role in the MA in Teaching and Learning in Higher Education.

5. MODULES

Recommendation 5.1: The learning outcomes for all modules were reviewed and a number of changes were made to reflect the level of the programme. These changes are summarised in Table 5.1. All of these changes have been implemented.

Module title	Existing Learning Outcome	Revised Learning Outcome
Teaching and Learning in HE	Apply a core range of learning principles, strategies and key theorist's perspectives to contemporary issues in higher education	Evaluate a core range of learning principles, strategies and key theorist's perspectives and apply to contemporary issues in higher education
Teaching and Learning in HE	Design, develop and implement learner-centered teaching resources that engage students in the learning process	Create pedagogically effective learner-centered resources to engage students in the learning process
Assessment and Feedback	Apply the principle of constructive alignment to evaluate the assessment strategy within a module	Evaluate a module of learning using the principle of constructive alignment
Assessment and Feedback	Design an assessment strategy for a selected module, such that the focus is on supporting learning and engaging learners	Create pedagogically effective, evidence based assessment strategy for a selected module
Contemporary Issues in HE	Identify and appraise a set of learning resources that address a current issue in higher education	Evaluate a set of learning resources that address a current issue in higher education
Research Supervision	Examine ethical implications of issues in a variety of research contexts	Evaluate the ethical implications of issues in a variety of research contexts
Mentoring in HE	Reflect on their ability to effectively integrate engaging verbal and non-verbal communication and listening skills, including the use of questioning and the provision of feedback, into their mentoring practice.	Critically reflect on their ability to effectively integrate engaging verbal and non-verbal communication and listening skills, including the use of questioning and the provision of feedback, into their mentoring practice.

Table 5.1: Summary of changes made to module learning outcomes

Recommendation 5.2: As recommended in the Programmatic Review Panel Report, the Programme Team has reviewed the nature and timing of the assessments associated with the MA in Teaching and Learning in Higher Education. As a result of this review, the number of assignments associated with four modules has been "streamlined" as recommended. This was achieved by integrating separate reflective pieces with the main assignment. The programme will still retain a strong and formal focus on reflection via the learning outcomes and the

requirement to undertake self-assessment/review. The reflection, as stated on the learning outcomes mostly requires participants to reflect on the subject matter and how they enact that in their practice. The self-review requires participants to reflect on their learning. The resulting changes are highlighted (red text) in the new assessment schedules which are presented in Table 5.1 and 5.2. These can be compared with those presented to the panel (Appendix 1). All of the highlighted changes have been implemented.

Module Title	Assignment weighting (%) per week of the Semester												
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	SE
Year 1 Semester 1													
Teaching & Learning in HE						20							80
Year 1 Semester 2													
Learning Technology					15								85
Assessment & Feedback						20							80

Table 5.1: Assessment schedule for Certificate in Teaching and Learning in Higher Education

Module Title	Assignment weighting (%) per week of the Semester												
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	SE
Year 2 Semester 3													
Curriculum Design & Evaluation (M)						20							80
RPL: Policy, Practice & Pedagogy (GE2)			2		2		2		2		2	20	70
Mentoring in HE (GE2)					20				20				60
Year 1 Semester 3													
Research Supervision (GE2)			20				20						60
Cont. Issues in HE (GE1)								20					80
Publishing Pract. Research (GE1)									20				80

Table 5.2: Assessment schedule for Postgraduate Diploma in Teaching and Learning in Higher Education

In addition to recommending that the assessment mechanism be reviewed, the Programmatic Review Panel Report, states that the "use of draft reports as intermediary assessments may have value but also requires further consideration". The use of draft reports or two-stage assignments is one of the dominant methods for enacting assessment for learning, engaging learners with feedback and assessment and developing sustainable assessment. It is widely encouraged, supported and endorsed by the assessment literature (O'Donovan, Rust, & Price, 2015; Handley, Price, & Millar, 2008; Carless,

Salter, Yang, & Lam, 2011; Boud & Molloy, 2013; Winstone, Nash, Parker, & Rowntree, 2016). Consequently, the programme team does not fully understand this concern and would require more detailed information before they could either respond to the suggestion or act on it.

The report by the Programmatic Review Panel also recommended that the Programme Team consider the value of generating a portfolio of evidence of reflection and learning derived from the programme. However, aside from creating a 5 or 10 credit module for that specific purpose, it is difficult to see how this portfolio could be generated in the current programme. Given the time and effort that has gone into revising and restructuring the programme, at this current juncture, the Programme Team are of the opinion that it would be useful to implement this revised programme and to internally evaluate it in 2019 with a view to determining if there is a need for further revisions and improvements.

Recommendation 5.3: As recommended, the assessment mechanism for the Research Supervision module has been revised and a more practical focus applied. Specifically the <u>essay</u> that was worth 60% was replaced with the requirement to develop a <u>supervision plan</u> that could be implemented in a real context. This change has been implemented.

6. REFERENCES

Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, *38*(6), 698–712. http://doi.org/10.1080/02602938.2012.691462

Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in Higher Education*, *36*(4), 395–407. http://doi.org/10.1080/03075071003642449

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O'Donovan, B., Rust, C., & Price, M. (2015). A scholarly approach to solving the feedback dilemma in practice. *Assessment & Evaluation in Higher Education*, *2938*(December), 1–12. http://doi.org/10.1080/02602938.2015.1052774

Winstone, N. E., Nash, R. A., Parker, M., & Rowntree, J. (2016). Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes. *Educational Psychologist*, *1520*(September), 1–21. http://doi.org/10.1080/00461520.2016.1207538

Appendix 1: Assessment Schedule as Presented at Programmatic Review

The assessment schedule for the new-proposed programme as presented to the programmatic review panel is presented in Tables A.1 – A.2. It assumes that the programme is delivered on a part-time basis. For the Postgraduate Diploma, note that not all of the assessments presented need to be completed. Participants are need to complete three out of the six modules that are listed. Participants need to complete the mandatory module (Curriculum Design and Evaluation), and one elective module from the group labelled GE1 with one module from the group GE2.

Module	Assignment weighting (%) per week of the Semester												
Title	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	SE
Year 1 Semester 1													
Teaching & Learn. in HE					10		10					20	60
Year 1 Semester 2													
Learning Technology					15								85
Assessment & Feedback							5		20			15	60

Table A.1: Assessment schedule for Certificate in Teaching and Learning in Higher Education

Module	Assignment weighting (%) per week of the Semester												
Title	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	SE
Year 2 Semester 3													
Curriculum Design & Evaluation (M)						20							80
RPL: Policy, Practice & Pedagogy (GE2)			2		2		2		2		2	20	70
Mentoring in HE (GE2)					20				20				60
Year 1 Semester 3													
Research Supervision (GE2)			20				20						60
Cont. Issues in HE (GE1)				20		10						20	50
Publishing Pract. Research (GE1)						5			20			15	60

Table A.2: Assessment schedule for Postgraduate Diploma in Teaching and Learning in Higher Education

Appendix 2: Promotion Strategy for MA in Teaching and Learning

The overall intention behind the current review is, that by reducing the number of modules and providing greater modes of access the MA programme will become more attractive to staff within CIT. A particular focus will be early career staff. The intention is to engage early-career lecturers with the TLU via a staff mentoring programme during their first teaching semester. A successful mentoring programme should result in early career lecturers developing increased awareness and a favourable disposition towards the TLU. After two or three years teaching experience, the aim would be to return to those staff and encourage them to engage in CPD by taking the Certificate in Teaching and Learning in Higher Education. In Semester 1, 2016-17, 19 staff accepted full-time teaching contracts with CIT. 13 of those staff engaged with the Mentoring programme. The TLU would hope to recruit half of those that engaged in the mentoring programme per semester to yield a cohort of 10 to 15 students annually.

In parallel, the TLU has developed a 20 credit Special Purpose Award in Effective Teaching in Higher Education. The aim of this Special Purpose Award is to recognise and reward high quality teaching and learning practices that staff have developed through their experience of designing, teaching and assessing modules. The focus of this programme is very much on experienced staff who have developed an intuitive understanding of teaching and learning in Higher Education through experience. Therefore, in this programme, participants are asked to document and reflect on dimensions of their experience e.g. lecturing practice, assessment, module design, technology and impact on learning via a portfolio. It is hoped that this Special Purpose Award will interest and engage more experienced staff and that some of them will continue on to pursue the MA in Teaching and Learning in Higher Education.

In addition to targeting early-career lecturers, the programme team intends to promote and market the programme more aggressively with CIT. Specific proposals include that we
   a) Gather testimonials from staff that have completed the MA and use them as part of an advertising campaign.
   b) Develop attractive posters and flyers to be placed in strategic locations e.g. staff rooms, photocopying rooms, etc.

c) Meet Heads of Departments to increase awareness and promote programme

d) Use start-of-year departmental meetings to create awareness of and promote the programme.

e) Email – advertising the revised programme (after Easter)

f) Advertise individual modules.

g) Promote opportunities for greater use of prior experiential learning to gain credit.

h) Contact early career staff to create interest and engagement with that group.

i) Encourage participants to champion the MA through word-of-mouth and through staff seminars arising from the modules MA Project and Contemporary Issues in Higher Education.

However, it also needs to be recognised that there are few formal incentives for staff to complete the MA in Teaching and Learning in HE within CIT (other than personal interest). The programme team, and the TLU in particular, will seek to encourage senior management to incentivise staff to engage in professional CPD as it relates to teaching and learning. This could include

1. Greater recognition and celebration of the time and commitment that participants invest in the programme.

2. Reduce teaching loads by a nominal amount for staff that take modules on the Master of Arts programme e.g. the reduction might be one hour per module (or in line with contact time for that module).

3. Expecting/requiring formal qualifications in Teaching & Learning as part of the progression requirements.