

# **Getting Published in Teaching 2018/19**

**Module Code: UTL 40240  
ECTS credits: 7.5**

**Module Coordinator: Dr Terry Barrett  
[terry.barrett@ucd.ie](mailto:terry.barrett@ucd.ie) Tel: 01 7168553**

**Level: Masters Level (Level 9)**

**UCD Teaching and Learning**

## **Module Handbook**



## **Table of Contents**

|                                      |   |
|--------------------------------------|---|
| 1. Introduction to Programme Modules | 3 |
| 2. Module Description                | 3 |
| 3. Learning Outcomes                 | 4 |
| 4. Teaching and Learning Strategies  | 5 |
| 5. Content                           | 5 |
| 6. Assessment Strategies             | 5 |
| 7. Timetable                         | 6 |
| 8. Initial Reading                   | 6 |

## **1. Introduction to Programme Modules**

### **Getting Published in Teaching Module**

This module may only be undertaken as:

1. Part of the Professional Diploma (University T&L)

Or

2. As a graduate (of the Professional Certificate/Diploma (University T&L). In this instance it will be as a Certificate in Continuing Professional Development.

### **Level 9 Modules**

As a level 9 module students are expected to review research and other literature at the forefront of the subjects of the module. Students will assess the current level of their knowledge and skills in the area and take responsibility for their continued professional development. Students' learning from these modules will facilitate them initiating new teaching and learning activities.

### **Active and Participative Learning**

The expectation is that all registered students will attend and actively participate in all sessions. This module involves active participation in groupwork activities and peer review. The sessions provide a forum to exchange experiences and ideas about getting published in teaching.

## **2. Module Description**

Research in teaching and learning is recognised internationally as an expanding field that contributes to high quality evidence-based teaching and the educational profile of both universities and individual scholars. The first two objectives of the UCD Strategy 2015-2020 are:

*Objective 1 Increase the quality quantity and impact of our research, scholarship and innovation*

*Objective 2 Provide an educational experience that defines educational best practice*

The core emphasis of the strategy is research and scholarship and this module is offered in that context. This module offers staff the opportunity to address these two objectives by offering them scaffolded support to publish their innovations in curriculum design, teaching and assessment.

It builds on a student's design work of a teaching initiative as a starting point for further research and writing a paper on a chosen topic. This module focuses on the scholarship of teaching and learning and appraises a range of educational frameworks and concepts, approaches to identifying and analysing data, paper formats and publication opportunities. This module will equip students to engage in further pedagogical research. It will facilitate them continuing to engage in networks of educational researchers and to promote their scholarship of teaching publications

This module will enable staff to publish a scholarship of teaching paper in a journal/other publication. This blended module combines student participation in face-to-face sessions and online components. The online synchronous activities are designed to support students' continuous writing throughout the module. Students peer reviewing their work in progress in small learning sets is a key feature of this module. Therefore active participation in the learning sets, both giving and receiving feedback is key to this peer support.

Students undertaking this module need to decide that they are ready for this module and that it is a realistic and timely goal for them to have a paper completed and ready to submit for publication by the end of the module. This may include gaining ethical approval and collecting and analysing data.

.

### **3. Learning Outcomes**

By the end of this module students should be able to:

1. Critically engage with educational research to decide on an educational theoretical framework and a format for the paper
2. Assess a range of publications in order to target a specific journal/other publication
3. Address ethical issues involved in educational research.
4. Evaluate the relevance of case studies of writers who have published in the area of the scholarship of teaching and learning for their own work
5. Produce a paper supported by feedback from peers in learning sets
6. Reflect critically on learning from this module and make initial plans for the next scholarship of teaching project

### **4. Teaching and Learning Strategies**

This module will enable staff to publish a scholarship of teaching paper in a journal/other publication. This blended module combines student participation in face-to-face sessions and online components. The online synchronous activities are designed to support students' continuous writing throughout the module. Students peer reviewing their work in progress in small learning sets is a key feature of this module. Therefore active participation in the learning sets, both giving and receiving feedback is key to this peer support.

## **5. Content**

Content includes the scholarship of teaching, targeting specific journals and other publications, ethical approval processes, educational frameworks and concepts, approaches to identifying and analysing data, paper formats, planning and outlining a paper, using writing prompts, visualisations, and peer reviewing.

## **6. Assessment Strategies**

Students will be assessed formatively and summatively in this module

### *Formative Assessment*

Students will firstly produce a plan for their paper together with work in progress. Secondly they will produce a full draft of their paper. Both of these will be peer reviewed and formatively assessed in small learning sets. Students will be writing regular reflections on their learning from the different stages of writing the paper.

### *Summative Assessment*

Getting Published in Teaching and Learning Paper

Students will produce

- 1) A full paper for publication
- 2) A reflection on the learning from writing the paper including
  - a) Rationale for chosen topic
  - b) Argument for the appropriateness of the target journal/other publication
  - c) Summary of key ethical issues and how these were addressed
  - d) Learning from peer-review processes, both giving and receiving feedback
  - e) Ideas for next scholarship of teaching project

Word length of paper depending on the word length for the targeted journal.  
Reflection on learning 1000 words

## 7. Timetable and Workload

### Professional Programmes in University Teaching and Learning

| Semester 2: 2019  |          |               |   |
|---|----------|---------------|---|
| Getting Published in Teaching ( <i>Only Professional Diploma student may register for this module</i> ) |          |               |   |
| Date  | Month    | Time          |   |
| Friday 25 <sup>th</sup>   | January  | 10.00 – 16.00 | E2.16 O'Brien Centre for Science (East) |
| Friday 8 <sup>th</sup>  | February | 10.00- 11.30  | Online                                  |
| Friday 1 <sup>st</sup>  | March    | 10.00 – 13.00 | B154A O'Brien Centre for Science (West) |
| Friday 29 <sup>th</sup> h   | March    | 10.00 - 11.00 | Online                                  |
| Friday 12 <sup>th</sup>   | April    | 10.00 – 16.00 | 1.47 Agriculture                        |
| Friday 26 <sup>th</sup>   | April    | 10.00 – 11.00 | Online                                  |

The updated timetable with room numbers will be available in Brightspace

### Workload

| Activity                      | Hours |
|-------------------------------|-------|
| Seminars/Workshops            | 15    |
| Specified Learning Activities | 60    |
| Autonomous Student Learning   | 105   |
| Total                         | 180   |

## 8. Initial Reading

Murray, Rowena and Moore, Sarah, (2006) *The Handbook of Academic Writing*. Berkshire : Open University Press