



University Teaching & Learning Practice Seminars

Handbook

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UCD
Teaching and Learning
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Staff Contact Details

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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 virtually, 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.

One	Introduction to University Teaching and Learning: Key Principles and Practices	13.06.22
Two	Developing a Teaching Practice Portfolio: Professional Reflection and the Design of Teaching and Learning Activities	15.06.22
Three	Implementing Effective Teaching, Learning and Assessment	17.06.22

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 on 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 (*Here are a few general purpose books, from which one may consider purchasing...*)

Cannon R., Newble D. (2002) *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.

¹ Additional UCD Teaching and Learning Open Educational Resources are located [here](#), and there are many more local materials available on the core [website](#). Finally, one may wish to avail of and join the UCdT&L Community [here](#).