

# A Sectoral Approach to Teaching and Learning Enhancement

PRESENTATION AT THE  
TECHNOLOGICAL UNIVERSITIES  
QUALITY FRAMEWORK

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**National Forum for the Enhancement of Teaching and Learning in Higher Education**





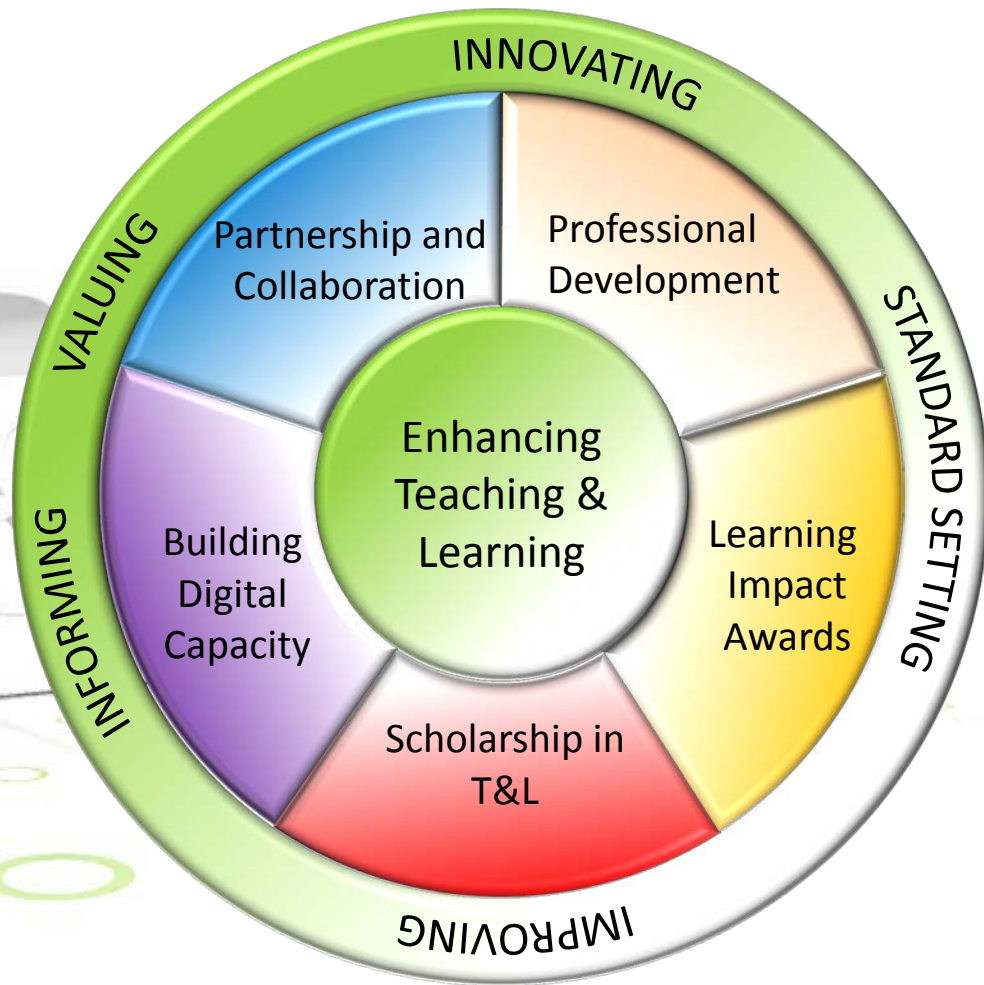
# Purpose of the National Forum

- From exemplars to National Frameworks
- Fostering real innovation that has a real impact
- Sharing ideas to benefit all students
- Raising national standards through real collaboration
- Establishing Ireland as a place where Higher Education is known to be excellent and held up as an international role model



# What have we learned from sectoral consultation?

- Concern for teaching and learning
- Disciplinary diversity
- Appetite for collaboration
- Remaining ambivalence and uncertainties
- Low tech aspects
- Commitment to student voice
- **E-learning** discussion focuses much more on **capacity building**



# The importance of strong, developing and up to date evidence base

On the one hand there are well-established principles of effective teaching, on the other we are chasing a moving target



# Established principles of an effective teaching and learning environment all linked to overall quality

- Encourages contact
- Develops reciprocity and cooperation
- Active learning.
- Prompt feedback.
- Focuses on how time is used
- High expectations
- Respects diversity

# Working with learning taxonomy

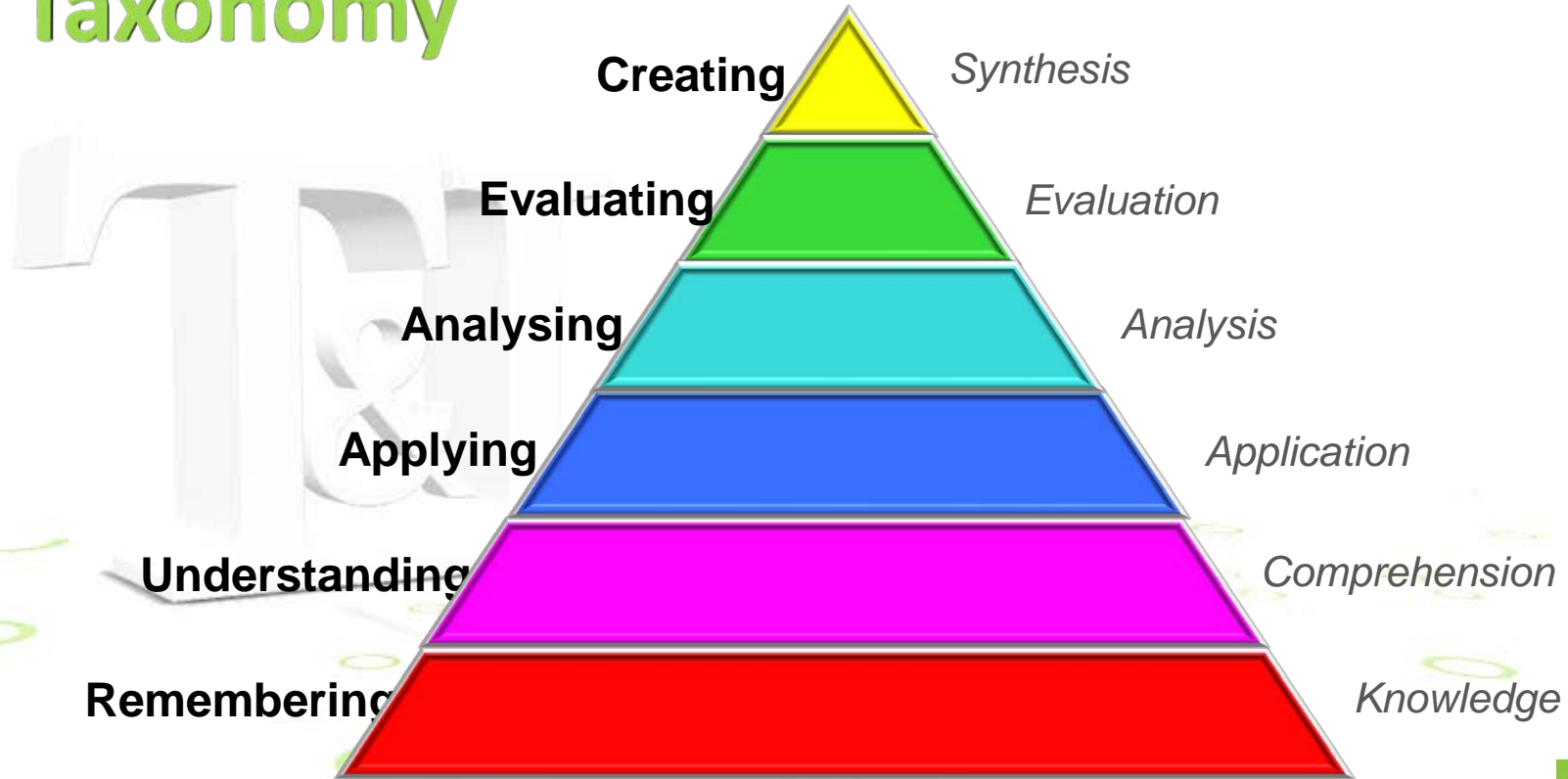


Most frameworks for education and learning have quite an old pedigree

- most of them still work with some version of a taxonomy created in the 1950's



# Taxonomy







# A Focus on two new sectoral developments

- Irish Survey of Student Engagement
- National Student Led Teaching Hero awards

# Student engagement

ISSE uses six indices are used to measure student engagement:

**Academic challenge:** the extent to which expectations and assessments challenge students to learn

**Active learning:** students' efforts actively to construct knowledge

**Student and staff interactions:** Level and nature of students' contact and interactions with teaching staff

**Enriching educational experiences:** students' participation in broadening educational activities

**Supportive learning environment:** Students' feelings of support within the university community

**Work integrated learning:** Integration of employment-focused work experiences into study



# Educational outcomes

**Higher order thinking:** participation in higher-order forms of thinking

**General learning outcomes:** development of general competencies

**General development outcomes:** Development of general forms of social engagement

**Career readiness:** preparation for participation in the professional workforce

**Overall satisfaction:** with the educational experience

# National Student Led Teaching Hero Awards

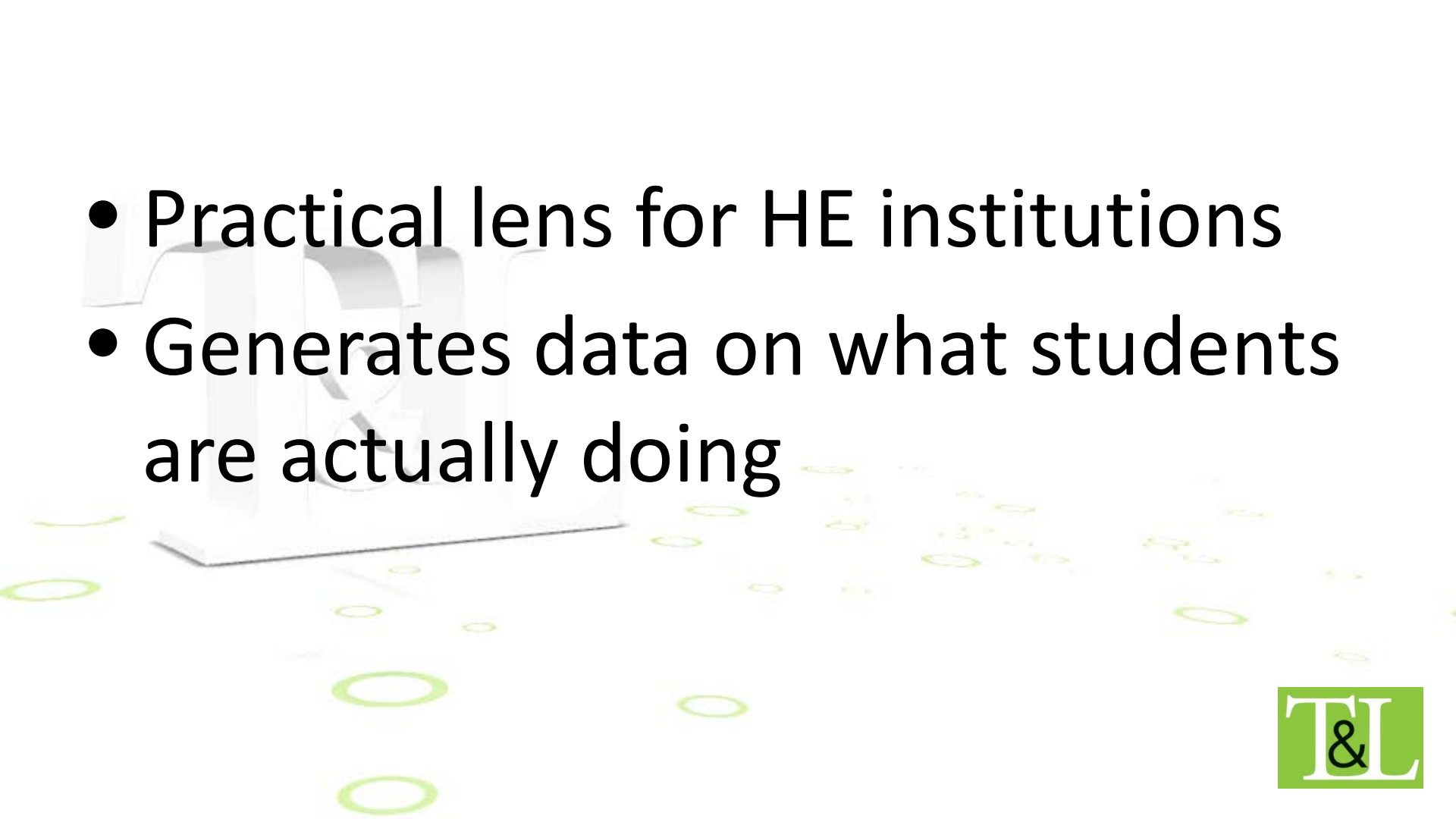
- Invites all institutions to participate
- Puts the power firmly in the hands of the students
- Provides support and frameworks for a fair, celebratory, data rich process that recognises diversity of context
- Will add richly to the insights we need for quality recognition and enhancement

# What can ISSE and National Student Led Awards Help us to do?

- Focus educators' attention on the **things that matter**
- Provide an **inventory of good learning practices**
- **Invite reflection** both by learners and their institutions
- Focus on that delicate balance between **learning support** on the one hand and **academic challenge** on the other
- **Confirm, confront and explore** ideas and assumptions about the student experience
- Provide a **strong, validated comparable** evidence base
- **Generate evidence** that helps us to continue to improve, develop and learn

# What can ISSE and National Student Led Awards Help us to do ctd.?

- Ensure that we **place learners' voices**, perspectives and experiences at the centre of Higher Education enhancement and strategy
- Provide some strong qualitative insights about what students **in their institutional contexts** consider to be 'heroic' teaching
- Give us a **more fine grained picture** of the experiences that students value
- Engage **strong leadership among students** for responsible and reflective discussion about what constitutes outstanding teaching
- **Award and celebrate** as well as **improve and enhance**
- Provide **deep, qualitative, on-the-ground accounts** of the impact teaching has had on learners

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- The background of the slide features a large, white, three-dimensional letter 'Q' on the left side. Scattered across the entire background are numerous green circles of varying sizes, some of which are semi-transparent, creating a dynamic and modern aesthetic.
- Practical lens for HE institutions
  - Generates data on what students are actually doing

## Moving beyond abstractions

Working hard, **analysing ideas**, synthesising, **organising**, making judgements, **applying theories**, reading, **writing**, preparing, **studying**, asking questions, **making presentations**, working with other students, **mentoring other students**, **engaging with the community**, discussing feedback on performance, **thinking and talking about career plans**, having conversations with students from other countries and backgrounds, **researching**, getting support, **using ICT**, solving real-world problems, **developing a personal code of values and ethics**, talking to experts, teachers and mentors





# Forum's commitment to impact across the sector

- Recognising similarities and differences across disciplines and institutions
- Unlocking the potential impact of pockets of excellent practice
- Drawing on information and data that can benefit us all
- Positioning the Irish Higher Education Landscape more strongly and coherently on the European and International stage

Working towards an evidence-based understanding of professional development across the sector

Communicating and collaborating effectively across the sector

Building strong scholarly evidence about teaching and learning

Identifying, celebrating, endorsing and sharing excellence

Clear picture of technology use, skills and impact and building a roadmap for future development

Strategic Leadership by Forum Board, Director and Implementation Team, International Advisory Panel