UCD TEACHING AND LEARNING

OVERVIEW OF PROFESSIONAL PROGRAMMES MODULES

Introduction

The Professional Programmes in University Teaching and Learning offer academic staff a professional qualification in university teaching and learning. They will equip participants with the knowledge and skills to provide effective high-quality educational experiences for their students using research-led and evidence-based approaches to address contemporary issues and challenges in higher education.

The programme is designed to be flexible, research-informed and practice-based. A suite of modules will be offered in each academic session, facilitating faculty to choose in accordance with their interests and development needs.

The Modules

All modules are Level 9 and 7.5 ECTS each. Each module will rotate each year between an in person and online offering. Details of each planned iteration and a brief description of each module follows.

Module Overview

The aim of this module is to enable those in an academic role to reflect, review and analyse their teaching, learning and assessment strategies within the classroom and beyond. Participants will deconstruct their current practice, appraise appropriate methodologies and explore theoretical concepts with a view to developing future inclusive educational interventions. At its core this module provides developmental opportunities in teaching, session planning and teacher evaluation skills. The module enables participants to adapt, design, collaborate, and create, as well as to review, amend, and develop their teaching practice. The core aim is to facilitate this approach by developing a reflective portfolio, enabling the participant to document their continuing professional development.

In person iteration

The module has six (3 hour) work-shop style sessions, and all will be delivered fully face-to-face (in-person), with some asynchronous online activities between the sessions.

Online iteration

In the fully online iteration of this module, which is planned to run every other year there is one synchronous (live) opening welcome session. Offering a fully online iteration of this module provides flexibility and choice of the timing of engaging in course activities, in an asynchronous format during the trimester. There will be continual Faculty and peer-interaction throughout the module, however, the timing of the interaction will be determined by participants. The course is not self-paced thus, participants must check in to Brightspace frequently (at least once per week) to remain engaged in module content.

Planned timetable *(subject to change)*. Please refer to each trimester timetable for dates and times of sessions.

2025 Autumn: In person

2026 Autumn: Online

2027 Autumn: In person

2028 Autumn: Online

Designing Curricula

Module Overview

This module explores approaches to the design of effective, engaging and inclusive modules and programmes. It introduces participants to curriculum ideas and models, research and international best practice to inform innovative design. It explores strategies for the sequencing of teaching, learning and assessment and the development of module and programme coherence.

In person iteration

The module has five (3 hour) work-shop style sessions and all will be delivered <u>fully face-to-face (in-person),</u> with some asynchronous online activities between the sessions.

Online iteration

The online iteration of this module will have seven synchronous (1.5 hour) live sessions with some asynchronous online activities between the sessions.

Planned timetable *(subject to change).* Please refer to each trimester timetable for dates and times of sessions.

2025 Autumn: Online

2026 Autumn: In person

2027 Autumn: Online

2028 Autumn: In person

Active Learning with Technology

Module Overview
The aim of this module is to promote active student learning with the support and use of technology in teaching learning and assessment practice. Participants will review and analyse practice to identify and develop potential areas of active learning and engagement. They will evaluate and assess technological options to apply within a given session, module or programme. Following this they will create a bespoke intervention, utilising instructional design principles. A final review will leverage the research literature and appraise the innovative methodologies and supporting technologies.

It is expected that by the end of this module one should be able to utilise a chosen technological intervention to support, enhance and promote student engagement by the provision of creative opportunities for active learning.

In person iteration
The module has six (3 hour) work-shop style sessions and all will be delivered <u>fully face-to-face (in-person),</u> with some asynchronous online activities between the sessions

Online iteration
The fully online iteration of this module will deliver the substantive content asynchronously: via video, online resources, and self-directed activities. In addition, there shall be a series of five (one hour) synchronous (live) sessions throughout the trimester, to work through and discuss the designated formative activities. Finally, online office hours shall be readily available – for support and any queries arising.

Planned timetable *(subject to change).* Please refer to each trimester timetable for dates and times of sessions.

2026 Spring: In person

2027 Spring: Online

2028 Spring: In person

Assessment and Feedback in Higher Education

Module Overview
This module focuses on the principles, practice and context of assessment and feedback in higher education today. Participants will critically engage with literature relating to assessment and feedback in their own and wider disciplines with a view to improving their current and future practices. It explores, for example, inclusive assessment, assessment load, feedback approaches, authentic assessment, artificial intelligence in assessment, context of assessment, academic integrity, grading, programmatic approach to assessment and feedback. Participants will also experience different feedback approaches (assessment for and as learning), particularly through a peer review process. The module supports an inclusive approach to assessment as it allows participants to choose from some given assessment choices.

In person iteration
The module has six (3 hour) work-shop style sessions which will be delivered <u>fully face-to-face (in-person)</u>, with some asynchronous online activities between the sessions.

Online iteration
The online iteration of this module will deliver the learning materials asynchronously: via video and online resources, supported by self-directed activities. In addition, there shall be a series of five synchronous (live) sessions throughout the trimester, to work collaboratively and discuss matters arising. Finally, online office hours shall be readily available – for support and any queries arising.

Planned timetable *(subject to change).* Please refer to each trimester timetable for dates and times of sessions.

2025 Autumn: In person

2026 Spring: Online

2027 Spring: In person

2028 Spring: Online

Teaching Across Cultures

Module Overview
This module aims to foster awareness and understanding of what it means to teach across cultures, engaging those who teach diverse international and intercultural cohorts. The module supports: (i) the development of inclusive teaching and learning strategies; (ii) the design and assessment of inclusive, culturally-responsive internationalised curricula; (iii) the scaffolding of opportunities for students to advance their own international and intercultural perspectives.

In person iteration
The module has five (3 hour) work-shop style sessions which will be delivered <u>fully face-to-face (in-person)</u>, with some asynchronous online activities between the sessions

Online iteration
The online iteration of this module will have seven synchronous (1.5 hour) live sessions with some asynchronous online activities between the sessions.

Planned timetable *(subject to change).* Please refer to each trimester timetable for dates and times of sessions.

2026 Spring: In person

2027 Spring: Online

2028 Spring: In person

Contemporary Matter (in T&L) in Higher Education

Module Overview

In person iteration

This module aims to offer a series of opportunities with which to explore contemporary matters in teaching and learning in Higher Education, reviewing both the current research literature and dealing with 'of the moment' issues.

The module is designed around a series of scaffolded seminars where participants will engage in discussion, debate, analysis and reflection. Using the principles of action research to engage in collaborative inquiry, supported by dialogic conversation, which shall facilitate an in-depth exploration of key issues in Higher Education.

These active and participative sessions are key to the module, as peers work collectively to engage and address the matters arising, creating shared resources and developing their own dialogic inquiries.

Online iteration

TBC

Planned timetable *(subject to change).* Please refer to each trimester timetable for dates and times of sessions.

2026 Autumn: In person

2027 Autumn: Online

2028 Autumn: In person

Contacts

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