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## HEA Teaching and Learning Conference December 2025

### Leading Change Together: Building the Future of Teaching and Learning in Higher Education

# The Engage Project: A Digital Professional Development Resource for Part-Time Lecturers at UCC

**University College Cork, Ireland**
**Coláiste na hOllscoile Corcaigh**

## Impact, Lessons Learned and Future Directions

### Impact and Evidence of Success

*Engage* will be evaluated through participant feedback surveys, engagement analytics within Canvas, and follow-up discussions with programme coordinators. These data will inform iterative updates to course content and design. The initial rollout in late 2025 will reach over 100 part-time ACE lecturers, indirectly enhancing the learning experience of more than 2,000 adult and lifelong learners annually. Early pilot feedback indicates strong engagement with short, practical materials and high relevance to teaching practice.

### Future Plans and Sustainability

Following its initial launch, *Engage* will be embedded as a core professional development resource for all new ACE teaching staff. Feedback from participants will guide annual updates and module enhancements. Plans include extending access to other UCC part-time and occasional lecturers, developing complementary workshops, and integrating analytics to track engagement and impact. Sustaining *Engage* within Canvas ensures long-term accessibility, scalability, and alignment with UCC's upcoming lifelong learning strategy.

### Top Tips

- Start with staff needs. Engage directly with part-time and early-career lecturers to identify practical challenges — design content that is concise, flexible, and directly applicable to their teaching contexts.
- Integrate, don't duplicate. Align professional development with existing institutional policies, frameworks, and resources to ensure consistency and long-term sustainability.
- Iterate and evolve. Use participant feedback and analytics to continuously refine content, keeping it relevant, evidence-informed, and responsive to emerging teaching and learning priorities.

## Institution(s) and Partner Organisations Involved

ACE (Adult Continuing Education), University College Cork

## Contributor(s)

**Lyndsey El Amoud,** University College Cork

## What level(s) of your institution does this work affect?

- Across multiple modules
- Across multiple programmes
- Academic unit/school/faculty level
- Outreach / Community / Industry engagement

## Date and Timeframe

Ongoing

## Alignment and Focus

### Focus

- Education for Sustainable Development (ESD)
- Digital Transformation in the Tertiary Sector
- Best Practice in Upholding and Cultivating Academic Integrity

### Frameworks, Policies, or Strategies Aligned

- UCC Strategic Plan 2023–2028 "Securing Our Future", Universal Design for Learning (UDL) Guidelines (CAST, 2018), UN Sustainable Development Goals (particularly SDG 4: Quality Education), UNESCO ESD 2030 Framework (Education for Sustainable Development)

## Discipline

- Teaching and Learning

## Initiative Description

### Aims and Objectives

- To enhance the teaching and assessment practice of part-time lecturers through a flexible, evidence-informed digital learning resource.
- To promote inclusive, student-centred, and sustainable teaching aligned with UCC and national frameworks.
- To strengthen consistency and quality in assessment, feedback, and academic integrity across ACE programmes. To build a scalable model of professional development that supports lifelong learning and continuous improvement in teaching.

### Outline or Description

#### Overview

The *Engage Project* is a professional development initiative created by Adult Continuing Education (ACE) at University College Cork (UCC) to support over 100+ part-time lecturers in enhancing their teaching and assessment practice. The initiative centres on a new, interactive Canvas-based course, *Engage: Teaching Lifelong Learners in Higher Education*, designed to introduce part-time lecturers to the principles of effective, inclusive, and evidence-informed teaching within the UCC context.

#### Implementation

The pilot version of *Engage* was developed throughout summer/autumn 2025 and will launch to all part-time ACE lecturers in late October 2025.

#### Planning and Design

The course was developed collaboratively by ACE management and programme coordinator teams, with input from UCC's Centre for the Integration of Research, Teaching and Learning (CIRTL); Centre for Digital Education (CDE); and UCC's academic integrity team. The design process focused on accessibility, engagement, and alignment with UCC's Connected Curriculum principles. Each module combines instructional text, short videos, and guided supplementary resources. Contributors include ACE Managers, ACE Programme Coordinators, experienced UCC lecturers, and specialist staff, providing a grounded and collegial learning experience.

### Teaching and Learning Approach

The course models best practice in adult and blended learning. Content is structured into short, self-paced modules that reflect key aspects of professional practice:

1. Introduction to ACE
2. Your first steps as an ACE lecturer
3. Teaching adult learners at UCC
4. Planning and delivering effective teaching
5. Teaching with technology
6. Assessment, marking and feedback
7. Academic Integrity
8. Useful resources & next steps

Active learning is embedded through short reflective prompts, downloadable resources, and opportunities for lecturers to adapt examples to their own modules.

### Evaluation and Reflection

While *Engage* is a professional development resource rather than an assessed course, it incorporates opportunities

for reflection and feedback throughout. Participants are invited to consider how each topic applies to their own teaching and assessment practice, using reflective prompts and downloadable tools. At the end of the course, a participant survey gathers feedback on user experience, relevance, and impact. This data informs continuous improvement of the course content and design, ensuring it remains responsive to the evolving needs of ACE lecturers.