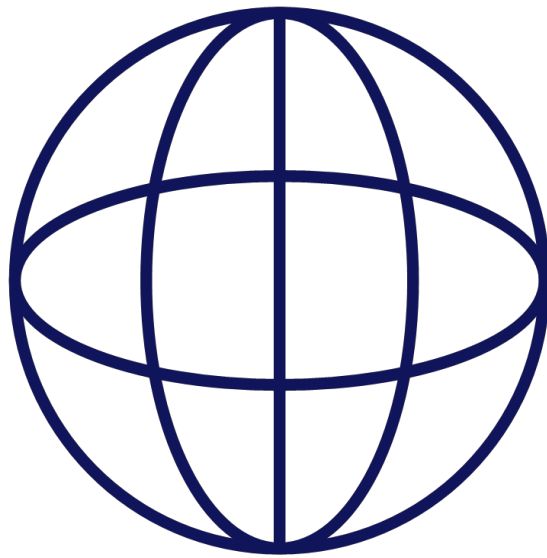




Aligning Teaching and Learning
across the Technological Sector

ATLAS MAPPING CONSULTATION PACK GUIDELINES

Contents

Rationale.....	2
General information	3
PART A: Institute Mapping Pack.....	4
Institute Programme Map	5
Purpose	5
Instructions for completion	5
Institute Module Map.....	6
Purpose	6
Instructions for completion	6
Learning Outcomes per Module.....	7
Purpose	7
Instructions for completion	7
Assessment Outcomes per Module	7
Purpose	7
Instructions for completion	7
Programme Philosophy Statement	8
Purpose	8
Instructions for completion	8
Programme Assessment Methods Statement.....	8
Purpose	8
Instructions for completion	8
Table for module mapping	0
PART B: Instructions for graduates completing the ATLAS Grid	1
Instructions for graduates completing the ATLAS Grid	2
Mapping to the Professional Development Framework.....	3
Acknowledgements.....	8

Rationale

The Aligning Teaching and Learning Across the Sector (ATLAS) project has been developed to create a formal way for staff involved in the provision of higher education to track the professional development they undertake within the sector.

The project is underpinned with the belief that professionalisation of academic staff is critically important for the transformation of higher education (HE) and development of new modes of learning, teaching and assessment (DES, 2011; EUA, 2015; European Commission, 2013; OECD, 2010). The 2016 launch of an Irish National Professional Development Framework (PDF) challenges us to explore and interpret the role of accredited professional development in teaching and learning.

Since the introduction of the HEA Strategic Initiatives Funding (SIF), accredited teaching and learning modules and programmes have been developed and offered across the HE sector. Within the IoT sector, the Learning Innovation Network (LIN) group collaboratively designed the 'LIN Flexible Pathway' to a postgraduate diploma. In addition, other LIN members have developed programmes in response to their own specific requirements.

ATLAS is a mapping tool developed to interpret the PD framework within the context of existing accredited provision across the technological sector with a view to examining and addressing specific professional development needs.

General information

This guide is a resource to assist you map the professional development offerings in your institute to the Irish National Professional Development Framework (PDF).

A grid has been provided to complete which will indicate how each module offered within your programme maps to the PDF. Each of the national framework domains is included, and you are asked to make judgements as to how well each of the domains is accommodated within your full programme as well as individual modules.

The mapping is based on a traffic light system:

Strength of Alignment to Domains	
Strong	Very evident from module learning outcomes, teaching and learning strategies, assessment strategies and syllabus content
Some	Some evidence from module learning outcomes, teaching and learning strategies, assessment strategies and syllabus content
None	No clear evidence based on learning outcomes, teaching and learning strategies, assessment strategies and syllabus content or not applicable

You are asked to assign a contribution rating 1,2 or 3 to each element of the Domain for the overall programme or for each individual module you are mapping.

Part A: This is completed by the programme co-coordinator.

It may be based on discussions with the team delivering the programme as well as incorporating feedback from past and current participants.

Part B: This is a consultation pack that can be used with participants to map their progress on your programme with the PDF.

PART A: Institute Mapping Pack

Institute Programme Map

Purpose

This section is to provide a holistic picture of the full programme that is offered in your institute.

Instructions for completion

Consider the overall programme is offered:

- Programme learning outcomes
- Module themes
- Learning, teaching and assessment strategies
- Digital interactions and skill development

Reflecting on all of these, make a decision as to how you would rate each module of your programme against each of the domains in the PDF.

Each domain is hyperlinked to the full details located later in the document

		ASSIGNED CONTRIBUTION								
		Domain 1		Domain 2		Domain 3		Domain 4		Domain 5
Institute A		1.1		2.1		3.1		4.1		5.1
		1.2		2.2		3.2		4.2		5.2
		1.3		2.3		3.3		4.3		5.3
		1.4		2.4		3.4		4.4		5.4
		1.5		2.5		3.5		4.5		5.5
						3.6		4.6		5.6
								4.7		
								4.8		
Institute B		1.1		2.1		3.1		4.1		5.1
		1.2		2.2		3.2		4.2		5.2
		1.3		2.3		3.3		4.3		5.3
		1.4		2.4		3.4		4.4		5.4
		1.5		2.5		3.5		4.5		5.5
						3.6		4.6		5.6
								4.7		
								4.8		

Add your institute logo here

Map your full programme to the five domains using the traffic light system

Institute Module Map

Purpose

This section maps each of the modules that are presented within your institute programme.

Instructions for completion

For each module that is presented:

- Consider the content, the teaching and learning strategies as well as the assessment strategies.
- Rate how strongly you think each element is addressed by the overall programme, through the learning outcomes, assessment strategies and/or syllabus content

Module	Code	ECTS Credits	ASSIGNED CONTRIBUTION				
			Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Module A	LEAR01	15	1.1	2.1	3.1	4.1	5.1
			1.2	2.2	3.2	4.2	5.2
			1.3	2.3	3.3	4.3	5.3
			1.4	2.4	3.4	4.4	5.4
			1.5	2.5	3.5	4.5	5.5
					3.6	4.6	5.6
						4.7	
						4.8	
Module B	Lear02	15	1.1	2.1	3.1	4.1	5.1
			1.2	2.2	3.2	4.2	5.2
			1.3	2.3	3.3	4.3	5.3
			1.4	2.4	3.4	4.4	5.4
			1.5	2.5	3.5	4.5	5.5
					3.6	4.6	5.6
						4.7	
						4.8	

Map each module to the five domains using the traffic light system

Learning Outcomes per Module

Purpose

To identify the learning outcomes for each module of the programme.

Instructions for completion

For each module, enter the learning outcomes onto the grid.

			Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Module Name	Code	ECT	Learning outcomes				
Module A	LEAR0001	15	1.Select from a variety of methods ...				
			2. Apply appropriate methods ...				
			4. Examine best practice....				
Module B	LEAR0002	15	1. Critically evaluate				
			2. Compare and contrast				
			3. Evaluate the effectiveness				

Assessment Outcomes per Module

Purpose

To provide details of the assessment methods applied to each module of the programme.

Instructions for completion

For each module, enter the assessment tasks onto the grid.

	ECT	Task	Learning Outcomes	%
Module A	10	Presentation	1,2,3,4	50
		Essay	1,5,6	25
		Screencast	1,2,3,4,5,6	25
Module B	15	Discussion Essay	1	15
		Collaborative task	2,3	15
		Screencast and comment	3,7	50
		Report	3,4	20

Programme Philosophy Statement

Purpose

To provide the philosophy statement for the institute's programme.

Instructions for completion

Enter your programme's philosophy statement onto the grid.

	ECT	Task	Learning Outcomes	%
Module A	Based on educational theory and best practice, this academic professional development programme has been developed to.....			

Programme Assessment Methods Statement

Purpose

To provide a statement on the overall assessment methods of the programme.

Instructions for completion

Enter your overall assessment statement onto the grid.

Institute A	Assessment for this programme is based on a number of methods, including ...

Current Modules Mapped to Domains

				ASSIGNED CONTRIBUTION									
Module	Code	ECTS Credits		Domain 1		Domain 2		Domain 3		Domain 4		Domain 5	
Name of module				1.1		2.1		3.1		4.1		5.1	
				1.2		2.2		3.2		4.2		5.2	
				1.3		2.3		3.3		4.3		5.3	
				1.4		2.4		3.4		4.4		5.4	
				1.5		2.5		3.5		4.5		5.5	
								3.6		4.6		5.6	
										4.7			
										4.8			

PART B: Instructions for graduates completing the ATLAS Grid

Instructions for graduates completing the ATLAS Grid

1. Consider the overall programme that you have completed:
 - Programme learning outcomes
 - Module themes
 - Learning, teaching and assessment strategies
 - Digital interactions and skill development
2. For each domain:
 - State the title of the overall award/programme
 - Identify the module titles you have completed in your programme
 - For each module, rate how strongly you think each element is addressed by the overall programme, through the learning outcomes, assessment strategies and/or syllabus content

Mapping to the Professional Development Framework

Title of the Major Award:	Titles of Module/s completed					
Domain 1 Personal Development: The 'Self' in Teaching and Learning <i>This domain emphasises the personal values, perspectives and emotions that individuals bring to their teaching, including self-awareness, confidence and life experience. It encourages the exploration of the positive and negative emotions and characteristics that impact on teaching, e.g. confidence, enthusiasm, commitment and frustration. It helps staff to understand and declare their teaching philosophy and recognises the importance of wellbeing and its impact on teaching.</i>						
1.1 Identification of and reflection on the key personal characteristics that motivate and challenge teaching and their impact on student learning and the scholarship of teaching and learning.						
1.2 Reflection on prior learning and life experiences that contribute, or are barriers, to teaching.						
1.3 Articulation of a personal philosophy of and approach to teaching.						
1.4 Reflection on the impact of current working context on self.						
1.5 Awareness of how personal philosophy aligns with, or confronts institutional, national and international context and associated values.						

Please Assign a Contribution Rating 1,2 or 3 to Each Element of the Domain		
1	Strong	Very evident from module learning outcomes, assessment strategies and syllabus content
2	Some	Some evidence module learning outcomes, assessment strategies and/or syllabus content
3	None	No clear evidence based on learning outcomes, assessment strategies and syllabus content or not applicable

Title of the Major Award:	Titles of Module/s completed					
<u>Domain 2</u> Professional Identity, Values and Development in Teaching and Learning <i>This domain emphasises the importance of the development and self-evaluation of professional/disciplinary identity and its associated roles, responsibilities and action plans. It encourages staff to consider their professional and/or disciplinary identity in context. It supports the development of staff's critical reflection skills and the evaluation of their teaching. It emphasises the importance of the development of the scholarship of teaching and learning.</i>						
2.1 Articulation of a professional/disciplinary identity, including current roles and responsibilities and identification of unique features of current roles and responsibilities that impact upon teaching and learning practice.						
2.2 Evaluation of teaching and impact on student learning, based on self/peer review/peer observation/student feedback.						
2.3 Awareness of and contribution to the scholarship of teaching and learning through sharing of practice, research into, dissemination and/or application of research on teaching and learning.						
2.4 Enactment of the values underpinning professional development: respect for individuals and groups of diverse learners; awareness of and promotion of ethical values and behaviour; developing collegiality; commitment to reflective and evidence-based practice and citizenship.						
2.5 Development and monitoring of an evidence-based, reflective professional development learning plan.						

Please Assign a Contribution Rating 1,2 or 3 to Each Element of the Domain		
1	Strong	Very evident from module learning outcomes, assessment strategies and syllabus content
2	Some	Some evidence module learning outcomes, assessment strategies and/or syllabus content
3	None	No clear evidence based on learning outcomes, assessment strategies and syllabus content or not applicable

Title of the Major Award:	Titles of Module/s completed					
Domain 3 Professional Communication and Dialogue in Teaching and Learning <i>This domain emphasises the importance of excellent communication skills (written/verbal/visual/listening/dialogue and collaboration) required for the changing learning environment. It recognises the importance of teaching and learning in a community to enhance student learning. The social dimension of professional learning is also emphasised and it recognises the role played by communities of practice and networks.</i>						
3.1 Commitment to clarity and coherence in all forms of communication.						
3.2 Development of writing and enquiry skills e.g. academic writing, general professional communication skills and technical communication skills.						
3.3 Development of verbal and non-verbal communication and listening skills required for different situations and environments.						
3.4 Development of peer, group and team-working skills for the enhancement of teaching, learning and scholarship, e.g. curriculum team discussion, online forums/communities on teaching and learning and peer reviews.						
3.5 Commitment to the development of communicative learning communities with peers (disciplinary and interdisciplinary).						
3.6 Exploration of and engagement in dialogue with partners (international/national) to enhance teaching.						

Please Assign a Contribution Rating 1,2 or 3 to Each Element of the Domain		
1	Strong	Very evident from module learning outcomes, assessment strategies and syllabus content
2	Some	Some evidence module learning outcomes, assessment strategies and/or syllabus content
3	None	No clear evidence based on learning outcomes, assessment strategies and syllabus content or not applicable

Title of the Major Award:	Titles of Module/s completed					
Domain 4 Professional Knowledge and Skills in Teaching and Learning <i>This domain emphasises the importance of both disciplinary knowledge and disciplinary approaches to teaching while drawing on interdisciplinary experiences and approaches. It supports an active student role in the learning process, moving towards partnership in teaching and learning. The importance of assessment and feedback is emphasised and particularly the move to a more learner-oriented and dialogic feedback approach for students and a balance in the assessment of/for/as learning. The role of underpinning theories of learning and staff's knowledge and contribution to teaching and learning policies, procedures and scholarship is highlighted.</i>						
4.1 Relevance and currency of disciplinary/subject knowledge, e.g. through research, literature searches, dialogue with peers, industry and professional bodies.						
4.2 Supportive of active student-centred approaches to learning that engage students and build towards students as partners in the learning process.						
4.3 Design and management of sessions, modules and/or curricula appropriate to the learning environment.						
4.4 Development and application of appropriate teaching and learning approaches and specialist skills from one's own discipline and other disciplines that support their knowledge.						
4.5 Application of appropriately aligned assessment and learner-oriented feedback approaches.						
4.6 Knowledge and application of the theories of how students learn within and across disciplines and a responsiveness to the needs of diverse cohorts.						
4.7 Exploration and application of inclusive, innovative, enquiry-based, problem-based and creative approaches to learning.						
4.8 Knowledge of and contribution to relevant teaching and learning policies and procedures in local, national and international higher education contexts.						

Please Assign a Contribution Rating 1,2 or 3 to Each Element of the Domain		
1	Strong	Very evident from module learning outcomes, assessment strategies and syllabus content
2	Some	Some evidence module learning outcomes, assessment strategies and/or syllabus content
3	None	No clear evidence based on learning outcomes, assessment strategies and syllabus content or not applicable

Title of the Major Award:	Titles of Module/s completed					
Domain 5 Personal and Professional Digital Capacity in Teaching and Learning <i>This domain emphasises the importance of personal and professional digital capacity and the application of digital skills and knowledge to professional practice. The domain focuses on the development of personal confidence in digital skills to develop professional competence and the identification of opportunities for technology to support and enhance student learning.</i>						
5.1 Awareness of the key digital aspects and opportunities on the higher education landscape and adoption of an evidence-based approach to the application of technology.						
5.2 Application of digital tools to learning, teaching and scholarship.						
5.3 Application of technologies for effective communication and collaboration with student, professional and social communities.						
5.4 Use of digital tools to create and develop new learning materials, embedding a range of media and interactive resources.						
5.5 Application of digital search strategies, skills and knowledge of the issues around the sharing and copyrights of digital resources.						
5.6 Consideration of personal and other's wellbeing and awareness of the nature of online identity, data and information, privacy and protection in ways that are ethical and respectful.						

Please Assign a Contribution Rating 1,2 or 3 to Each Element of the Domain		
1	Strong	Very evident from module learning outcomes, assessment strategies and syllabus content
2	Some	Some evidence module learning outcomes, assessment strategies and/or syllabus content
3	None	No clear evidence based on learning outcomes, assessment strategies and syllabus content or not applicable

Acknowledgements

This guide was developed by the ATLAS project team.

Athlone Institute of Technology

Nuala Harding - nharding@ait.ie

Catherine O'Donoghue - codonoghue@ait.ie

Dundalk Institute of Technology

Moira Maguire - moira.maguire@dkit.ie

Institute of Technology Carlow

Gina Noonan - gina.noonan@itcarlow.ie

Letterkenny Institute of Technology

Deirdre McClay - deirdre.mcclay@lyit.ie

Waterford Institute of Technology Mary Fenton - mfenton@wit.ie