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# Teaching the Teachers: Supportive Pedagogy for Educator Professional Development

*Irish Conference on Engaging Pedagogy*

8 December 2023

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# The Plan...

A bit of theory

A bit of practice

A bit of fun



# The Plan...

**A bit of theory**

A bit of practice

A bit of fun

# Context



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UTL40180-Becoming a Better Univ Teacher-2023/...



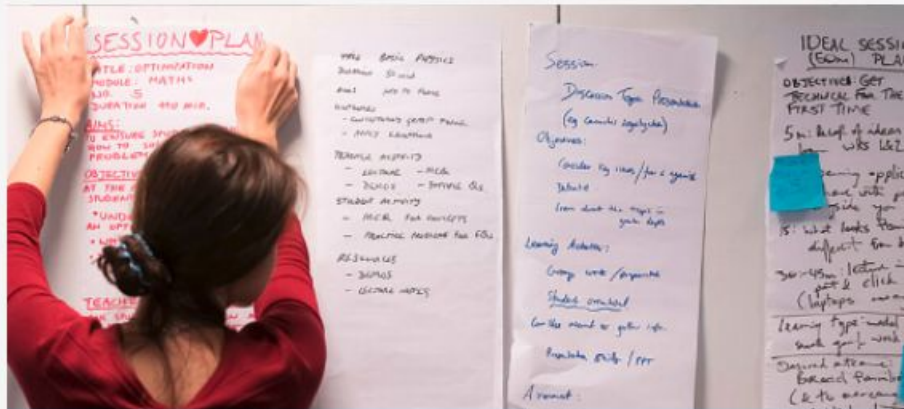
Leigh Wolf  
as Student



My Learning Assessment ▾ Discussions My Class ▾ Library ▾ Module Tools ▾



UTL40180-Becoming a Better Univ Teacher-2023/24 Autumn



## Professional Certificate, University Teaching & Learning, September 2024/25 (U005)

Duration: One academic year - two trimesters, Total ECTS 15, a minimum of one module per trimester

## Certificate of Continuing Professional Development University Teaching & Learning, September 2024/25 (U006)

Duration: One trimester (i.e. Autumn trimester) taking one 7.5 credit module of your choice.

## Provide multiple means of Engagement

Affective Networks  
The "WHY" of Learning



## Provide multiple means of Representation

Recognition Networks  
The "WHAT" of Learning



## Provide multiple means of Action & Expression

Strategic Networks  
The "HOW" of Learning



Access	<p>Provide options for <b>Recruiting Interest</b> (7)</p> <ul style="list-style-type: none"> <li>Optimize individual choice and autonomy (7-1)</li> <li>Optimize relevance, value, and authenticity (7-2)</li> <li>Minimize threats and distractions (7-3)</li> </ul>	<p>Provide options for <b>Perception</b> (1)</p> <ul style="list-style-type: none"> <li>Offer ways of customizing the display of information (1-1)</li> <li>Offer alternatives for auditory information (1-2)</li> <li>Offer alternatives for visual information (1-3)</li> </ul>	<p>Provide options for <b>Physical Action</b> (4)</p> <ul style="list-style-type: none"> <li>Vary the methods for response and navigation (4-1)</li> <li>Optimize access to tools and assistive technologies (4-2)</li> </ul>
	<p>Provide options for <b>Sustaining Effort &amp; Persistence</b> (8)</p> <ul style="list-style-type: none"> <li>Heighten salience of goals and objectives (8-1)</li> <li>Vary demands and resources to optimize challenge (8-2)</li> <li>Foster collaboration and community (8-3)</li> <li>Increase mastery-oriented feedback (8-4)</li> </ul>	<p>Provide options for <b>Language &amp; Symbols</b> (2)</p> <ul style="list-style-type: none"> <li>Clarify vocabulary and symbols (2-1)</li> <li>Clarify syntax and structure (2-2)</li> <li>Support decoding of text, mathematical notation, and symbols (2-3)</li> <li>Promote understanding across languages (2-4)</li> <li>Illustrate through multiple media (2-5)</li> </ul>	<p>Provide options for <b>Expression &amp; Communication</b> (5)</p> <ul style="list-style-type: none"> <li>Use multiple media for communication (5-1)</li> <li>Use multiple tools for construction and composition (5-2)</li> <li>Build fluencies with graduated levels of support for practice and performance (5-3)</li> </ul>
	<p>Provide options for <b>Self Regulation</b> (9)</p> <ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation (9-1)</li> <li>Facilitate personal coping skills and strategies (9-2)</li> <li>Develop self-assessment and reflection (9-3)</li> </ul>	<p>Provide options for <b>Comprehension</b> (3)</p> <ul style="list-style-type: none"> <li>Activate or supply background knowledge (3-1)</li> <li>Highlight patterns, critical features, big ideas, and relationships (3-2)</li> <li>Guide information processing and visualization (3-3)</li> <li>Maximize transfer and generalization (3-4)</li> </ul>	<p>Provide options for <b>Executive Functions</b> (6)</p> <ul style="list-style-type: none"> <li>Guide appropriate goal-setting (6-1)</li> <li>Support planning and strategy development (6-2)</li> <li>Facilitate managing information and resources (6-3)</li> <li>Enhance capacity for monitoring progress (6-4)</li> </ul>
Goal	<p>Expert learners who are...</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #2e8b57; color: white; padding: 10px; border-radius: 10px;">Purposeful &amp; Motivated</div> <div style="background-color: #6a3d9a; color: white; padding: 10px; border-radius: 10px;">Resourceful &amp; Knowledgeable</div> <div style="background-color: #0070c0; color: white; padding: 10px; border-radius: 10px;">Strategic &amp; Goal-Directed</div> </div>		



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# *The Reflective Practitioner*

*How Professionals  
Think in Action*

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*Donald A. Schön*

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# Adult Learning Concepts

Andragogy

Transformational/Transformative Learning

Self-directed learning





RESEARCH ARTICLE |  **Open Access** | 

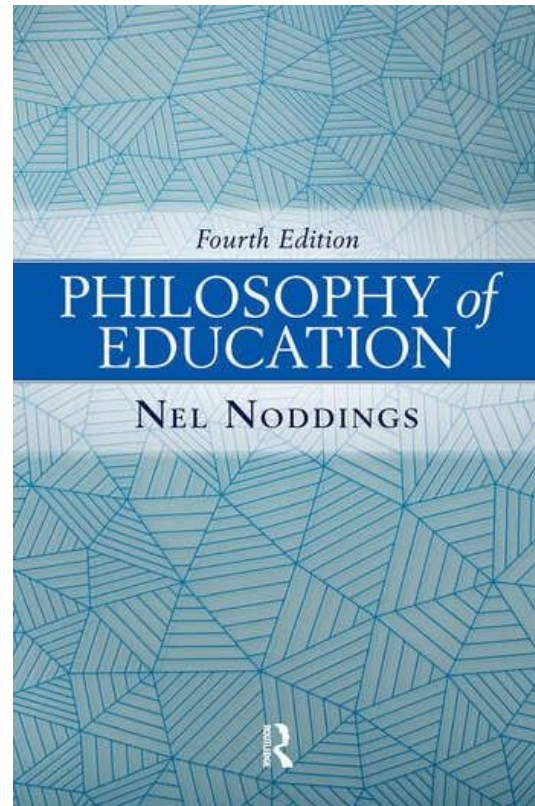
## Transformative learning theory: Where we are after 45 years

Chad Hoggan , Fergal Finnegan

First published: 14 February 2023 | <https://doi.org/10.1002/ace.20474>



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# A Brief (Academic) History of Care

Carol Gilligan: [In a Different Voice](#) (1982)

Nel Noddings: [Caring: A Relational Approach to Ethics and Moral Education](#) (1984)

Joan Tronto & Carlo Leget: [Care Ethics Research Consortium](#)



"File:Carol Gilligan P1010970 - cropped.jpg" by Deror avi ; cropped by User:Ravit is licensed under [CC BY-SA 3.0](#)



"File:Nel Noddings 2011 (cropped).jpg" by Jim Noddings, Nel Noddings' husband is licensed under [CC BY-SA 4.0](#)

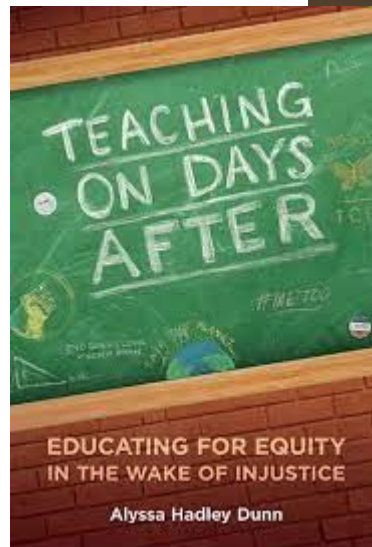


"File:Joan Tronto on Zorg Ethiek.jpg" by Zorgethiek is licensed under [CC BY 3.0](#)



# Teaching in times of conflict

[Alyssa Hadley Dunn](#)





# Additional Literature to Explore

Corrigan, M.W. & Chapman, P. E. (2008). Trust in teachers: A motivating element to learning. *Radical Pedagogy*, 9(2). [https://radicalpedagogy.icaap.org/content/issue9\\_2/Corrigan\\_Chapman.html](https://radicalpedagogy.icaap.org/content/issue9_2/Corrigan_Chapman.html)

Czerniewicz, L. & Cronin, C. (Eds.) (2023) *Higher education for good: Teaching and learning futures*. Open Book Publishers. <https://doi.org/10.11647/OBP.0363>

Gleason, B., & Mehta, R. (2022). A pedagogy of care: Critical humanizing approaches to teaching and learning with technology. *Italian Journal of Educational Technology*. <https://doi.org/10.17471/2499-4324/1278>

Wagner, D. (2014). Trust Worthy. *JAMA : the Journal of the American Medical Association*, 312(24), 2621–2622. <https://doi.org/10.1001/jama.2014.10438>

West, K., & Bloomquist, C. (2015). Poetic re-presentations on trust in higher education. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(2), 1–22. <https://doi.org/10.5206/cjsotl-rcacea.2015.2.5>



# The Plan...

A bit of theory

**A bit of practice**

A bit of fun



# A Firehose of Tools, Tricks & Tips

# Facilitating the “back end”



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# Manage expectations



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# A note on time

## Student Effort Hours:

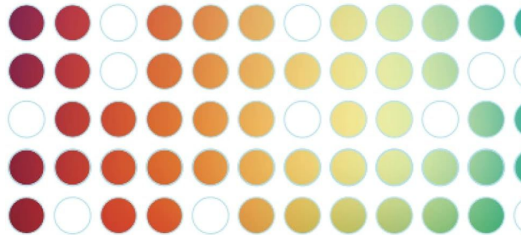
Student Effort Type	Hours
Tutorial	1
Seminar (or Webinar)	15
Specified Learning Activities	50
Autonomous Student Learning	90
Online Learning	29
<b>Total</b>	<b>185</b>



# Grades, Grading & Feedback

## UNgrading

Why Rating Students  
Undermines Learning  
(and What to Do  
Instead)



EDITED BY

**Susan D. Blum**

With a foreword by Alfie Kohn



Perspectives  
on Writing

LABOR-BASED  
GRADING CONTRACTS  
BUILDING EQUITY AND  
INCLUSION IN THE  
COMPASSIONATE WRITING  
CLASSROOM, 2<sup>nd</sup> Edition



Asao B. Inoue

# Conversation & Collaboration



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# Conversation & Collaboration

## Name Pronunciation Forum ▼

Starts 17 Aug

Pronouncing a name correctly is a fundamental component of inclusive teaching practices. There are often many assumptions around pronunciation (either by the person trying to say the name, or by the one being named by assuming all can pronounce their name.) As someone who has had their name pronounced in a multitude of unique (and incorrect) ways, I am sensitive to this issue.

In an effort to establish a space where all names are pronounced as intended, please utilise the audio recording function in the discussion forum below to slowly record the name(s) you wish to be called by in class. If you wish to add some additional text to your submission to provide further detail, please feel free.

Additional Resource:

[Why Pronouncing Names Correctly Is More Than Common Courtesy \(NPR\)](#)

[Here are directions](#) for recording audio in Brightspace. You may also use a service like <https://namedrop.io/> to record (*but this is not required*. Always be sure to review [the terms of service](#) before signing up for external technology services.)

Please start a new thread to record your name.

# The Quickfire Challenge



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# The Quickfire Challenge

The Scenario: You are on an academic team tasked with attending and presenting at a Teaching & Learning conference on Universal Design for Learning. Read the Call for Presentations and fill out the submission form (you can fill out electronically or on paper.)

At the end of the timer, each team will give a one minute overview of their submission.

*Example*



# Plot Twist!







# Plot Twist!



## Panorama AHEAD 2024

### AHEAD 2024 Panorama: Widening the Lens for Systemic Inclusion in Tertiary Education

[Home](#) » [News](#) » [AHEAD Conference 2024 - Call for Submissions Now Open!](#)

The rapidly growing diversity in our further education and training (FET) and higher education (HE) learner population has brought greater recognition of the need to ensure that 'inclusion is everyone's business'. A growing number of students with disabilities, greater ethnic and socio-economic diversity, and rising numbers of second language learners amongst, have further highlighted the complex and intersecting identities within our institutions. All staff have a part to play in ensuring we create programmes, services and environments which enable them to access, participate and flourish in all aspects of the educational experience.

#### FOLLOW AHEAD
























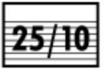










#### SEARCH AHEAD

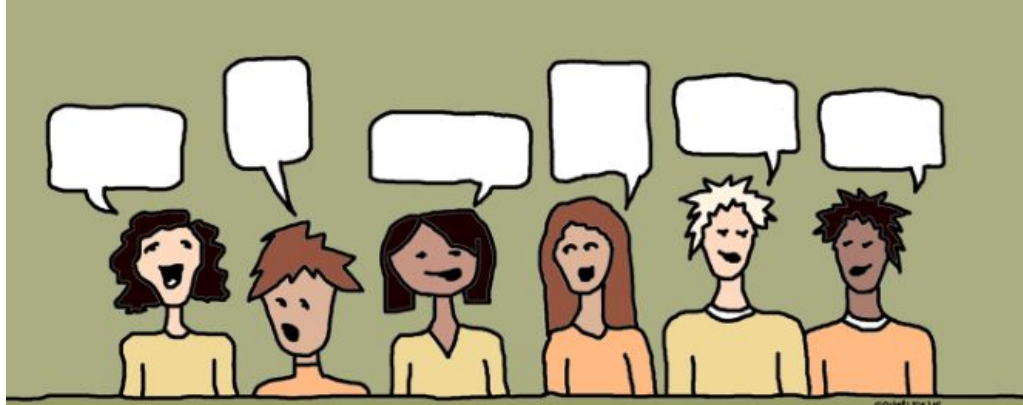
#### VIDEO: HOW WE HELP STUDENTS & GRADUATES SUCCEED



# Liberating Structures



<p>LS Menu</p> 	<p>Wicked questions</p> 	<p>What<sup>3</sup> debrief</p> 	<p>Min specs</p> 	<p>Heard, seen respected</p> 	<p>What I need from you</p> 	<p>Integrated autonomy</p> 
<p>Design elements</p> 	<p>Appreciative interviews</p> 	<p>Discovery and action dialog</p> 	<p>Improv prototyping</p> 	<p>Drawing together</p> 	<p>Open space</p> 	<p>Critical uncertainties</p> 
<p>1-2-4-All</p> 	<p>TRIZ</p> 	<p>Shift &amp; share</p> 	<p>Helping heuristics</p> 	<p>Design storyboards</p> 	<p>Generative relationships</p> 	<p>Ecocycle</p> 
<p>Impromptu networking</p> 	<p>15% solutions</p> 	<p>25 : 10 crowdsourcing</p> 	<p>Conversation café</p> 	<p>Celebrity interview</p> 	<p>Agree/certainty matrix</p> 	<p>Panarchy</p> 
<p>9-whys</p> 	<p>Troika consulting</p> 	<p>Wise crowds</p> 	<p>User experience fishbowl</p> 	<p>Social network webbing</p> 	<p>Simple ethnography</p> 	<p>Purpose to practice</p> 



# THE BIG LIST OF CLASS DISCUSSION STRATEGIES



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Source: Jennifer Gonzalez  
[Cult of Pedagogy Blog](#)



# Equity Unbound

## Community building activities

Equity Unbound teamed up with OneHE to develop open educational resources for online community-building

[TRY AN ACTIVITY](#) ▾





# The TeachMeet 20 (minutes)

What is a [TeachMeet](#)?

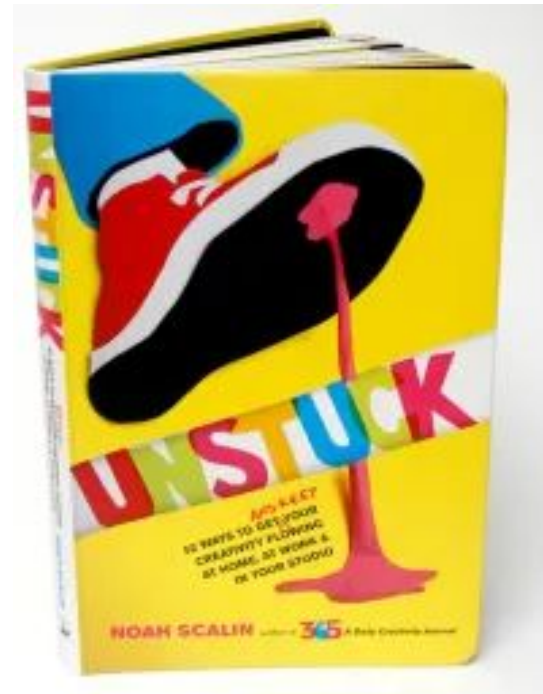
# Tending to the Soul



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# Making the Grade (film)









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V I J A Y K U M A R



# 101 Design Methods

A Structured Approach For Driving Innovation  
In Your Organization



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# Plot Twist!







# Thank you! Please stay in touch!



SLIDES ^^^^

 [social.ds106.us/@gravesle](https://social.ds106.us/@gravesle)

 [gravesle.bsky.social](https://gravesle.bsky.social)

 [www.linkedin.com/in/gravesle](https://www.linkedin.com/in/gravesle)