



President's Award for Teaching Excellence 2008/2009

Supporting Document

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1. Philosophy of Teaching Statement (150 words maximum)

I believe that teaching is about creating a safe and stimulating environment in which students can develop emotionally, intellectually and socially. I try to create a learning environment in which each person's creativity can come to fruition. Students are encouraged to become active learners and engage as a community of learners. I have introduced an assessment for learning approach in all of the modules I teach and I believe that this allows each student to grow and develop more fully as learners. I provide opportunities for students to create their own products and artefacts as part of their assignment work. I believe this encourages the student to take responsibility for their own learning and to see themselves as creative beings. In order to support each student in their learning journey I provide opportunities for students to use technology to collaborate and share their learning resources with each other.

2. Approach to Teaching (200 words maximum)

I try to engage students fully in the learning process by using a variety of teaching approaches. I teach the Teaching Methodology module to undergraduate Science Education and Physical Education students. As the students are trainee teachers, I try to model good teaching practice by incorporating group work - online and class based, peer learning, games, role-play, case studies, and reflective journaling. This ensures that the student teacher is engaging in active and inquiry based learning. I produce digital videos and podcasts to enable further reflection and learning. I make use of learning journals and this provides a real link between myself, and the students as I can have an ongoing conversation with them as they progress through the module.

Teaching on the part-time Graduate Diploma and Masters degree programmes, pose a unique challenge as the students are attending the programmes on a part-time basis and may not have been involved in formal education for some time. I create a learning environment that values their knowledge and experience. I make use of this knowledge by basing their assignments in their work settings and using the online learning environment to enable collaboration and knowledge sharing.

3. Approach to Subject (200 words maximum)

As a qualified teacher with 21 years of teaching experience, I know how important it is to be knowledgeable about your subject area. I am aware of the myths students have when embarking on their teaching careers. In the Teaching Methodology module, I incorporate simulation and role-play in order to dispel these misconceptions. The subject of Methodology can be approached in a fun way and this allows for student exploration and experimentation.

Postgraduate students have different levels of expertise in the area of teaching, learning and technology and I try to emphasise the importance of having a vision for technology rather than focusing on the technical skills only. Technology can be used in a very instructional way or it can be used to foster a community of learners. I try to develop a community of learners, in class sessions and online. The group dynamic generated through a collaborative approach to learning and an 'engaged' approach to the subject content, builds relationships and allows all students to participate fully in the learning process.

4. Teaching Development (200 words maximum)

Personally, teaching provides an opportunity for continuous learning. I enjoy being involved in an area that requires me to examine the use of technology for learning and to influence change in student learning and in the wider organisational learning. In order to keep pace with new developments in technology, I attend courses such as the Apple Mac and Adobe Certified Training programmes. I delight in being able to incorporate the new technologies for learning into the undergraduate and postgraduate programmes.

I am a Teaching Practice supervisor for H.DIP, PE and Science student teachers and this allows me to keep up-to-date with the school curricula and policies. This enhances my contribution to third level teaching and learning.

I try to act as a model for students as I keep my own online journal in order to evaluate my own teaching and supervision of Masters degree students. This reflective process is challenging but proves to be an invaluable part of my own educational development.

5. Assessment Approaches (200 words maximum)

I try to ensure that the assessment helps students to improve their learning. I make use of continuous assessment and this involves mini-assignments and a major assignment as part of each module. I provide feedback to students after each assignment so that they can continue to grow and improve through the course of the module. I make the students aware of the purpose of each assignment and the assessment criteria so they are aware of the final goal.

I have introduced a team teaching assignment into the undergraduate Science Education and Physical Education module to support students in the teaching of their

subject area. In pairs, students prepare a presentation on one of their subject topics making use of the skills that they learned in class. At postgraduate level, students on the Career Guidance present on a relevant Career Guidance topic and the final presentations and blogs are posted to Moodle as a resource for the use of Guidance Counsellors as they embark on their future careers.

http://web.me.com/yvonnecrotty/Guiding_the_Way_!/guide_me_home.html

The assessment criteria used in the Masters in e-Learning programme includes the development of educational **1.Comic strips,**

http://web.me.com/yvonnecrotty/Using_My_Comical_Theory/Educational_Theorists.html
password and username : theory

2. Podcasts

http://web.me.com/yvonnecrotty/ID/Backward_Design.html

3.Videos and Animations

http://www.thedigitalclass.com/Appendices/Video/IT_School.html

http://web.me.com/yvonnecrotty/Masters/Ciaran_O_Callih.html
username and password: Masters2010

Students are also encouraged to share their work through online digital repositories such as YouTube