



Learning Innovation Network Newsletter

ACADEMIC PROFESSIONAL DEVELOPMENT (APD)

The APD subgroup met in the Dublin Institute of Technology (DIT) on the 28th of May, the main topic for discussion was how the combination of special purpose awards could be combined to meet the learning outcomes of a PG Cert in Learning and Teaching at third level (Level 9). DIT is now in the final process of validating two supplementary 5 ECTS modules which could be combined with the special purpose awards to create or match a 30 ECTS award at level 9. For the coming academic year these two 5 ECTS modules, CPD in Higher Education: Personal Development Planning and CPD in Higher Education: Reflection, Action and Evidence, could be piloted and evaluated along side the special purpose awards. The content and format of these two new modules is being reviewed and discussed by the member of the APD subgroup. In line with the blended learning approach used for the special purpose awards these 5 ECTS modules participants will have access to online elements and discussion boards to support them throughout the programmes.

The main focus in developing the overall framework for Academic Professional Development (figure below) is to give flexibility to the courses available to staff, academics could either take the stand alone special purpose award or if they so wish combine the awards to gain a PG Cert in Learning and Teaching at third level, through one of the partner institutions. A pilot study to be initially conducted in DIT.

The following table summarizes the current status of the awards:

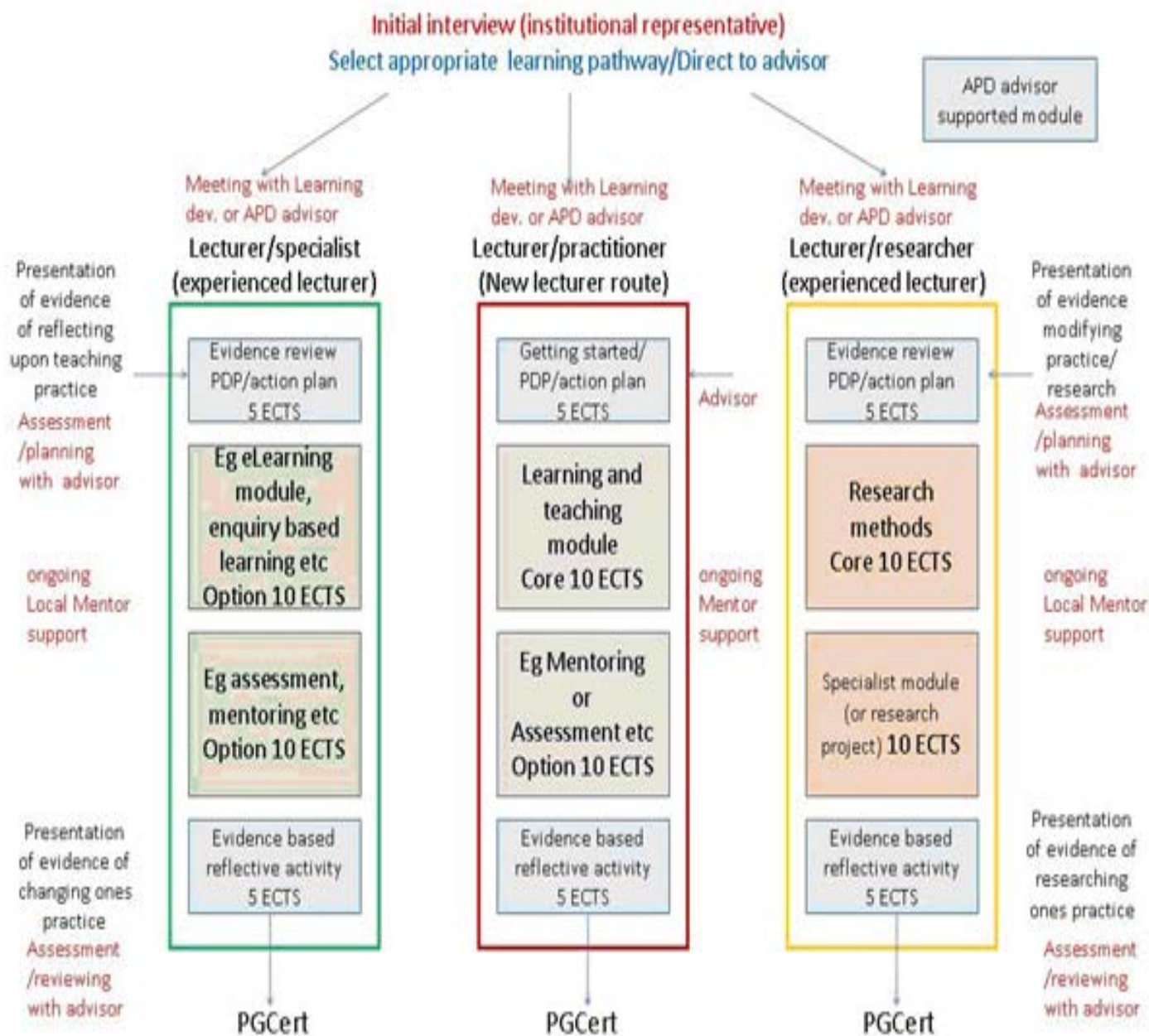
- Assessment and Evaluation - WIT (Anne Jordan/Marion Palmer)
- Learning and Teaching in Higher Education - Validated AIT (Nuala Harding)
- Mentoring - WIT (John Wall/ Sean Moran)
- Engaging in Educational Research Practice - Validated IT Sligo (Etain Kiely)
- Formative Assessment and Feedback - IT Carlow (Anne Carpenter) Validation in Junction with DIT
- Technology Enhanced Learning - LIT (Liam Boyle)
- Enquiry Based Learning - Validated ITB (Hugh McCabe)
- PD : Personal Development Planning – Validated DIT (Jen Harvey and Noel Fitzpatrick)

- CPD: Reflection, Action and Evidence- Validated DIT (Jen Harvey and Noel Fitzpatrick)

The Learning and Teaching in Higher Education Module will be piloted and evaluated in Athlone Institute of Technology and in Dun Laoghaire Institute of Art, Design & Technology beginning in September 2009. It is hoped that in September 2009 the Enquiry Based Learning Module will be piloted in Blanchardstown Institute of Technology, the Research Methods will be piloted in IT Sligo and, if validated in this academic year, the Technology Enhanced Learning Module will be piloted and evaluated in Limerick Institute of Technology. Along side the piloting of these modules the short course 5 ECT module in Personal Development Planning will be piloted for those staff who wish to avail of the overall programme award.

The collaborative nature of the design and development of these modules has been one of the key successes of the Learning Innovation Network as a cross institutional collaboratively funded activity. The collaboration will now move to the implementation of these programmes where it is hoped that the expertise from the different institutes can be shared reciprocally for the development of the module content and also for the delivery of the modules.

A special thanks to all the members of the subgroup who have contributed to the lively discussions and helped in the developed of this sustainable model of Academic Professional Development. The members are: Dr. Jen Harvey (DIT), Dr. John Wall (WIT), Dr. Liam Boyle (LIT), Dr. Etain Kiely (IT Sligo), Dr. Stephen Cassidy (CIT), Marion Palmer (IADT), Rosemary Cooper (IT Tallaght), Nuala Harding (AIT), Dr. Averil Meehan (LYIT), Hugh McCabe (ITB), Anne Carpenter (Carlow IT), Dr. Attracta Brennan (GMIT/LIN) and Dr. Noel Fitzpatrick (DIT/LIN). If you would like further information about these programmes please do not hesitate to contact [Dr. Noel Fitzpatrick](#)

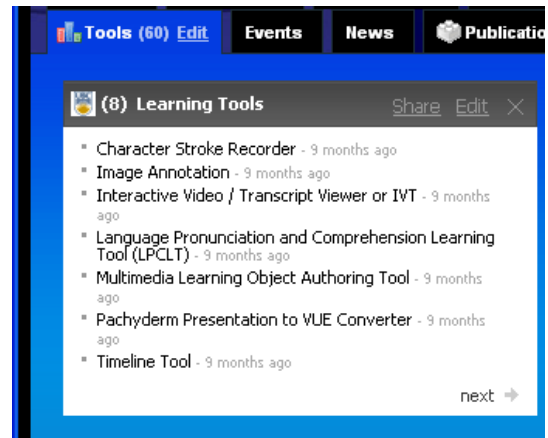


LIN PORTAL

Under the Tab entitled 'Tools', the category 'Learning Tools' includes;

1. Character Stroke Recorder - Character Stroke Recorder is a language learning tool designed to help students reading, writing and using multi-byte based characters. (<http://www.learningtools.arts.ubc.ca/stroke.htm>)
2. Image Annotation - Built on Gallery, the Image Annotation Tool (beta) allows instructors to upload images and quickly create text boxes referring to parts of a diagram, painting, or photo. The tool will provide a link to the annotated image which can then be distributed to students. (<http://www.learningtools.arts.ubc.ca/annotation.htm>)
3. Interactive Video / Transcript Viewer or IVT - The IVT provides a new way for viewing text and video simultaneously, for navigating archives easily, and for searching easily for specific words and passages. (<http://fnsp.arts.ubc.ca/projects/IVT/>)
4. Language Pronunciation and Comprehension Learning Tool (LPCLT) - The Language Pronunciation and Comprehension Learning Tool (LPCLT) is a revolutionary linguistics toolkit designed to enhance a student's comprehension and pronunciation of a particular language. (<http://www.learningtools.arts.ubc.ca/pronunciation.htm>)
5. Multimedia Learning Object Authoring Tool - This tool enables content experts to easily combine video, audio, images and texts into one synchronized learning object. (<http://www.learningtools.arts.ubc.ca/mloat.htm>)
6. Pachyderm Presentation to VUE Converter - The Pachyderm Presentation to VUE Converter is a tool that extracts concept mapping information from a Pachyderm presentation, then converts them into one Visual Understanding Environment (VUE) file to help Pachyderm users to understand the architecture and contents of the presentation in depth. (<http://www.learningtools.arts.ubc.ca/pachy2vue.htm>)
7. Timeline Tool - The timeline tool is a web based learning object template which allows an instructor to quickly construct an interactive timeline with audio and visual effects. The finished timeline can serve as a re-useable learning object which can be easily distributed and shared over the web. This learning object template is built in Flash, PHP and XML. (<http://www.learningtools.arts.ubc.ca/timeline.htm>)
8. Vocabulary memorization platform - This vocabulary memorization platform is designed to help students memorizing the spelling of words from having fun playing a series games. The dictionary database behind the game is built on instructor's input. On the web, instructors can quickly set up a dictionary database by entering the new words with corresponding translation to be learned in a lecture and this database then be instantly plugged into the online game series for students to play with. (<http://www.learningtools.arts.ubc.ca/vocab.htm>)

For more information on the portal, please contact attracta.brennan@gmit.ie



RECOMMENDED READ

"What the Best College Teachers Do. Cambridge", by Ken Bain, MA: Harvard University Press, 2004.

Recommended by Anne Carpenter, IT Carlow

One of the most lively, humorous, touching and helpful books on college teaching ever published. Ken Bain draws from years of experience directing the Center for Teaching Excellence at NYU and other teaching centers. He has a very broad and deep understanding of what the best teachers do.

<http://www.amazon.com/What-Best-College-Teachers-Do/dp/0674013255>



RECOMMENDED READ

"Rethinking Assessment in Higher Education: Learning for the Longer Term", by David Boud (Editor), Nancy Falchikov

Recommended by Anne Carpenter, IT Carlow

This book revisits assessment in higher education, examining it from the point of view of what assessment does and can do and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching, learning and assessment to better prepare students for a lifetime of learning. It is essential reading for practitioners and policy makers in higher education institutions in different countries, as well as for educational development and institutional research practitioners.

http://www.allbookstores.com/author/nancy_falchikov.html



'EYE' on IADT

IADT MISSION STATEMENT

Dun Laoghaire Institute of Art Design and Technology IADT has a vision to be at the forefront of teaching, research and innovation at the convergence of the arts, technology and enterprise and to contribute to Ireland's development as a creative knowledge economy. Our mission is to sustain and enhance our reputation as the college of preferred choice in our areas of specialisation. This is achieved by providing professional and industry relevant programmes, innovative approaches to teaching, learning and assessment and by engaging in research, enterprise development and innovation. IADT has three schools – the School of Business and Humanities, the School of Creative Arts and the School of Creative Technologies. The School of Business and Humanities has programmes in enterprise and entrepreneurship, business and arts management and English, media and cultural studies. The School runs the Institute's foundation programme. The School of Creative Arts has programmes in animation, film photography, model-making, design for stage and screen, visual arts practices, and visual communications. The School of Creative Technologies has programmes in applied psychology, multimedia programming and audio visual media technology. At postgraduate level there are programmes in broadcast production for radio and television, cultural event management, cyberpsychology, digital media, public culture studies, screenwriting and visual arts practices.

IADT STRATEGIC PLAN

Creating Futures IADT Strategic Plan 2008-2012 has a range of objectives on teaching learning and assessment including:

- To deliver a quality reflective curriculum that readily engages with the changing opportunities of the 21st century
- To prepare students to meet and exceed the needs of enterprise, community and public service,
- To use educational media to support learning,
- To continually develop and test learning and teaching strategies which meet the needs and opportunities presented by diverse learning groups, emergent technologies and evolving cultures
- To offer our curriculum to a range of learners on and off campus via flexible delivery modes
- To equip students with the tools to become self-directed and reflective lifelong learners

- To benchmark our provision against best practice nationally and internationally
- To enhance and strengthen the quality assurance systems with extended participation from academia and industry

IADT AND LIN

IADT is represented by Marion Palmer, at meetings of the LIN Steering Group and on the LIN Academic Professional Development (APD) Sub Group.

This year IADT has had two LIN workshops. *Community based learning/Service learning and the curriculum* was led by Dr Josephine Boland of NUIG. *Communicate with Conviction, Commitment and Control: Learn to use your voice effectively for teaching purpose* was led by Dr Carmel O'Sullivan of TCD. Both workshops were well attended by staff from across the Institute.

TEACHING AND LEARNING AT IADT

IADT is committed in principle and practice to the achievement of equity of access, to increased participation and improved retention and progression rates for all our learners.

The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staffs are involved in the construction of this learning environment. All students are valued equally during their learning journey with IADT. Accordingly the curriculum, teaching and learning and assessment at IADT are centred on the student. Policies are pursued in the area of learning and teaching which promote the increasingly international and culturally diverse nature of IADT.

The Learning, Teaching and Assessment Strategy enables IADT to review and enhance learning, teaching and assessment across the Institute. It considers IADT's mission and places it in the context of higher education. It embodies the values that are fundamental to IADT and reflects the three pillars of enterprise, creativity and technology. The strategy outlines the philosophy of learning, teaching and assessment at IADT. The Learning Teaching and Assessment strategy was developed by the Teaching and Learning Committee, sub-committee of Academic Council. The IADT Learning, Teaching and Assessment strategy was adopted by Governing Body in September 2008 for a period of two years. Implementation has taken place during the year.



'EYE' on IADT

Celebrating student work is a key feature of learning and teaching at IADT. The School of Creative Arts holds an annual exhibition each June. This year the graduates exhibit their work from 4 June and the exhibition is open to the public from 5 to 11 June.

For more information see

<http://www.iadt.ie/en/InformationAbout/NewsEvents/Title,1647,en.html>.

The School of Creative Technologies holds an annual showcase of student work each May. An overview of the graduates' work can be seen at <http://www.iadtprojects.com/>.

Learning and teaching at IADT is supported in a range of ways. Two committees of Academic Council focus on student learning and staff development in different ways. The Teaching and Learning Committee is chaired by Marion Palmer Head of Department of Learning Sciences. The Quality Enhancement Committee is chaired by Dr Paula Gilligan Head of Department of Humanities. Both committees have membership from across the Institute.

The eLearning Steering Group supports the implementation of Blackboard in the Institute and advises the Teaching and Learning Committee on issues such as first Year ICT proficiency and learning resources.

The Access Office and the Access Working Group have developed the Institute Equal Access and Participation Strategy and work with students and Institute staff to achieve these important aims and objectives. As part of the strategy a Teaching in a cross-cultural environment seminar was held in May. Assistive Technology is available through the Access Office for students and is supported by the Assistive Technology Officer.

The Writing and Research Skills Service WRSS work with students and staff to enable students to learn. It provides general support through weekly seminars on study skills and individual support to students as needed.

The Library and ICT are key areas for learning and teaching and play a full role in enabling students to learn. The Library focuses on information skills and supporting learners to be critical users of information for learning. ICT supports and enables Blackboard. Blackboard is IADT's course management system also known as a Virtual Learning Environment (VLE). It provides online course delivery and e-learning, and it is used by staff and students alike.

Lecturers can use the VLE to deliver course material, while students can access course content, communicate with lecturers, and classmates, as well as participating in online assessments and evaluations.

IADT took part in the multi-institution survey on VLEs led by NAIRTL in 2008 and again in 2009. For more information on the survey please see

<http://www.nairtl.ie/index.php?pageID=118>.

There are five HEA/SIF projects relevant to teaching and learning in IADT– NDLR, LIN, NAIRTL, DRHEA and IOTI/DIT Flexible Learning. They are supporting the wide range of activities across the Institute. There is a retention project in the School of Creative Technologies.

Institute Committees

The Teaching and Learning Committee provides guidance to Academic Council on learning, teaching and assessment. It aims to enhance the quality of learning, teaching and assessment across the Institute by providing academic leadership for the continued development of excellence in academic practice. We aim to ensure that teaching at IADT is research informed.

The Teaching and Learning Committee is committed to:

- Reviewing existing practice in teaching, learning and assessment and draw from all the disciplines in the Institute
- Principles of universal design
- Disseminating best practice within specific fields of enquiry by investigating teaching and learning strategies
- Advising on staff training and development and co-ordinating and leading teaching and learning efforts across the Institute
- Linking to wider teaching, learning and assessment initiatives internally and externally
- Developing the scholarship of teaching at IADT



'EYE' on IADT

This year the sub-committee has focused on the implementation of the IADT Learning, Teaching and Assessment Strategy and it has reviewed the Institute plagiarism and APEL/RPL policies.

Further information on the Teaching and Learning Sub-committee is available at <http://www.iadt.ie/en/InformationAbout/TeachingandLearning/>.

The Quality Enhancement Committee aims:

1. To provide guidance to Academic Council on issues of quality
2. To provide a forum for reviewing quality processes and procedures
3. To audit functions of the academic quality systems of the Institute. For example external examiners reports, program board reports, etc, have been reviewed to ensure compliance with standards.
4. To monitor the review cycles within IADT to ensure compliance (DA review, Programmatic Reviews, Quality Manual Reviews etc.
5. To review good practice for third level institutions and other similar organizations.

ACADEMIC PROFESSIONAL DEVELOPMENT

One of the aims of IADT Learning, Teaching and Assessment Strategy is to encourage all staff to develop their scholarship of teaching by undertaking professional development in the field of education. This is done in a variety of ways. Induction is held annually for new staff in September. Attendance at accredited learning and teaching certificate and diploma programmes is supported for individual staff across the schools, for example the DIT Postgraduate Certificate in Third Level Learning and Teaching.

In addition to the LIN seminars this year there has been a local programme of seminars on topics such as *Assessment, Feedback, Classroom management, Plagiarism, Reading and writing learning outcomes* and *Providing Feedback and Managing Student Grade Expectations*.

These seminars are led by IADT staff and open to all staff. The seminars are managed by Mary Anne O'Carroll the Staff Training Learning and Development Officer. There are weekly Blackboard workshops led by Muiris O'Grady the eLearning Projects Officer. There has been a Brown Bag lunch on service learning presented by Hannah Barton.

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In April 2009 there was a symposium on film and education *filmsense*; this one day event explored the relationship between film as a technical medium, pedagogy and creativity. It was a joint event of the National Film School, IADT and the Graduate School of Creative Arts and Media http://www.iadt.ie/en/InformationAbout/NewsEvents/Thefile_1628_en.pdf. IADT staff presented papers on film and education and chaired sessions as well as attending the symposium. The symposium was organised by Dr Elaine Sisson Gradcam fellow at IADT.

Another approach taken is to develop the scholarship of teaching through attending and presenting about learning and teaching at IADT at conferences. Membership of ILTA, AISHE and EDIN is encouraged. Marion Palmer is chair of EDIN the Educational Developers of Ireland network for 2009-2010. This year staffs have attended

- PBL Summer School, UCD, June 2008
- AISHE Annual conference* August 2008
- NDLR ISCOP Launch, DIT September 2008
- SIF Continue Workshops, ITT Dublin, September 2008

-Improving Student Retention & Progression

-Effective Teaching

- Emerging Pedagogies Conference, Griffith College Dublin, September 2008
- Learning Innovations Network 1st Annual Conference*, Athlone, October 2008
- Challenging Assumptions NAIRTL 2nd Annual Conference on Teaching & Learning in Higher Education, WIT, November 2008
- NDLR Second Annual Symposium, UCD, December 2008
- Online Educa conference, Berlin, December 2008
- HETAC Educating for Entrepreneurship Conference, Dublin Castle, February 2009



'EYE' on IADT

- CLTAD Virtual Worlds in Art Education, London, March 2009
- AHEAD Round Table Symposium on A Charter for Inclusive Teaching & Learning in Higher Education, Royal Hospital Kilmainham, April 2009
- The First Year Curriculum - strategies to enhance retention LIN Conference, DIT, May 2009
- Annual Elearning Conference, TCD, May 2009
- EdTech 2009, NCI, May 2009
- 2. *New Learning Spaces: First Year Fine Art site-specific project work using online mapping tools for reflection and critique; and the creation of a visual dynamic archive of project work completed off campus.* Laurence Riddell, Lynda Devenney
- 3. *Uptake and usage of Virtual Learning Environments: Findings from a multi institutional student usage survey* Robert Cosgrave UCC, Theresa Logan-Phelan TCD, Marion Palmer IADT, Nuala Harding AIT, Margaret Phelan ITT Dublin, Willie Ward LIT, Claire McAvinia NUIM, Angelica Riskey UL, Fiona O'Riordan Griffith College, Noreen Vaughan LIT, Tom Farrelly IT Tralee.
- 4. *DRHEA eLearning Network of Excellence* Muiris O'Grady (poster and presentation).

The following presentations have been made:

AISHE Conference NUI Maynooth August 2008

1. *The Entrepreneurial Eco System: - What is it and does it have a role to play in undergraduate entrepreneurship education?* Conor Heagney, Therese Moylan, Orla Byrne
2. *IADT and WebCT (Blackboard) Finally Blended?* Barry McIntyre

LIN First Annual Conference Athlone October 2008

1. *Exploring Teaching in Institutes of Technology* Marion Palmer
2. *Helping Students do the Business* Orla Byrne, Conor Heagney, Barry McIntyre, John Montayne, Michael Murphy – winner of conference poster prize

HEAnet National Networking Conference Kilkenny November 2008

1. *Creating Futures – working at the convergence of arts, technology and enterprise at IADT* Marion Palmer

HETAC Educating for Entrepreneurship Conference Dublin Castle February 2009

1. *Linking Theory & Entrepreneurial Practice: An Irish Case Study* Catherine Rossiter, Orla Byrne, Catherine Cronin

EdTech 2009 NCI, Dublin May 2009

1. *Exploring wikis through an assessment task – reflections and resistance from practice* Marion Palmer, Hannah Barton, Grainne Kirwan

There has been a publication on teaching and learning by Institute staff. Palmer, M. and Heagney, C. (2008) *Reflections on Conversations as a Catalyst for Change 2003-2007*. In Higgs, B. and McCarthy, M., *Emerging Issues II The Changing Roles and Identities of Teachers and Learners in Higher Education*. Cork: NAIRTL.

Research into learning and teaching is encouraged. Marion Palmer has been researching teaching in the Institutes of Technology as part of doctoral research. Barry McIntyre researched the use of Blackboard in IADT as part of his master's research. Teaching in specific disciplines/practices is the focus of some study. Staff presented papers on the teaching of psychology at the Psychology Learning and Teaching conference in Bath in July 2008.

For further information on learning and teaching at IADT please contact Marion Palmer marion.palmer@iadt.ie.

IADT (2008a). *Creating Futures IADT Strategic Plan 2008-2012*. Retrieved 27 May 2009 from <http://www.iadt.ie/en/InformationAbout/Corporate/Strategy/>.
 IADT (2008b). *Learning, Teaching and Assessment Strategy 2008-2010*. Retrieved 27 May 2009 from <http://www.iadt.ie/en/InformationAbout/TeachingandLearning/ntStrategy/>.
 IADT (2009). *Equal Access and Participation Policy*.



EDU Showcasw at IT Sligo

81 staff at IT Sligo participated in the Educational Development Unit, showcase which was opened by Professor Terri Scott.

The showcase featured presentations from;

Deirdre Scott – who enabled staff to reflect and take stock of their teaching experiences for the year. She achieved this through the use of personal development planning templates which she uses with undergraduate learners.

Oliver Joyce – who demonstrated the use of Clickers in fostering interactivity in large group environments with interactive clickers.

Maeliosa O' Brien and Jimmy Treacy – on “Assess your assessments”. Participants were asked to discuss their assessment strategies.

John Gaffney - on “Making students think”.

Blaithin McGrath and the Occupational Health and Safety team – on how interdisciplinary Science lecturers team teach.

Cathy O Kelly and Lisa Dunne – who described large group project based learning in Business

Eamonn Price – who presented the learners wind turbines and described how modules in first year engineering are integrated using this project.



Please go to : <http://eduspace.weebly.com/staff-showcase-review-09.html>

A collaboration between : LIN, EDIN, Shannon Consortium, NDLR, AISHE, Flexible Learning Project and the Student Led Curriculum Reform Collaboration Project

Monday, September 14th, Hospitality Building, AIT, Athlone
(9:30am – 5:30pm)

Tuesday, September 15th, Hospitality Building, AIT, Athlone
(9:30am – 1:00pm)

'Effective College Teaching' by Dr. Richard Felder & Dr. Rebecca Brent

The 'Effective College Teaching' workshop provides tools and strategies for lecturers to make their classes more effective. Topics addressed include the following:

- How do students learn? How do teachers teach? What goes wrong in the process?
- How do I plan a course? What can I do in the first week to get it off to a good start?
- What do I need to do to be an effective lecturer?
- How can I get students actively involved in learning, even if there are 200 in the class?
- What are inductive teaching methods (inquiry, problem-based learning,...) How well do they work? Why should I use them?
- How can I assess learning and skill development? How can I design tests that are both rigorous and fair?
- What are common student problems and problem students? How can I deal with them?

NOTE : Whilst attendance is free, places are very limited on this workshop and will be assigned on a first come first served basis. However, when you are booking, please refer to the organisation/s to which you belong; EDIN, AISHE, NDLR, Shannon Consortium, Flexible Learning and/or Student Led Learning.

To book; contact LIN@GMIT.ie

Tuesday, September 15th, Hospitality Building, AIT, Athlone
(2:00pm – 5:30pm)

'Instructional Development by Dr. Richard Felder & Dr. Rebecca Brent

As anyone who has attempted to present a seminar or workshop on teaching to faculty members in science, mathematics, or engineering knows, the participants at such programs may not all be warmly receptive.

dismiss as irrelevant any material on pedagogy that they cannot immediately connect to their disciplines.

Presenting an effective teaching workshop to faculty in technical fields requires answering these questions:

- How can I design and promote a workshop that will attract substantial numbers of participants?
- How can I select content that is relevant to the learning interests and needs of the participants, especially when those interests and needs may vary and I cannot be sure in advance what they are?
- What can I do to make the workshop instructive and enjoyable? How can I get the participants actively involved? What mistakes should I avoid?
- What problems might arise before and during the workshop (logistical problems associated with scheduling and registration, time management, difficult participants, equipment failure, etc.)? How should I deal with them?

NOTE : Attendance is free. Whilst this workshop is open to EDIN and non EDIN members, members of EDIN are however given first preference for places. When you are booking, please indicate whether or not you are a member of EDIN. To book; contact LIN@GMIT.ie

For more information on LIN workshops, please go to; <http://www.lin-ireland.com/index.php?title=Workshops>

Other

'New Perspectives on Internationalisation: Enhancing the Student Experience' taking place on 12 Jun 2009 at the Roxburghe Hotel, Edinburgh., Scotland (free).

[http://www.heacademy.ac.uk/
events/detail/](http://www.heacademy.ac.uk/events/detail/)

[12_June_2009_New_Perspectives_on_Internationalisation](http://www.heacademy.ac.uk/events/detail/12_June_2009_New_Perspectives_on_Internationalisation)

Thursday, October 15th, The Sheraton Hotel, Athlone

LIN 2009

'Motivating Learners through Creative Approaches to Assessment'

LIN is pleased to welcome **Professor John Biggs** and **Professor Ranald Macdonald** as our keynote speakers.

Professor Biggs developed the SOLO taxonomy for assessing the quality of learning outcomes, and also developed the model of constructive alignment for designing teaching and assessment.

Professor Ranald Macdonald is Professor of Academic Development, Head of Strategic Development at Sheffield Hallam University.

As the key feature of LIN 2009 is the provision of assessment strategies and tools that can be immediately shared and implemented by participants in their own teaching practice, LIN 2009 will have the following themes;

- o Theme 1 : Integrating Formative Assessment in Course Design
- o Theme 2 : Assessment and the 1st Year Curriculum
- o Theme 3 : Project Based Assessment

Attendance at this conference is free. To reserve your place, please contact LIN@gmit.ie

OTHER

Monday, June 22nd – Friday, June 26th - DIT

7th DIT eLearning Summer School 2009

Interested in eLearning? Interested in strategies which will help you and your staff to make the most of current thinking and technologies? Plans for this year's event are almost finalised and an outline programme for the week is now available at http://ltt.dit.ie/lttc/workshops-events/elearningsummerschool/pdf/2009_programme.pdf

The focus this year is "Get Flexible: Moving to an Online Environment" and it's expected that participants will complete the week with the basic elements of an online module in place.

Booking is available at http://ltt.dit.ie/lttc/forms/form_registration_training.html or call (01) 4027866 for further information. A charge of €395 applies for non-DIT staff.

LIN PICKS

CITIDEL

Computing and Information Technology Interactive Digital Educational Library – this is a repository of Computer Science education and research materials

W : <http://www.citidel.org/>

TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS

Technology enhanced learning environments refers to the specialist area that encompasses virtual and physical technology enhanced learning environments (incorporating physical learning spaces, institutional virtual learning environments, personalised learning environments and mobile and immersive learning environments).

W:<http://www.jisc.ac.uk/whatwedo/themes/elearning/tele.aspx>

LIN'S BELIEVE IT OR NOT!!!!

Gloomy days are good for the brain! Bad weather sharpens the memory and improves our recall, psychologists say. Professor Joe Forgas, who led the research, said: 'It seems counter-intuitive but a little bit of sadness is a good thing. People performed much better on our memory test when the weather was unpleasant and they were in a slightly negative mood. On bright sunny days, when they were more likely to be happy and carefree, they flunked it.' But those who feel in a good mood because it's a sunny day are able to remember less well, according to memory tests carried out by Australian researchers.

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LIN NEWSLETTER EDITOR

Dr. Attracta Brennan

"TOOLISHNESS IS FOOLISHNESS"



"We make sure every student has every possible new tool!"



QUOTABLE QUOTES



Peacefully
The quiet stars came out, one after one;
The holy twilight fell upon the sea,
The summer day was done - Celia Thaxter