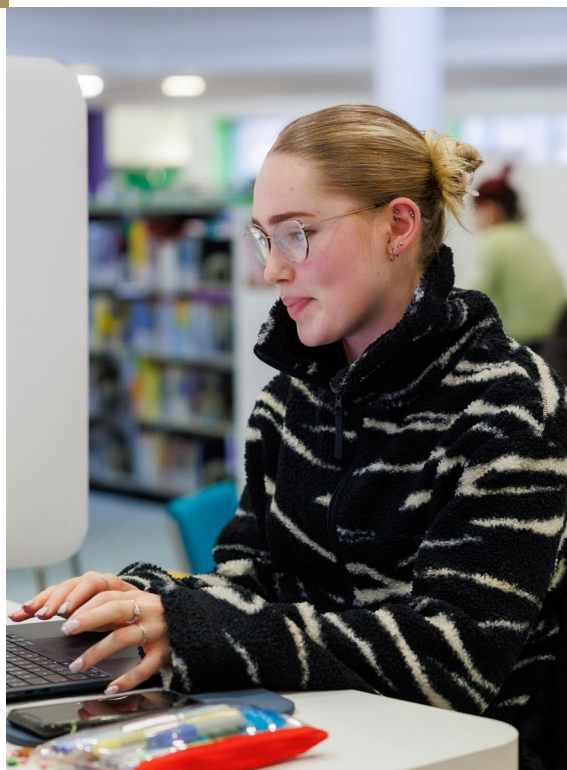
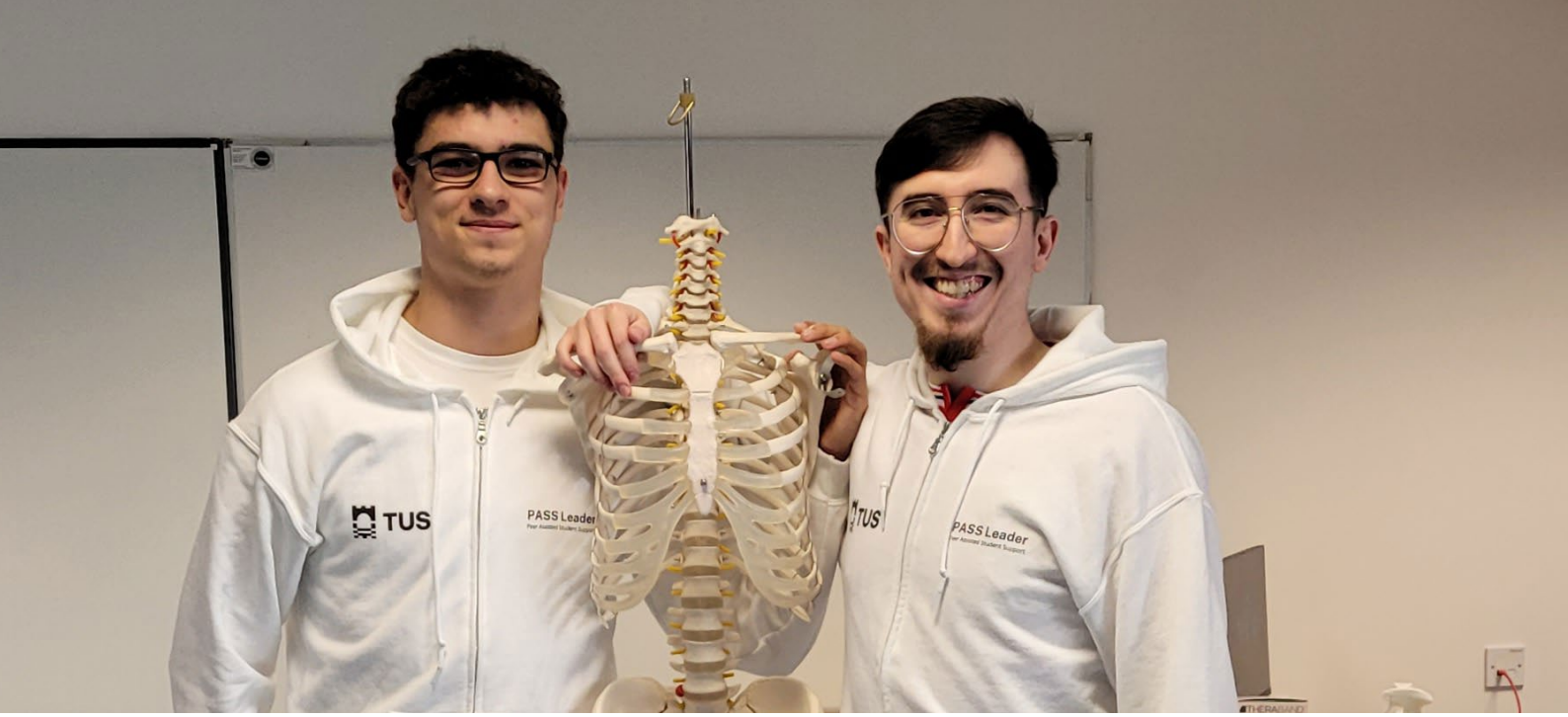
CPID
Centre for Pedagogical
Innovation and Development



Centre for Pedagogical Innovation and Development (CPID)





About Us

The Centre for Pedagogical, Innovation and Development was established in September 2022. Our centre supports innovation, diversity and excellence in learning, teaching, and assessment by:

- Supporting staff development, scholarship and educational research in learning, teaching, and assessment, including the appropriate use of digital technologies.

  These technologies include; Moodle, Podcasting, Lightboards, Zoom for Higher Education, ScreenPal and Vevox.

- Providing a variety of supports for staff in the virtual learning environment Moodle. Both workshops and individual clinic type sessions are provided at basic, intermediate and advanced levels.

- Supporting quality enhancement initiatives in curriculum design.

- Facilitating the implementation of pedagogical initiatives and innovation including digital technologies using an evidence-based approach.

Key Activities

- **Professional Development**
  TUS staff members are regularly notified of workshops, seminars, webinars and events held by CPID that focus on themes relating to learning, teaching and assessment.

- **Digital Technologies**
  CPID provides a variety of supports for staff in the virtual learning environment Moodle. Both workshops and individual clinic type sessions are provided at basic, intermediate and advanced levels.

- **Other technologies include**
  - Lightboards
  - Zoom for Higher Education
  - Screen Pal
  - Vevox
  - Learning Activity Management Systems (LAMS)
  - Podcasting

- **Strategic Alignment of Teaching and Learning Enhancement (SATLE)**
  CPID is responsible for managing the multi-annual SATLE funding. The funding is used to drive teaching and learning innovation and enhancement with a focus on three themes:
  - education for sustainable development.
  - digital transformation.
  - academic integrity.



In addition to resourcing key roles and supporting staff development initiatives, the fund is used to support small-scale Learning Enhancement Projects (LEPs) and Communities of Practice (CoPs) in TUS related to the enhancement themes.

- **Consultancy**
  CPID responds to specific requests from faculties and departments for the design of bespoke staff development relating to curriculum design.

- **Peer Assisted Student Support (PASS)**
  PASS involves leaders facilitating weekly timetabled PASS sessions where they help first-year students to support each other and learn to solve their problems together. The second-year students undergo intensive PASS leader training for which they all receive a digital badge. PASS Leaders can also gain academic credit for the role by completing a reflective journal of their experience (PASS Leadership Module 5 ECTS).

Academic-Integrity
SATLE
PASS
Technologies
Vevox
Workshops
Zoom
Moodle
Screenpal
Lightboards
Consultancy
Teaching
Enhancement
Podcasting
Digital
Supports
Collaboration

Our Programmes

Master of Arts in Academic Practice
The Masters in Academic Practice offers progression pathway for early and advanced career academics to achieve accredited professional development in pedagogic and academic practice, with a particular focus on curriculum design, and digitally enhanced learning, teaching and assessment for face-to-face and blended and online contexts.

> "A collaborative and peer environment to share perspectives, engage with policy-practice issues and exchange best practice innovations and interventions across disciplinary domains."

The flexible pathway to a Master of Arts in Academic Practice will give participants:

- A significant opportunity to explore and engage with key domains of academic practice in contemporary Higher Education contexts in Ireland.
- An opportunity to explore and research an area of academic policy or practice that has engaged them regarding their own identity as a practitioner in Higher Education.
- A collaborative and peer environment to share perspectives, engage with policy-practice issues and exchange best practice innovations and interventions across disciplinary domains.
- An opportunity to explore professional identity and one's positioning in the domain of Academic Practice in Higher Education.
- An opportunity to develop requisite post-graduate skills to conduct educational research that prepare them for a significant research investigation and fosters reflective practice for lifelong learning.
- A Community of Practice dynamic that embraces collaborative critical thinking, creative problem-solving, and interdisciplinary dialogue.

CPID Accredited Programmes and Exit Awards

Programme Titles	ECTS
Master of Arts in Academic Practice	90 (60 + 30)
Postgraduate Diploma in Pedagogic and Academic Practice	60
Postgraduate Certificate in Academic Practice	30
Postgraduate Certificate in Professional Practice in Higher Education	30

CPID Accredited Programmes and Exit Awards

Area of Focus	Participants follow a flexible pathway by selecting from the SPAs for career stage, area of interest and professional development needs.
Active Learning and Feedback	• Learning, Teaching and Assessment Strategies for Student Engagement. • Team-Based Learning. • Assessment and Feedback for Engaged Learning.
Digitally Enhanced Learning	• Generative Artificial Intelligence (GenAI) for Educators ***New 2026**. • Contemporary Online, Learning, teaching and Assessment. • Digitally Enhanced Learning, Teaching and Assessment.
Inclusive Curriculum Design	• Embedding Education for Sustainable Development (ESD) in the Curriculum. • Learning Design and Curriculum Frameworks. • Inclusive Learning, Teaching and Assessment Practice.
Reflective Professional Practice	• Reflective Academic Practice through Portfolio Building. • Professional Practice in Higher Education (Mandatory for PG Cert in Professional Practice in HE). • Enhancement through Leadership in Education.
Research	• Research Methods (Mandatory to progress to MA in Academic Practice). • Effective Research Supervision ***New 2026** • Action Research for Educators.

Programme Listings

RES 09089
Certificate in Effective Research Supervision

Level 9, 15 ECTS Credits

Module Aim
The aim of the module is to develop advanced advanced professional competence in the supervision of postgraduate research within higher education. It will equip participants with the theoretical, ethical, and practical expertise required to supervise postgraduate researchers effectively and responsibly by positioning research supervision as a pedagogical practicean intellectually complex, relational, and sophisticated form of teaching.

ASSM 09005
Certificate in Assessment and Feedback for Engaged Learning

Level 9, 15 ECTS Credits

Module Aim
The aim of the module is to enable participants to review and revise their assessment and feedback practice effectively, underpinned by educational research.

LEAR 09049
Certificate in Contemporary Online, Learning, Teaching and AssessmentTeaching and Assessment

Level 9, 15 ECTS Credits

Module Aim
The aim of the module is to provide educators with the necessary skills to develop and implement a module for the online/blended environment. The module will be informed by relevant literature in online/blended learning, teaching and assessment and will comprise a combination of theoretical and practical approaches.

RES 09017
Certificate in Action Research for Educators

Level 9, 15 ECTS Credits

Module Aim
The aim of the module is to equip educators with the skills to employ an Action Research methodology to improve their practice. This module will cater for educators at all career phases seeking to inform and transform their practice through research.

TECH 09033
Certificate in Digitally Enhanced Learning, Teaching and Assessment

Level 9, 15 ECTS Credits

Module Aim
The aim of the module is to introduce participants to a range of technologies for learning and provide them with an opportunity to try out technologies and consider how they can use these effectively to enhance their teaching.

LEAR 09045
Certificate in Embedding Education for Sustainable Development (ESD) in the Curriculum

Level 9, 15 ECTS Credits

Module Aim
The aim of the module is to enable educators to embed Education for Sustainable Development (ESD) in the curriculum and foster understanding of and engagement with the principles of ESD.

LEAR 09043

Certificate in Learning, Teaching and Assessment Strategies for Student Engagement

Level 9, 15 ECTS Credits

Module Aim

This aim of the module is to provide participants with an opportunity to develop key areas in learning, teaching and assessment in order to be competent teachers, taking cognisance of the potential challenges of blended and distance learning.

RES 09066

Certificate in Research Methods

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to provide learners with the necessary skills to further develop their research skills, their knowledge and understanding of research approaches and methodologies and gain the skills required for developing a research proposal.

LEAR 09040

Certificate in Reflective Academic Practice Through Portfolio Building

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to provide an opportunity for staff to further develop skills in reflective practice and apply these skills to the development of a Teaching Portfolio.

LEAR 09044

Certificate in Inclusive Learning, Teaching and Assessment Practice

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to provide participants with the pre-requisite skills and knowledge to enhance the learning experience of the student population through the creation and implementation of an inclusive learning environment, underpinned by the principles of Universal Design for Learning.

LEAR 09035

Certificate in Team-Based Learning (TBL)

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to provide participants with an opportunity to develop the knowledge and skills required to use the Team-Based Learning (TBL) approach within education and training contexts. The module will be delivered through Team-Based Learning (TBL).

LEAR 09047

Certificate in Enhancement through Leadership in Education

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to provide participants with an understanding of leadership, cultures, and decision-making processes within a contemporary educational setting and assist leaders, including future leaders in educational organisations, in motivating, working with and supporting staff in continuous improvement and enhancement.

LEAR 09041

Certificate in Learning Design Approaches and Curriculum Frameworks

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to provide participants with an introduction to learning design and curriculum frameworks design in Further/Higher Education.

EDUP 09001

Certificate in Professional Practice in Higher Education

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to enable participants to explore key components of professional practice in Higher Education and it invites each participant to actively engage with an overview of what professionalism means in Higher Education settings.

TECH 09034

Certificate in AI for Educators: Generative Artificial Intelligence (Gen AI) for Educators

Level 9, 15 ECTS Credits

Module Aim

The aim of the module is to equip educators and academic support staff with the critical knowledge, ethical grounding, and professional judgement required to engage purposefully with Generative AI (Gen AI) in teaching, learning, and assessment. Participants will develop a rigorous understanding of Generative AI (GenAI) evolving capabilities, limitations, and risks, and apply structured frameworks to redesign assessment, develop Gen AI-enabled teaching resources, and uphold academic integrity through design rather than detection.

RES 09067

Research Dissertation

Level 9, 30 ECTS Credits

Module Aim

In this year-long module participants will develop the knowledge, skills, and competencies to interpret, conduct, design and complete a research investigation into a chosen domain of academic practice.



Peer Assisted Student Support (PASS).

Peer Assisted Student Support (PASS) fosters cross-year support between learners on the same programme. PASS encourages first year students to support each other and to learn cooperatively under the guidance of trained students, called PASS Leaders, during weekly timetabled PASS sessions. PASS Leaders are second-year students who undergo intensive training for which they receive a digital badge. PASS Leaders can also gain academic credit for the role by completing a reflective journal of their experience (PASS Leadership Module).

"Peer learning was a key element of the learning process and has greatly widened my professional network."

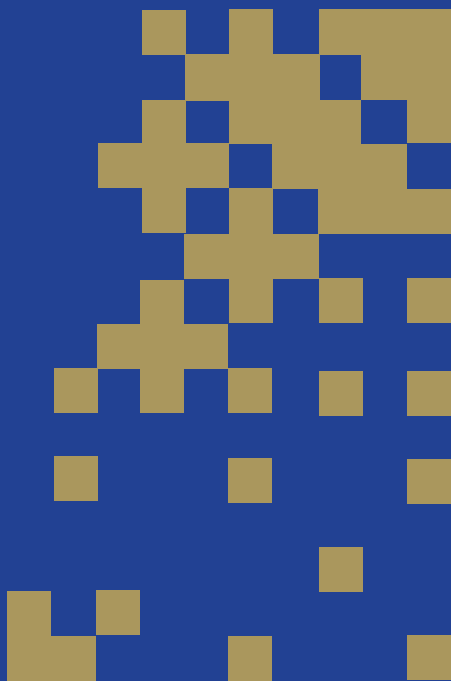
LEAD 06001
Peer Assissted Student Support

Level 6, 5 ECTS Credits

Module Aim
The aim of the module is to develop students' leadership, communication and professional development skills through the facilitation of weekly PASS sessions with first year students.

"I found that being a PASS student, participating in icebreakers with my peers and having a chance to ask any questions about university or our course specifically was a massive benefit to my integration into university and into studying [my course]. Many in my class had the same experience. PASS sessions gave us something to talk about and to look forward to during the busy, overwhelming first semester of college. It also provided us with a chance to get to know each other, to learn from each other and develop our social skills. I decided to apply for the position of a PASS leader because I wanted to give the new first years the same experience I had. I wanted to help ease the nerves of any other student who may have been unsure of what to expect beginning university life. I had a good chance to develop my social and teamwork skills as well as to gather experience speaking in front of a group."

(PASS Leader 2023/24)



Meet our Team



Dr Nuala Harding
Areas of Interest/Research

Change Management and Leadership in Higher Education Development of Pedagogic Practices, Open Educational Practices (OEP), Student Engagement, Digital Technologies for Learning, Academic Integrity, Digital Technologies.



Dr Geraldine McDermott
Areas of Interest/Research

Multimodal meaning-making practices in Higher Education, Edusemiotics, Digital Pedagogies & Digital Ecosystems, Immersive Technologies (Augmented Reality/Virtual Reality), Artificial Intelligence, Academic Integrity.



Ruth Benson
Areas of Interest

Recruitment, Human Resources and Training and Quality. Coordination and promotion of CPID professional development and events. Management of the Flexible Pathway to an MA in Academic Practice, and funding initiatives and projects.



Dr Matthew Cannon
Areas of Interest/Research

Research Pedagogy, Interculturalism and Diversity, Research Integrity and Ethics.



Caroline Doyle
Areas of Interest

Peer Assisted Student Support (Peer Assisted Learning, Supplemental Instruction), Assistive Technology, Educational Technology.



Clara Keevey
Areas of Interest/Research

Instructional Design, E-learning design and development, Digital Technologies for Learning, Blended and online learning, Curriculum Design, Universal Design for Learning.



Eimear Kelly
Areas of Interest/Research

Internationalisation of the Home Curriculum, Inclusive Practice in Higher Education, Academic Integrity.



Dr Denise Mac Giolla Ri
Areas of Interest/Research

Art therapy, Higher Education Research, Threshold Concepts and Inquiry Graphics, Edusemiotics, AI in Higher Education, and Critical Visual pedagogies.



Kate Molloy
Areas of Interest/Research
Digital education, Universal Design for Learning (UDL) and inclusion, open educational practices, creativity, and critical pedagogy



Dr Anne Marie O'Brien
Areas of Interest/Research

Team-Based -Learning, Inclusive Practice in Higher Education, Communities of Practice, Technologies for Education, Digital Badges for Higher and Continuing Education.



Dr Catherine Ann O'Connell
Areas of Interest/Research

Care-based pedagogy, Contemplative Pedagogy, Care in Higher Education, Higher Education Pedagogies.



Dr Noëlle O'Connor
Areas of Interest/Research

Education for Sustainable Development, Gender Equality in Higher Education, Travel and Tourism Management.



Dr Sarah O'Toole
Areas of Interest/Research

Blended and Online Learning, Digitally Enhanced Learning, and Teaching, Active Learning.



Lorry Russo
Areas of Interest/Research

Finance and Funding of CPID initiatives and projects, Management Practice and Quality Management, Management of Lean initiatives.



Aoife Walsh
Areas of Interest/Research

Peer Assisted Student Support (Peer Assisted Learning, Supplemental Instruction), Assistive Technology, Educational Technology.

For more information on our team please visit **tus.ie/cpid.**

Testimonials

‘As educators, our commitment to continual growth is paramount in fostering vibrant and engaging learning environments, with students firmly placed at the forefront of our teaching. Over time, shifts in political, economic, social, and technological landscapes continually reshape our understanding of student learning. The journey through the modules leading to the MA in Academic Practice presented an invaluable opportunity to refine existing skills while acquiring new ones, blending prior experiences and qualifications.’

(Student from Research Methods, Semester 1, 2023)

‘The Learning, Teaching and Assessment for Student Engagement module was excellent. We had a number of lecturers who were experts in their discipline, and this ensured the content was current and focused. The assessment types were varied with great opportunity for feedback from the lecturers and the module Moodle page was packed full of resources and easy to navigate. Peer learning was a key element of the learning process and has greatly widened my professional network.’

(Student from Learning, Teaching and Assessment for Student Engagement module, Semester 1, 2023)

‘I am currently participating in Assessment and Feedback module. My overall experience so far has been very positive. The module delivery is very organised, and I enjoy the sessions each week. The team are very helpful, and learner focused. This module has also supported me with reflection on my current practice in assessment and feedback. So overall I am really enjoying this module.’

(Student from Assessment and Feedback module, Semester 2, 2024)

‘I was privileged to learn from the CPID team who are dedicated to upholding the professional values of academic practice. Their mentorship not only imparted knowledge but also instilled a commitment to best practices, evident in their adept facilitation and encouragement of active participation. This pathway has been a truly enlightening and rewarding experience, and I am sincerely grateful for the invaluable knowledge and mentorship I have received throughout.’

(Student from Research Methods, Semester 1, 2023)



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Contact us at cpid@tus.ie