Find Out More

HEA Teaching and Learning Conference December 2025

Leading Change Together: Building the Future of Teaching and Learning in Higher Education

Practice Sharing to Promote Innovation and Professional Learning in MIC

MIC
MARY IMMACULATE COLLEGE
COLÁISTE MHUIRE GAN SMÁL

Institution(s) and Partner Organisations Involved

LEAD, Mary Immaculate College

Contributor(s)

Tom Kinsella, Amy Mitchell, Niamh McNamara, Alan Sweeney, Aoife Shanahan, Ciaran Lanigan, Dr Katherine Whitehurst, Dr Laura Costelloe, Dr Jean Reale, Dr Aoife Chawke ICT, Finance, Building & Estates, MIC

What level(s) of your institution does this work affect?

- Across multiple modules
- Across multiple programmes
- Across multiple units/schools/faculties
  Institutional level

Date and Timeframe

Ongoing/Pilot Phase

Alignment and Focus

Focus

- Education for Sustainable Development (ESD)
- Digital Transformation in the Tertiary Sector

Frameworks, Policies, or Strategies Aligned

- UDL Principles, EU Digital Education Action Plan

Discipline

- Teaching and Learning

Impact, Lessons Learned and Future Directions

Impact and Evidence of Success

We have already seen the impact of some of these initiatives within MIC. For example, to date the case studies series have received 631 views while our KB receives over 2000 consultations per semester. Additionally, as our UDL COP numbers grow, so do those who obtain the UDL badge with 130+ staff to date having been awarded the badge. While the GATE centre is still in its early stages of development, we believe that once the resources found in GATE are made available to staff, we will see a significant impact on how technology is used to support learning.

Future Plans and Sustainability

Many of the initiatives outlined above are in progress, and viewed as key avenues for supporting the professional development of those who teach. We plan to build upon the success of these initiatives, and are particularly excited about the potential of the GATE Centre to support innovative practice and the professional development of all those who teach in MIC.

Top Tips

- Practice sharing is an important avenue to support professional development for those who teach, and should be facilitated in a range of approaches (e.g. online and in-person, synchronous and asynchronous).
- Cross-institutional collaboration opens up additional opportunities to support innovative practice.

Initiative Description

Aims and Objectives

- To support innovation in teaching and learning within the Higher Education sector
- To promote the effective use of technology within the classroom to support student learning
- To foster a culture of inclusion and promote inclusive practice across the institution
- To facilitate the sharing of best practice among practitioners as a form of professional development

Outline or Description

LEAD promotes a culture of innovation and practice sharing in Higher Education with the aim of supporting the effective use of technology in the classroom and embedding more inclusive teaching practices. In support of this pursuit, we have undertaken four initiatives:

Case Studies:

The LEAD case studies highlight the excellent teaching practices across MIC (Case studies can be accessed here). Each case study provides a description of the approaches implemented, the benefits and challenges of such approaches, Resources such as grading rubrics and assessment forms, and tips for those implementing similar approaches in their own teaching. Case studies explore strategies for authentic assessment, embedding UDL in modules and the effective use of digital technologies to support student learning. The development of this resource is ongoing. Case studies for 2025/26 will focus on strategies for integrating the Sustainable Development Goals (SGDs) in academic practice, and will launch in the Spring.

UDL Community of Practice:

Monthly CoP sessions are held to facilitate practice-sharing, discussion and sharing of practice in relation to inclusive teaching, learning and assessment strategies. The CoP supports those who have completed the UDL digital badge and who are committed to enhancing their inclusive academic practices. These monthly hybrid sessions are run to enhance the accessibility of the CoP. In addition to this, a Teams page was created where staff can share resources. These sessions support peer learning and a greater understanding of how the UDL principles can enhance teaching, learning, assessment, and feedback

Knowledge Base Resources:

The LEAD Knowledge Base (KB) is an evolving resource that supports staff to upskill on new and existing MIC systems and technologies. It enables staff to access a range of articles and guides to support their use of digital tools or specific pedagogical approaches. It offers a flexible, 24/7 'just in time' PD support for HE teachers. Although the LEAD KB was designed with the MIC community in mind, it is a useful resource for HE teachers across the sector. To facilitate external use of the LEAD KB, service is built on an open access public platform. LEAD's KB was designed around best practice principles, including the UDL and DigCompEdu frameworks among others. Consequently, LEAD has created a KB that is easy to use, and which caters to different users' needs. It serves to model best practice to staff, supporting them to think progressively about their adoption of digital tools. The LEAD KB tracks the use of search terms, which enables LEAD to identify areas of demand for upskilling and new areas for content development. The LEAD KB resources directly evolve based on evidenced demand in the College and in the sector more widely (The LEAD Knowledge Base can be accessed here).

Graduate and Academic Teaching Enhancement Centre (GATE):

The GATE Centre, which is a partnership between LEAD and the Research and Graduate School, is an exciting new teaching, learning and digital resource development space for staff and post-graduate students. This large-scale project is supported by the National Forum, and by MIC's Finance and Building & Estates divisions. The GATE Centre will provide a training space for hyflex teaching, a recording space for the creation of digital tools and resources, and will function as a site for post-graduate students to develop transversal skills. It will support staff looking to use podcasting, video recording or green screen technology to develop teaching resources. The infrastructure work, which was supported by MIC's Finance and Building & Estates divisions, was completed this past May. The Centre is currently being outfitted with technology and equipment, while our team develops a programme of training that will underpin the centre. It is anticipated that the centre will open to Staff and Postgraduate Students in January 2026.

Funding & Acknowledgements Details