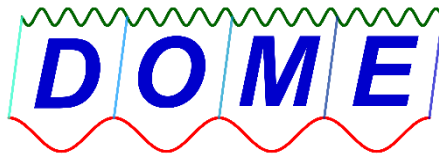


## **Development Opportunities for Mathematics Educators (DOME) Project**



The aim of this project is to add value to the training and development of tutors of Mathematics in Higher Education on the island of Ireland. In the first instance the project is concentrating on tutors working in Mathematics Learning Support (MLS).

Those who tutor in Mathematics Learning Support (MLS) on the island of Ireland may avail of initial training based on materials developed by the IMLSN and other materials developed by sigma. Normally the tutors do not gain any formal recognition for this training. The DOME project has put in place a four competences model of MLS tutor training informed by National Forum for the Enhancement of Teaching and Learning In Higher Education in Ireland (NF) professional development (PD) guidelines (e.g. <https://www.teachingandlearning.ie/wp-content/uploads/2016/09/PD-Framework-FINAL.pdf>) which is amenable to formal recognition in a professional development setting but which is also structured to allow tutors have evidence of the learning achieved in the event that they might wish to present this to their institution to seek ECTS credits via a Recognised Prior Learning mechanism in an accredited academic setting. Key insights have been provided by many IMLSN members as the model was developed.

Each of these four competences and their associated digital badges ( micro-credentials) has been framed in such a way that allows them to be mapped directly to the NF framework for PD (Ireland) in the first instance but they could also be mapped to other professional standards such as the UK Professional Standards Framework.

To date the process for completing and awarding several of the digital badges have been piloted by Kirsten Pfeiffer at NUI Galway and Peter Mulligan at Maynooth University.

If the Mathematics Learning Support Tutor Four Competences training model proves successful there is scope for the approach to be adapted more widely for tutor development in mathematics and statistics learning in higher education.

The project was led initially by Ciarán O'Sullivan, TU Dublin, and initial project team members, Michael Grove University of Birmingham and Ciarán Mac an Bhaird MU. Kirsten Pfeiffer NUIG and Peter Mulligan MU subsequently joined the team, facilitated initial trials and contributed to the refinement of certain aspects of the model.

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