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2023 LEARNING & TEACHING SHOWCASE

Compendium of Posters

Edited by Catherine O'Mahony and Laura Lee,
Centre for the Integration of Research, Teaching and Learning

December 5th 2023

ABOUT THIS PUBLICATION

Funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education, the 2023 Learning and Teaching Showcase provides a space to exchange ideas and approaches and to connect with colleagues in a collective discussion about all things learning and teaching related. This year's Showcase includes 10 lightning talks, 11 panel speakers, and 75 posters reflecting the breadth and depth of engagement in learning and teaching enhancement in University College Cork.

This publication collects the posters shared at the 2023 Learning and Teaching Showcase as a record of learning and teaching related activity and a resource for Higher Education staff to learn from and connect to the wealth of examples stored within these pages.

The posters are grouped into five themes as per the core themes of the Showcase event and the corresponding authors are indicated by an Asterix. The full conference programme and contact details for the authors are provided at the end of this publication.

ACKNOWLEDGEMENTS

Showcase organising committee: Ruth Hally, Laura Lee, Catherine O'Mahony, Anna Santucci, and Sarah Thelen, Centre for the Integration of Research, Teaching and Learning.

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Poster design support: Stephanie Chen, UCC Library, for leading a poster design workshop for Showcase poster presenters. Sarah Thelen, CIRTL, for creating blank poster templates to support poster design.

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KEYNOTE PRESENTATION

The Forking Paths of the Learning Paradigm - What is the role of Education in a Transformative Future?

Professor Randall Bass, Georgetown University



Randy Bass is Vice President for Strategic Education Initiatives and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and acts as the Director of the Baker Trust for Transformational Learning. He has been working at the intersections of technology, innovation and the scholarship of teaching and learning for more than thirty years.

Select the following link to view the [video of the keynote presentation](#) (37 minutes):



The transcript from the video is available to download from the [Showcase webpage](#).

STUDENT ENGAGEMENT

Staff Development & Fostering Student Engagement in Higher Education

Catherine O'Mahony, Owen Jump*, Katy Dineen, Sarah Thelen, James Cronin, Anna Santucci and CIRTL Fellows



INTRODUCTION

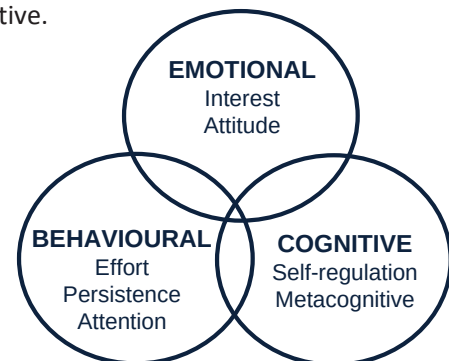
While the term 'Student engagement' is regularly used in Higher Education, it can be understood as meaning different things and playing out in a range of contexts. To such an extent that it has been described as "vague" (Ashwin & McVitty, 2014) or a "fuzzword" (Vuori, 2014) and critiqued for its lack of practical application in terms of enhancing student learning (Trowler et al., 2015).

In this poster, we consider Student Engagement as it relates to how students engage with their academic studies and how students engage in learning with each other. This excludes other contexts for engagement such as involvement in governance activities, co- and extra-curricular activities, and in paid work.

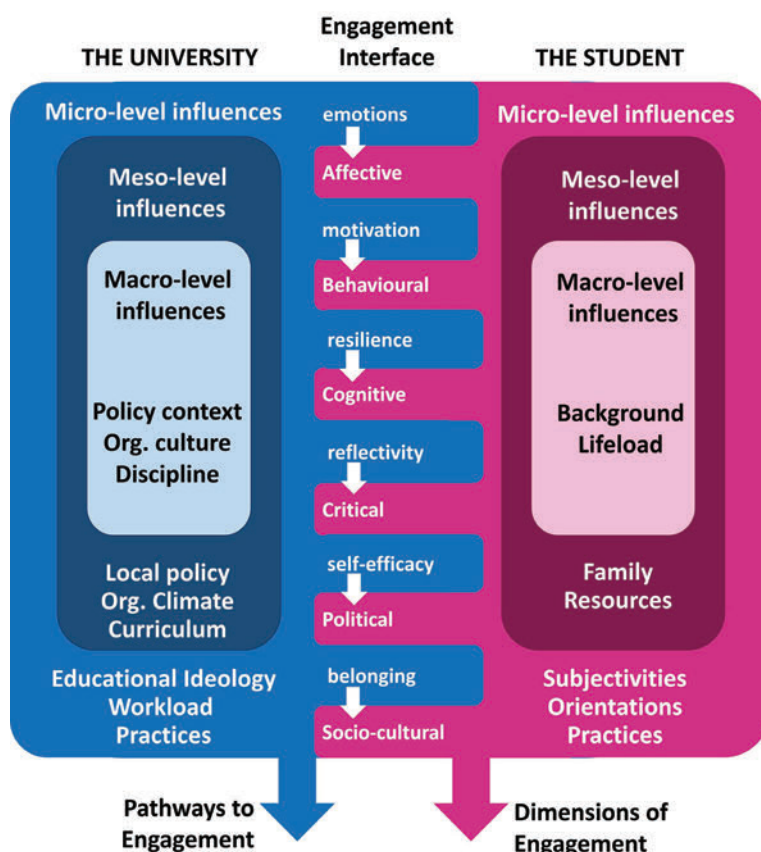
In the poster, we highlight key theoretical lenses used in CIRTL's staff development programmes and how these lead to practical responses to challenges around Student Engagement. Finally, the poster points towards useful resources available to staff.

STUDENT ENGAGEMENT

Student Engagement is a multifaceted concept and has been usefully described by (Fredericks et al., 2004) along three dimensions, namely behavioural, emotional and cognitive.



Recent conceptual papers on Student Engagement have expanded to six dimensions to better reflect the Higher Ed. context and dynamic nature of Student Engagement (Trowler et al., 2021). They also outline six mechanisms which are supportive of Student Engagement (see below). These interact in oppositional and constructive ways to shape the engagement interface.



Trowler et al., 2021

CIRTL and Student Engagement

How are these insights into Student Engagement enacted in CIRTL's staff development offerings? CIRTL's programmes are predicated on **Universal Design for Learning** which encourages educators to provide multiple options for recruiting student **interest**, for **sustaining effort and persistence**, and for **self-regulation**, with the goal of ensuring learners are purposeful and **motivated** (CAST, 2022).

The **Teaching for Understanding** framework is also central to CIRTL's programmes and promotes an active approach to understanding, where students are "invited to work things out for themselves" (McCarthy, 2008). The TfU encourages the incremental development of understanding through **persistence**, focussed on generative topics which are both accessible and **interesting**. Finally, CIRTL's programmes emphasise bringing a **critical** and **reflective** perspective to one's practice, and to model this in teaching.

These three aspects of CIRTL's core programmes map to the Engagement Interface and suggest curriculum design and teaching and learning approaches that foster engagement.

Department of English Undergraduate Journal Enhancement Initiative 2023

Project Overview

Aimed to develop *DoubleSpace*, an existing Dept T&L initiative, which was begun by Dr Laird in 2021 and sees BA in English students edit and produce an online journal celebrating our Dept's undergraduate research.



Methodology

BA in English editors participated in:

- 1) Planning workshop with staff mentors
- 2) Editorial and Design workshop, led by Dept. of English PhDs who built on and shared experience of editing a postgraduate journal
- 3) Co-creation of knowledge and dissemination
- 4) Consultation with staff and PhD mentors prior to the publication of the journal issue

Outcome

BA editors: produced a high-quality online journal and an editorial handover document; developed competencies for the digital age and transferable skills in teamwork, independent research, communication, organisation; formed meaningful bridges to the professional world; were empowered to pursue their interests and co-create knowledge.

PhDs: gained experience in leading workshops; developed mentoring skills; modelled best practice for undergraduates in their field.

Takeaways

Importance of:

- Articulating value of the project
- Trusting students to take responsibility for their own learning
- Viewing undergraduates and postgraduates as collaborators in knowledge creation and dissemination

Double Space

The Undergraduate Journal of the
Department of English, UCC



Team

Dr Heather Laird*

Dr Miranda Corcoran

Dr Edel Semple

Dept. of English

BA in English, UCC →



PLAYING THE MARKETER!

CREATING LUDIC-LEARNING SPACES FOR BUSINESS EDUCATION

Conor Drummond*, Dave Alton,
Helen McGrath, Sean Tanner,
University College Cork,
Teaching & Learning Showcase, 2023.

Design for
ITERATION

Develop
supportive
SOCIAL
interaction

Foster **JOY**
and
well-being

Facilitate
ACTIVE
engagement

Make learning
MEANINGFUL

This is a unique teaching and learning project that explores the concept of play as an educational tool in a business context. By harnessing the power of competition and mimicry (Huizinga, 1955), the authors sought to create a ludic (or playful)-learning space that fosters skill development and innovation among students, while creating a safe environment for the coming together of varied international student backgrounds and viewpoints. Specifically, these playful activities encompassed dramaturgy, business/competitive role-play, treasure hunting, and board games. The project is supported by PRME i5, funded by the LEGO Foundation.

THE BASIS OF OUR PLAY.

WHICH OF THE ITEMS ALREADY
LISTED ON THE FLIPCHARTS
ARE PARTICULARLY RELEVANT/
APPLICABLE TO THE PEOPLE IN OUR TEAM?
OUR PLAY.

WILL TELL THE STORY OF WHAT
BROUGHT US HERE TO
U.C.C AND HOW WE FEEL

Dramaturgy: Students create a play to
act out their expectations for the
coming year - lights, camera, action!

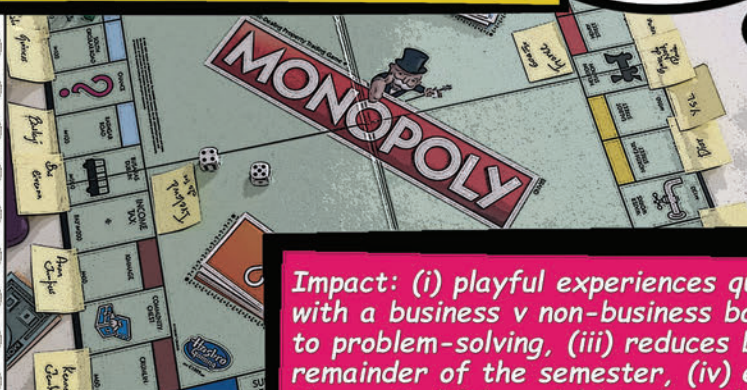
Live 'Sports Industry' Case Study Challenge,
with a twist! Students were quizzed on their
approach by the real Chief Marketing
Officer from the case. 3 PTS for a win,
1 PT for a draw, 0 PTS for a loss as
student teams faced-off: resilience
building on week one.



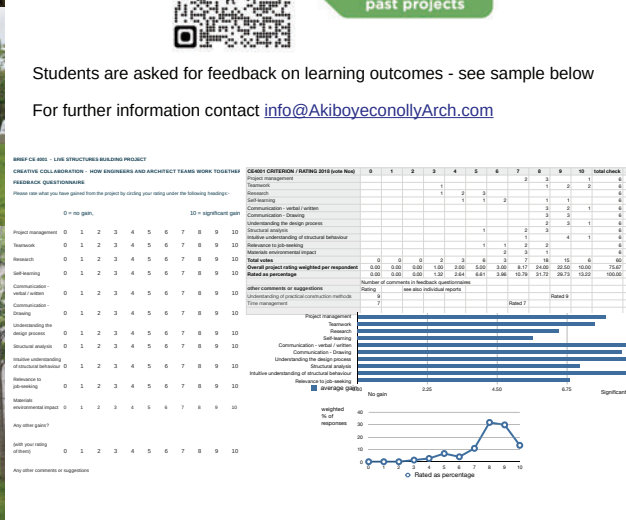
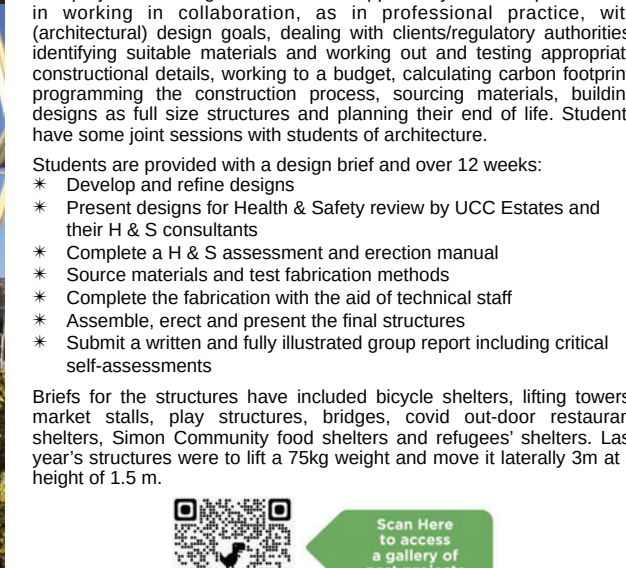
Board Games: Using 'Monopoly' as a
tool, students had to re-name &
evaluate places based on a PEST
(political, economic, social,
and tech) Analysis, whilst also
adapting the community & chance
cards to reflect geo-political issues.

How do
we explain why we're
reducing the size
of a Dairy Milk?

Competitive Role-Play: Students mimic
challenges faced by real-world PR
Professionals and how they would advise
clients in how to tackle media questions.



Impact: (i) playful experiences quickly 'levels the playing field' between students with a business v non-business background, (ii) encourages cross-cultural approaches to problem-solving, (iii) reduces barriers to peer-to-peer interaction for the remainder of the semester, (iv) experiential-learning is cathartic in that it 'brings theory to life', and (v) is fun, thus more engaging!



Student experiences and evaluations of accredited project-based learning

Beacom, E.* , Santucci, A. and O'Shaughnessy, M.

Project Overview

This study examines student experiences and evaluations of accredited project-based learning (PBL) in the business discipline. Students worked on project briefs assigned by industry.

Research Questions

- (1) How does PBL impact on development of authentic learning goals?
- (2) How does student motivation impact on achievement during PBL?

Methodology

Interviews were conducted with students (n=6), and thematically analysed.



Students involved in the initiative with products from the participating Origin Green accredited companies

Findings

Theme 1: Real life context as facilitating deeper and more authentic learning

- 1.1. Practical tasks as increasing engagement, ease of learning and flexible application
- 1.2. Exposure to idea negotiation and real-life decision making
- 1.3. Professional communication as a key authentic learning

Theme 2: Influence of others, enjoyment and perceived value as impacting positively on motivation and affect related to achievement

- 2.1. Extrinsic motivation from grades, industry and peers
- 2.2. Intrinsic motivations – interest and perceived benefit
- 2.3. Perceived value for the future

Theme 3: Unmet expectations, lack of clarity and communication as impacting negatively on motivation and affect related to achievement.

- 3.1. Previous experience as impacting on expectations and achievement evaluations
- 3.2. Desire for structured communications and reporting to increase motivation and achievement

*"...when you're in real life project, you're more into it... it's **much more practical** a way so that you will **learn easier**"*

*"...we're used to like going ahead with all the ideas that we've ever come across. Then this project kind of put us back in our place... that **definitely gave us an insight into what marketing probably will be...** not every idea you come up with will be liked by others or will continue on."*

*"...[owner name]... was waiting on the work as well. So we kind of **put more urgency in this**. And also because they've using it in real life you kind of **wanted [it] to be near perfect for him to use**"*

*"I'd be a lot **more motivated to do the kind of project work** rather than an assessment like a proper written exam because **I find it much more interesting and beneficial**"*

*"[regarding having more regular meetings] I prefer that because it keeps it a **routine** and it keeps everyone up to date on what we're doing every single week. So I think you can probably be **more productive**"*

*"that's probably why I **expected to see some of our work on their social media**, and that's probably why I was disheartened, because **that's probably what was motivating me...** that's just like a really good feeling"*

Key Takeaways

PBL creates learning opportunities that would not happen in the classroom

Educators can consider how to simulate PBL learnings in the classroom

Clarity regarding objectives and outcomes are important

PBL is considered more motivating and useful than traditional assessment

Key intrinsic motivations – enjoyment; to see work used; perceived value for future

Key extrinsic motivations – to please / help the company; team player; module requirement

Students indicated preference for a structured PBL approach with regular reporting

A communication schedule between industry and students can aid motivation

INSPIRE

Interaction Skills for Nursing Practice through Innovation, Research & Education

Martin, A. M.*, Saab, M., McAuliffe A., Drohan, D., McGuire, K., Henn, P. Goodwin, J., Cotter, P., Murphy, D., Chakraborty, S., Noonan, B.

School of Nursing and Midwifery School
Scoil na Altranais agus an Chnámhseachais

ASSERT
ENABLING BETTER SAFER HEALTHCARE

School of Computer Science and Information Technology
Scoil na Ríomheolaíochta agus na Teicneolaíochta Faisnéise

 **UCC**
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Background

Empathy is the ability to share & understand another person's internal state. It is a core skill among healthcare professionals that facilitates the development of therapeutic relationships & is the basis for person-centred care. Although empathy is a core skill, it can be difficult to empathise with people who have difficulty expressing themselves, such as people with intellectual & multiple disabilities. It is important that undergraduate intellectual disability nurses enhance their empathy skills in order to develop therapeutic relationships & provide person-centred support. Educators are encouraged to develop innovative ways of enhancing nursing students' empathy skills. The literature advocates that teaching strategies should involve active participation of students, of which experiential approaches are most effective. Immersive simulation provides such opportunities.

Aim

This study aimed to examine the effect of immersive simulation on intellectual disability nursing students' empathy towards people with intellectual & multiple disabilities & explore the usability/feasibility of immersive technology as a teaching & learning tool. The following research questions were asked:

1. What is the effect of immersive simulation on intellectual disability nursing students' empathy towards people with intellectual & multiple disabilities?
2. What is the usability of immersive technology as a teaching & learning tool/approach to support the development of empathy among nursing students?
3. What are participants' views regarding the usability & feasibility of immersive simulation?

Method

Sample: Non-probability sampling was used to recruit 55 participants aged ≥ 18 years without a history of VR Sickness on the BSc Nursing (Intellectual Disability) programme in UCC.

Data Collection: Participants attended the ASSERT Centre & were provided with an Information Sheet & Consent Form. They then completed the Pre-Questionnaire (Socio-Demographic Questionnaire & Kiersma Chen Empathy Scale-Revised) on a tablet. Participants were asked to imagine what it is like for a person with intellectual & multiple disability with limited verbal skills & possibly limb movements who uses a high-support wheelchair to travel in an accessible bus. Following this, participants experienced the immersive simulation (approx. 5 mins.) of this scenario in the immersive suite. The simulation involved visual (video), auditory (sound) & tactile experiences (sitting in wheelchair; safety belts; wheelchair movement). Following the immersive simulation, participants completed the Post-Questionnaire (Kiersma-Chen Empathy Scale-Revised, System Usability Scale, Satisfaction Questionnaire) using a tablet.

Data Analysis: Analysis of questionnaire data was conducted in IBM SPSS (Version 27). Microsoft Excel was used for data cleaning and management. Missing data analysis was conducted prior to analysing the data & the effects were found to be Missing Completely at Random (MCAR). The values were then imputed using the mean imputation method. Sample characteristics were described. To test for the difference in participant responses on KCES-R pre- & post-test, a paired sample t-test was performed. Qualitative data were thematically analysed.

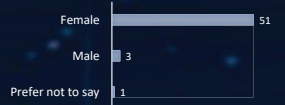


Participant Demographics

AGE PROFILE



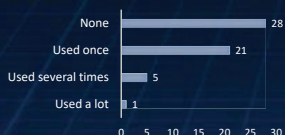
GENDER PROFILE OF PARTICIPANTS



PARTICIPANTS/YEAR



EXPERIENCE WITH VIRTUAL REALITY



Findings

Scores on the Kiersma-Chen Empathy Scale-Revised significantly increased from 57/98 to 60/98 ($p < 0.004$). Post-test empathy scores indicated participants had greater empathy post-immersive simulation experience ($p = 0.002$). The mean Systems Usability Scale score was 92.8 (SD 11.2) & the median score was 95 (Interquartile range 15). These scores indicate that the immersive simulation was acceptable at Grade A+. Participants unanimously agreed with the use of immersive simulation as a learning & teaching strategy to learn about clinical/nursing scenarios. The active & experiential nature was beneficial & useful for learning. Almost all participants reported that the experience assisted them to gain insight to the person's perspective, describing it as positive, interesting, realistic & 'eye opening'. While acknowledging that the visual, auditory, tactile & motion experience brought them closer to reality, it also caused a sense of 'unease' & loss of control that was empathised with.

"I thought the...[experience]... was fantastic to get a perspective of how the service users feel & experience bus rides...it opens your eyes to how different it is for them compared to staff. It definitely changes your outlook ...I think every nursing student should experience to achieve a deeper level of understanding".

Learning & Takeaway Thoughts

1. Immersive simulation can provide a multitude of contexts for teaching & learning particularly scenarios or contexts that may be difficult to access otherwise.
2. Simulations such as this where the student passively experiences the simulation need to be short because the student can come 'back to reality' quite quickly.
3. During storyboard development, the sensory experience of the simulation (seeing, hearing, feeling, smelling) must be considered.
4. Although this project involved solo experiences, immersive simulation is scalable with group scenarios. Many opportunities for interdisciplinary learning, teaching & working are possible.

Strengths & Limitations

This study provided participants with the opportunity to experience what people with intellectual & multiple disabilities may experience when travelling in a bus in a wheelchair. There is no claim that participants understand the experience in the same way that a person with intellectual & multiple disabilities does. However, it does provide insight to the sensory experience of seeing, feeling & hearing what it is like.

Ethical Approval

Ethical approval was granted by UCC Social Research Ethics Committee (Log No.: 2022-161). Permission to access students was obtained from the Research Access Committee at the School of Nursing & Midwifery, UCC.

Acknowledgements

We would like to acknowledge & thank

- COPE Foundation for support during the design & development of this project.
- Mary E. Kiersma & Aleda M. H. Chen for permitting use of the Modified Kiersma Chen Empathy Scale

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Aronson B. D., Chen A. M. H., Blakely M. L., Kiersma, M. E. & Wicker E. (2022) Evaluation & Revision of the Kiersma-Chen Empathy Scale. *American Journal of Pharmaceutical Education*, 86 (5) 8685 DOI: 10.5688/ajpe8685
Brooke J. (2013) SUS: a retrospective. *Journal of Usability Studies* 8(2), 29-40.

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Social Justice in the Language Classroom

Siobhan Mortell

Department of German

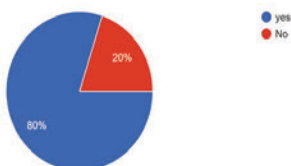
Project Overview

As part of a Final Year 10-credit core language module, Discussion & Essay Writing was challenging to teach - students did not relate to topics, never had opinions, discussions were flat, classes were tedious. During online teaching during COVID and teaching through German, I logged into Teams with both mobile phone and PC/Laptop. Facebook was listening (!) and sent me German news articles from current German/Austrian news media. I then decided to replace texts with newer ones on more relatable topics. These German-language texts are used not as a way to convey content, but as a vehicle to give students exposure to the language and opportunities to use it in written and oral form.

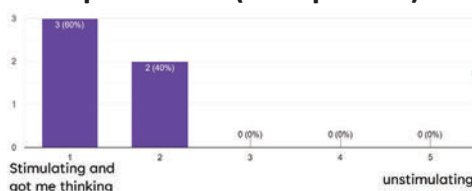
Description

Research has shown that self-transcendent purpose produces the strongest driver for students to persist through challenging academic tasks. (Yeager et al, Boring but Important, Journal of Personality and Social Psychology, 2014) Focussing on carefully chosen topics, this final-year core language module raises awareness of social justice/ethical issues. Through innovative, interactive, problem-solving and often real-world classroom activities topical, relatable themes such as Cancel Culture, Sexist Advertising, Fast Fashion, Aging in our society highlight citizenship, responsibility, intercultural awareness and EDIB, stoking curiosity, leading to discussions outside the classroom and peer learning. For example, during a Cancel Culture unit, students simulate a board-meeting: A highly-regarded museum has planned and advertised a pioneering Caravaggio exhibition but found out that Caravaggio committed murder while alive. The board uses meeting-specific language to discuss whether to cancel the exhibition (and 'cancel' Caravaggio) and how to communicate their decision to the public.

Did you talk about any of the topics outside of class, e.g. with friends or family? (5 responses)



The discussions that arose from topics were: (5 responses)



Findings

Using social justice-based texts as a vehicle for learning language, students engaged vigorously, both inside and outside the classroom, e.g. they found many examples of sexist advertising in Cork and UCC which we were able to use in class as part of our discussion in German.

Feedback came in that these classes 'break from the norms of teaching' and 'class discussions continued for days in private.'

Educators can contribute to positive change in society by raising awareness even when content knowledge is not a specified learning outcome.

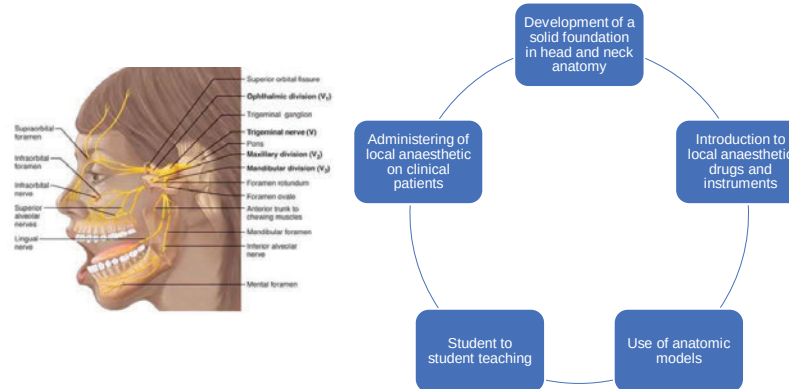
A Standardised Approach to Teaching of Local Anaesthesia in the Dental Undergraduate Curriculum

B Ryle, J McKenna, R Ní Riordáin*

Overview

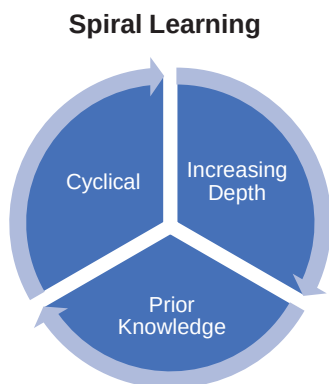
- Effective delivery of local anaesthetic plays a fundamental role in the provision of dental services
- High standard and coherent teaching of local anaesthesia in the dental undergraduate curriculum is essential
- Delivery of local anaesthetic to patients is considered an **Entrustable Professional Activity**, which students must be competent in by time of graduation
- The aim of this project was to design a standardised approach to the teaching of local anaesthesia in the dental undergraduate curriculum incorporating theoretical teaching and clinical teaching, based on teaching and learning principles.
- This approach is now being implemented in the teaching of 3rd and 4th year dental students in Cork University Dental School and Hospital.

Methodology – Clinical and Theoretical Principles



- An effective approach to teaching of local anaesthesia in the undergraduate curriculum can be broken into six principal steps
- Student progression is made in an orderly and consistent manner
- Supervisors remain cognisant of incorporating the core educational principles of Spiral Learning and those of the Scholarship of Teaching and Learning

Educational Principles



Principles of Good Practice in Scholarship of Teaching and Learning

Inquiry focused on student learning

Grounded in context

Methodologically sound

Conducted in partnership with students

Appropriately public

Findings

Incorporation of a theoretical and clinical approach based on teaching and learning principles allows:

- Increase in undergraduate student confidence in administering local anaesthesia
- Increased rate of successful local anaesthesia in student clinics
- Greater student – teacher working relationship

A Standardised Approach offers clarity and consistency to what has historically been a daunting process for students

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Background

Learning spaces may be defined as the physical or virtual spaces in which learning and practice occurs¹. Evaluation of learning spaces is important for all stakeholders involved in dental professional education.

Aim & Objectives

Aim: To map the available evidence regarding the impact of learning spaces on undergraduate dental professional students during clinical training.

Objectives:

1. Ascertain how learning spaces are evaluated
2. Identify gaps in knowledge
3. Inform future primary research

Methods²

An *a priori* protocol developed and registered on Open Science Framework: <https://doi.org/10.17605/OSF.IO/GAC74>

Objectives, research questions and eligibility criteria designed using PCC Framework:

- **Population** Undergraduate dental professional students
- **Concepts** Evaluation and impact of learning spaces
- **Context** Clinical training in physical or virtual environments

Comprehensive search strategy was designed:

- Peer-reviewed and grey literature was searched
- Key journals were hand-searched
- Key authors and programme accreditation bodies were contacted

Independent screening and source selection based on eligibility criteria carried out by two reviewers using the Rayyan systematic review platform.

Data extracted using structured data charting form.

Results

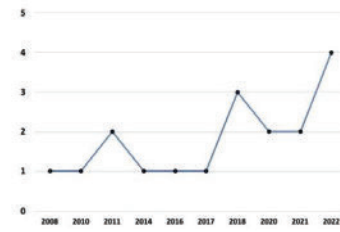


Fig 2. Publication year of included sources

Population

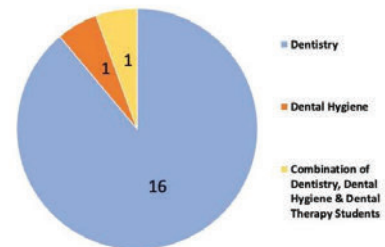


Fig 3. Number of publications per student population

Concepts

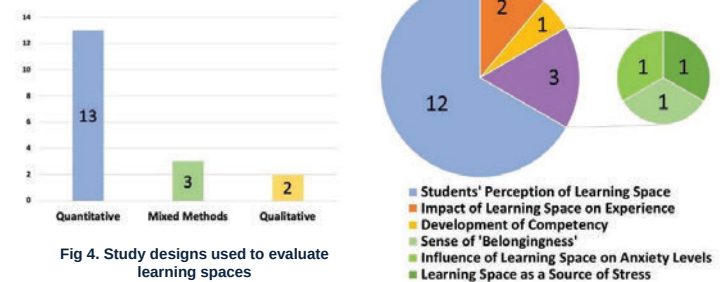


Fig 4. Study designs used to evaluate learning spaces

Fig 5. Impact of learning spaces

Context

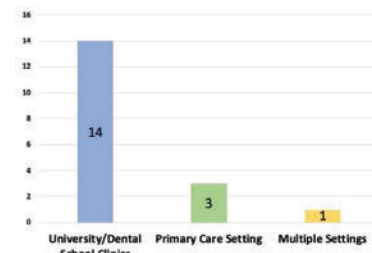


Fig 6. Study locations

Results

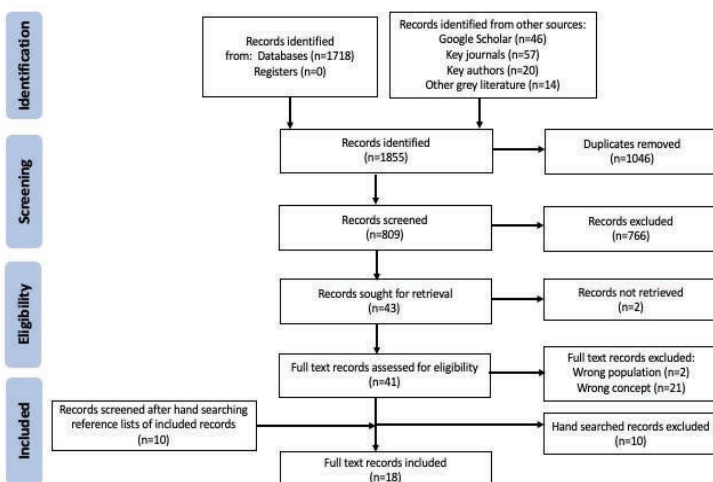


Fig 1. Results flow diagram

Conclusions

- There is growing interest in the impact of learning spaces on dental professional students, however, the current evidence base is limited.
- Quantitative methods, using dental learning environment survey tools, have been used in the majority of studies to date.
- Most studies have focused on students' perceptions of learning spaces, with a smaller number linking the learning space to student experience, competency development, a sense of 'belongingness', and influence on anxiety or stress.
- Further research, conducted in partnership with students, is required to support optimal learning space design in dental education programmes.

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Acknowledgements

The authors would like to thank Ms Virginia Conrick, Academic Success Librarian, University College Cork, for her role in designing the search strategy for this review.

PF6034: Development of a T-Shaped Pharmaceutical Science Graduate

Dr Evin Allen*, Dr Ken Devine, iEd Hub Team

T-Shaped Pharmaceutical Scientist

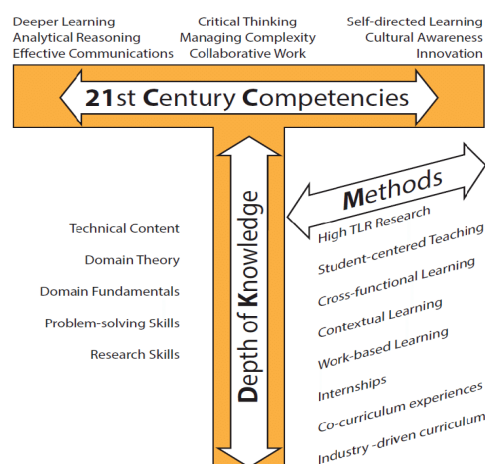
The pharmaceutical industry and government agencies have highlighted the need for a T-Shaped graduate to enable the continued growth of the sector locally. The

T-Shaped graduate has deep domain technical competence but also has broad competence across distinct domains such as business, supply chain, communication, project management etc.

Using experiential learning in the pilot pharmaceutical plants located in the School of Pharmacy, students worked in teams over 12 weeks to develop a pharmaceutical manufacturing process. This required acquisition of deep technical knowledge on equipment, product and process through hands on usage as well as from other modules (PF6026 & PF6032). In addition, students had to perform in teams, present weekly on progress, and produce several technical documents

Methodology

- Real world environment
 - 12 x 3-hour labs
- Small Teams Labs 1-6
- Larger Teams Labs 7-12
- Short update at lab end
- Problem solving employed for any issue
 - 1 Technical Document required for weeks 1-6
- Formative assessment on Technical Documents.
- Summative Assessment on selected documents from week 1-6.
- Presentation Assessment in style of pharmaceutical Audit



Takeaway for Attendees

- Deliberate design of Labs required knowledge acquisition from other modules improving programme learning outcomes
- Transverse skills such as project management, communication, collaboration can be organically incorporated into a pharmaceutical science programme
- Students empowered to work independently in labs outside of timetabled hours.

The Application of Visual Thinking Strategies in a Mixed-proficiency Language Class

Mariko Takishita*, Clara O'Sullivan, and Hana Mitchell

VTS is a teaching approach where participants appreciate an artwork while engaging in dialogue (Yenawine, 2013).

10 students participated in an 8 week study.
Once a week, 2 - 3 pictures were shown during class.
The teacher facilitated the session 5 times.
The students facilitated 3 times.

Sharing a Gaze

Methodology

Classroom observation, students' reflections, teacher's reflections,
and semi-structured interviews
Thematic analysis & Narrative approach

Findings

Psychologically
safe place

- Sense of belonging
- Student-teacher relationship
- Feeling, emotion & motivation

Soft skills

- Acknowledge different perceptions
- Critical thinking
- Collaborative learning



Mariko Takishita
Japanese language teacher
Dept. Asian Studies
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Takeaways

Co-create courses with students
Foster a space for dialogue
Interdisciplinary-level learning

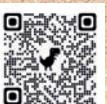
Artful Thinking

Reference

Yenawine, P. (2013) *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*.
Harvard Education Press.

VTS Official website

UCC VTS website



Visit to EPIC Museum: Migration and National Identity

Dr Chiara Giuliani (Department of Italian)

Project Summary

This project aimed at stimulating students' reflections on current issues related to **migration, integration and national identity** by taking them on a one-day trip to Dublin to visit '**EPIC – The Irish Emigration Museum**'. Students involved were enrolled in the **second-year** module *New Italians: Race, Identity and Memory in Contemporary Literature* which analyses contemporary literary works by Italians with a multicultural background focusing on memory, race and most importantly identity. The 'Epic' museum in Dublin, while focusing on Irish experiences of emigration, raises questions about the role of migration in shaping what is today understood as **Irish**. Ireland – like Italy – has always been a country of emigration and only recently has it become a country of immigration. The trip to 'Epic' gave students the chance to **experience the museum as a learning space** where they could lead their learning process and learn more about the country's long history of emigration. The visit prompted them to think critically about Ireland and its increasingly multicultural society and to:

- **engage** with a new environment and with sources that are different from those normally discussed in class;
- **reflect** on their own past or that of their own country of origins and on the challenges/perks of moving to a different country;
- **explore** how mobility and migration could impact ideas around *Irishness* and Irish identity.
- **connect** these reflections to the Italian situation examined throughout the module.



Description

The module *New Italians: Race, Identity and Memory in Contemporary Literature* asks students to reflect on practices of integration and exclusion. We question ideas of 'national identity': what makes you Italian or Irish? Thanks to the SATLE funding scheme, on **21 March 2023**, the group visited '**EPIC – The Irish Emigration Museum**' in Dublin. Students were given two hours to visit the exhibition guided by a series of questions. After lunch, we had a two-hour class in one of the rooms of the museum; we shared our impressions and answered key questions. The discussion touched upon the role played by **(e/im)migration** in shaping one's **identity**; what makes someone Irish and how this is articulated in the museum; the connections between the stories discussed in class and those included in the museum but also students' own family stories.



Takeaway for Attendees

At the end of the day, students were asked to fill out an anonymous feedback form asking them to reflect on the learning process and learning environment. Here are some excerpts:

"As a person who 100% identifies as Irish, I loved learning our history of immigration [...] It was fascinating to connect aspects of the Italian migration story to my own country."

"It was great to get out of the classroom and experience first hand the aspects of the museum. We could learn at our own pace and focus on what we found most interesting."

"It helped me question who is Irish or what makes you Irish or what makes a person Italian."

"I don't normally engage in class [...] but today I felt energized and wanted to contribute."

"[the visit] impacted my understanding of the module by going [...] beyond what we have to learn. I think these are the types of things that will stick with me. That I will remember."

PROBLEMATISING THE GAP

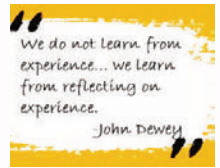
A 360° Approach to Work Placement Learning

Susan Lyons*, Yvonne Harding, Ruth MacConaill, Amy McMullan, Jillian O'Mahony & Aileen Waterman



INTRODUCTION

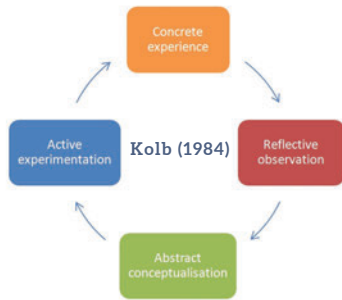
Reflection on work placement activities is widely used to support student learning in higher education programmes. Despite the current teaching framework of work placement preparation the absence of meaningful evaluation and reflection upon returning to the final year of study can be identified as a gap in a 360° work placement reflection cycle. Examples of pre-placement interactions with undergraduates in Year 1 to Year 4 across the Colleges of Business & Law, Arts, Celtic Studies & Social Sciences (CACSSS) and Science Engineering & Food Science (SEFS), are presented to highlight the investment in preparing students for work placement, which in turn will demonstrate the importance of addressing this learning gap at a pivotal phase in the post-placement space.



Dewey (1938)

REFLECTION

Research has shown that by focusing and reflecting on tacit areas of work placement practices, students improve their professional development, which contributes to increased academic performance and advancement in their employability skills (Duignan, 2003). Reflecting on their own learning experiences also enables them to develop a sense of their own personal and professional development (Stefani et al., 2000, Smith et al., 2007). Placement reflection can serve to emphasize learning more through emotional challenges than through developing new skills, forcing students to be more proactive, tackle unfamiliar activities and develop emotionally (Eden, 2014).

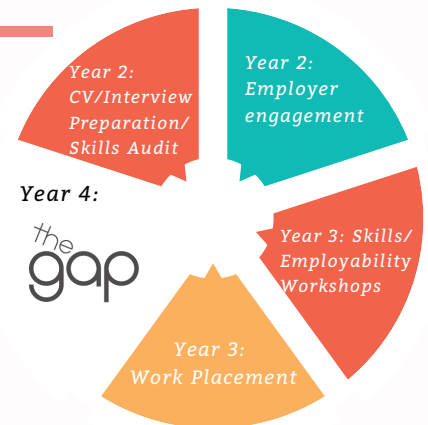


CURRENT PRACTICE

The current work placement preparation sessions and engagements that the UCC Career Services support across the College of Business & Law, CACSSS and College of SEFS includes:



- **Year 1:** No/low formal work placement/employability sessions
- **Year 2:** CV building; Interview Preparation; Self-assessment; Industry Awareness; Job Research; Connection with employers
- **Year 3:** Employability Sessions; Placement meetings; Work Placement
- **Year 4:** No/low formal engagement with work placement experience



THE STUDENT VOICE

"We did so many presentations on work placement.....then when we came back to college I thought people would be a lot more vocalbut people fell back into how they were before...." BSc Accounting Student Year 4



"To prepare for my interview for a grad programme in Year 4, I went back over my learning logs and final report from work placement, which really helped me." BComm Student Yr 4

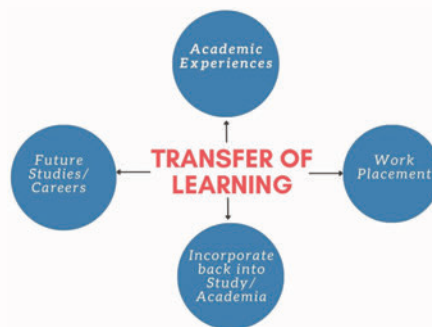


"It's mentioned in our placement reports, that we may be asked to complete a 10 minute presentation on our activities during placement and what we learned. So I put that together just in case I was asked about it.... but I didn't have a forum to do so in the end." BA Psychology & Computing Student Year 4

CLOSING THE GAP - REFLECT & CONNECT

To effectively close the gap and transfer learning from the academic environment to the workplace and finally, incorporate workplace learning back into study, the ambition of conceptualising employability can potentially be achieved.

This process should be viewed as one of Reflection and Connection.



after Mestre (2002)

By reimagining the current work placement supports in Year 2 and Year 3 to include a space for reflection and connection when students complete their work placement, a deeper approach to learning, placing personal experience within a social context and a theoretical framework can be achieved, offering them a more holistic learning experience.

It is proposed that by introducing a sustained and continuous pedagogical learning pathway, culminating in reflective practice in their final year, students can foster a more purposeful connection with their placement experience to enable continuous competency and proficiency in their professional and skills development.

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Unlocking the impact of inclusive, student-led participatory research on placement: A guide to lead and succeed in a digitally enhanced learning environment in higher education

Amy McLaughlin¹, Kate Stoye¹, Joanne Rose^{1*}, Dr Erica Russ²,
Dr Monica Short³ & Dr Carmel Halton¹

¹University College Cork, ²Southern Cross University, ³Charles Sturt University



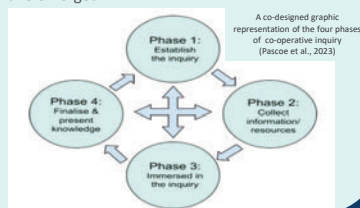
Acknowledgements

We wish to acknowledge our research colleague's foundational contribution to this project. To thank practice teachers & Office of VP for Learning and Teaching **Learning, Teaching & Assessment (LTA) Enhancement Fund** & the School of Applied Social Studies for their support

Methodology

Co-operative inquiry highlights the principle of the equality of voices within the co-authoring process and aims to eliminate inequality in research, where everyone is on equal footing and all opinions are sought.

1. The new research team establishes ground rules to facilitate a cohesive group process & enhance member participation. Agreement is reached on the focus of the research.
2. Deep reflections and discussion of the research topic take place. Members bring their opinions and experiences furthering discussions.
3. The research team becomes immersed in the research topic.
4. The final phase consists of the research team critically reviewing the data and the themes that have emerged.



Project Overview

Since 2019 social work fieldwork researchers from UCC and Australia have been discussing challenges within field education placements both the general scarcity of placements and the impact of COVID-19. This led to an invitation for UCC to participate from 2021-2023 in two transnational student-led research projects. The placement environment is a supportive one that embodies principles of trust-building and learning by doing. In this project, a safe collaborative online space was created for students and academics to work together, share ideas and knowledge, and learn collaboratively about the research process. Students on placement in both Ireland and Australia worked together to co-write a journal article on a mutually agreed topic.

- systems of organisation, and communication were established, and we used Zoom and Google Docs to enable international participation to transcend time and geographical distances
- the design of the project included weekly meetings where trust was established, collaborative and collegiate relationships were developed, a shared value base was established, and shared goals were identified
- Students and academic mentors met weekly online for one hour, with students meeting together for a further hour (to ensure the project remained student led) supplemented with students receiving a further hour of individual tutorial support
- Students set up their own online chat group using social media platforms to stay in touch and exchange information and ideas between meetings
- Trust-building with students was established in online meetings using principles and practices of engagement including the development of collaborative, collegiate communication, scheduling of weekly meetings, sharing roles and responsibilities, and a shared value base.



**"we weren't just students and academics,
we were all researchers"**

Amy, student participant

UCC's strategic goal to provide "a student-centered, inclusive, and digitally enhanced learning environment" (Strategic Plan 2023–2028) is exemplified by the transnational student-led research project. Championing the scholarship of teaching and learning where power is shared equally throughout the research process. The authors believe the project design can be replicated and developed to help transform ways of teaching and doing practice research. To develop and thrive they will require the support of academics, researchers, professional staff and organizational funding. The authors hope this poster will help promote creative teaching and learning practices in the field and classroom and foster positive attitudes toward the use of co-operative inquiry in research.



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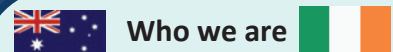


Dr Erica Russ,
Southern Cross University

ANZSWWER Research Achievement Awards

2023 Theme: Being Global, Regional & Local in Education in Australasia & the Pacific

Achievement in Research about Collaborations between Communities & Education Providers in Work-Integrated Learning in Community Services, Human Services or Social Work



Who we are



& Pearl Doyle
INCing
International Network of Co-operative Inquirers



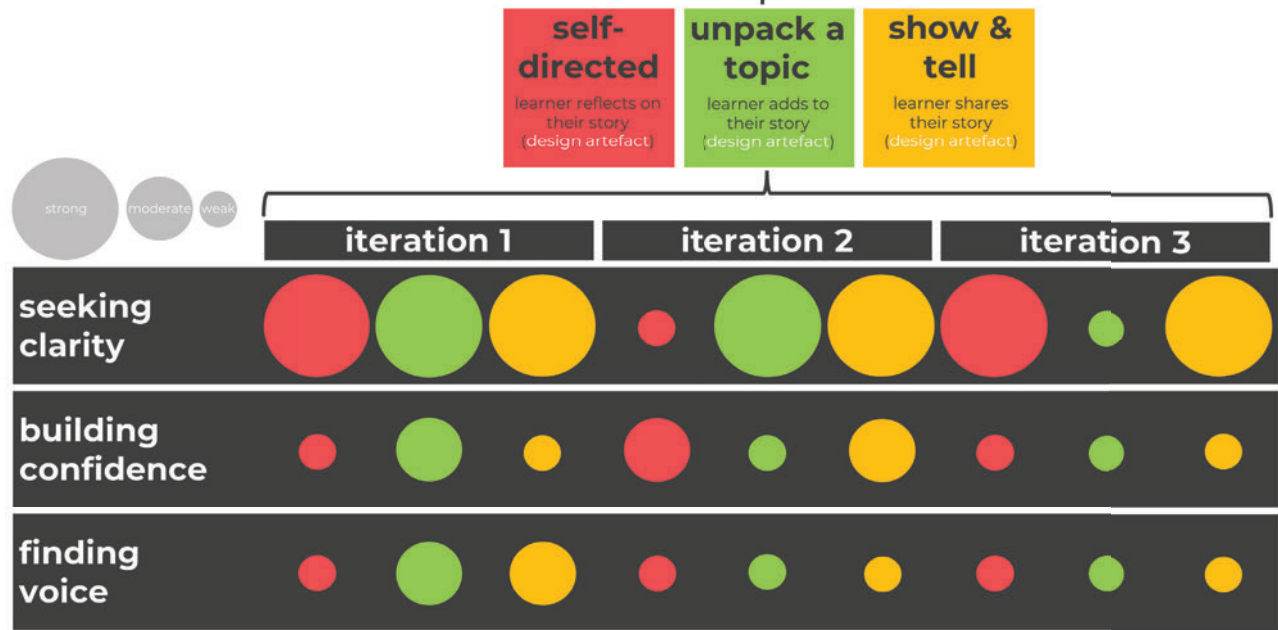
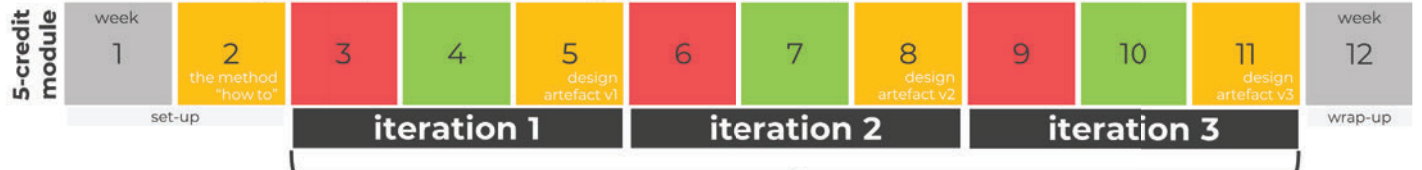
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design principle	hermeneutic concept
seeking clarity	hermeneutic circle - movement of understanding a text (from the whole to the part and back to the whole)
engagement – meaning emerges from the engagement of the reader and the text	
appropriation – to understand the meaning of a text, we need to make it our own	
building confidence	
autonomization – text has an autonomous, 'objective' existence independent of the author	
distanciation – a text takes on a life of its own, and text is the medium through which we understand ourselves	
finding voice	
prejudice – prior knowledge plays an important part in understanding a text	
historicity – historically informed present informs our interpretation of a text	

assessment: design, build, and evaluate a design artefact to solve a problem



I feel like each week my knowledge not only grows but changes. From reading the articles I am picking up on important things that I had previously glossed over. Re-reading articles is helping me to solidify my knowledge. Need to try become more confident in sharing my ideas with others outside the group also. Finding it challenging to present my ideas.

Re-reading articles has made me realise that maybe I should re-read more articles more often as I keep picking up more information from the same articles. The negative aspect is still my ability to share. I find myself being slow to share with others in case I have misinterpreted something.

Maybe I spend too much time going over articles I've already read instead of focusing on new ones. I have noticed my confidence grow in my own work from the presentations.

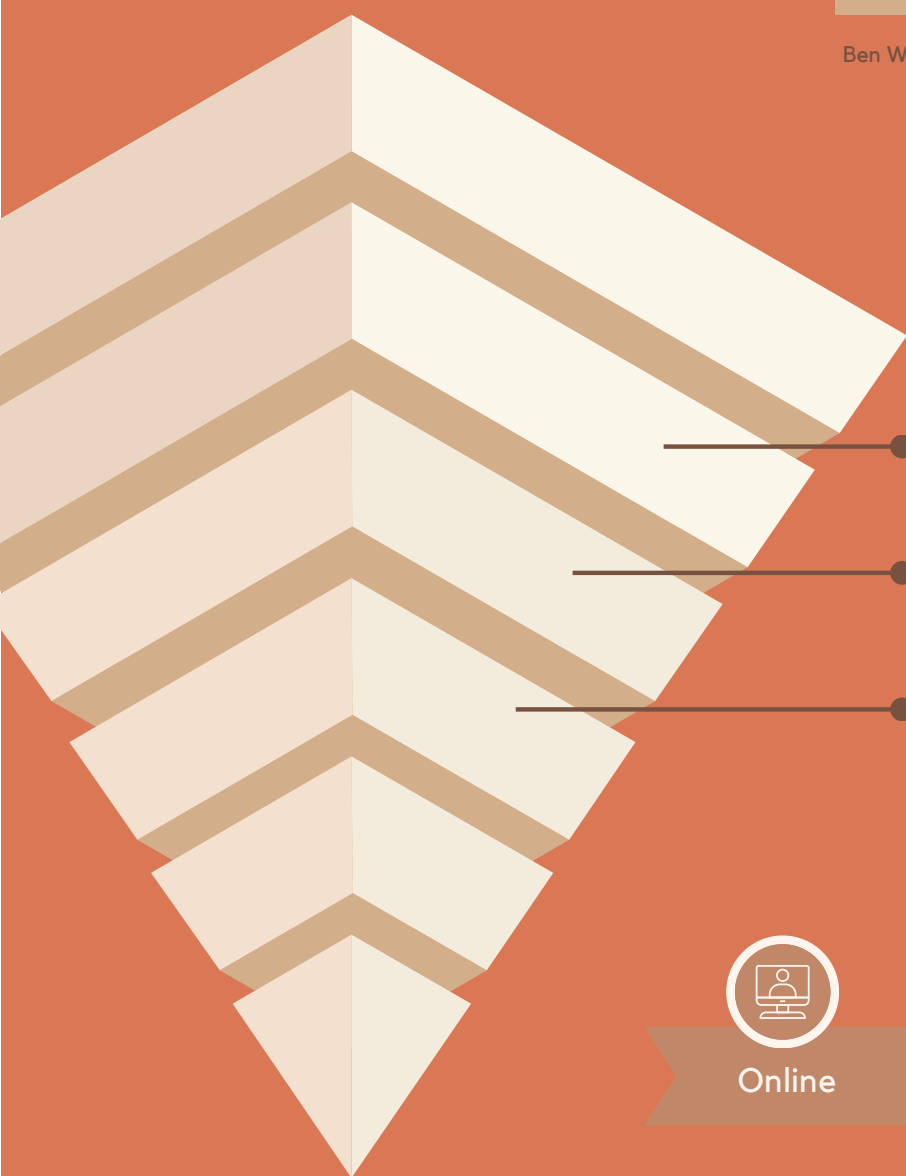


A collaborative approach to providing support for developing and conducting systematic searches of scholarly literature

In common with other universities nationally and internationally, UCC Library is seeing a rising volume of requests for support with systematic reviews. These are increasingly used as assessments in higher education, but confusion often arises among students regarding their methodology.

UCC Library staff with different backgrounds have formed a community of practice to support students in developing and conducting systematic literature searches suitable for use in systematic reviews and other evidence syntheses. The pedagogical model they have developed combines their expertise in evidence searching and providing support to students in classroom and one-to-one settings.

Ben Williamson, Virginia Conrick, Breeda Herlihy*



Learning & Teaching



Consultation



Searching Practice



Online



Classroom



One to One

Supports for systematic searching

- Enquiry services
- Online guides
- Specialised information resources

- Drop in classes
- Workshops
- Embedded classes

- Consultation with Academic Success Librarian

Your UCC Graduate Attributes and Values Compass

Preliminary results on student engagement

Adel Coleman, UCC Graduate Attributes Programme

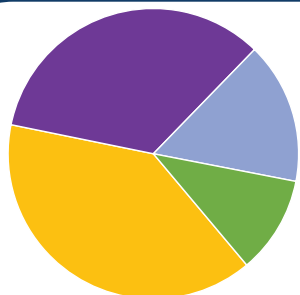


Project Overview

Your UCC Graduate Attributes and Values Compass or *Your Compass* for short, is the flagship initiative of the Graduate Attributes Programme (GAP). This self-assessment tool has been created to support and facilitate students in the development of their core graduate attributes and values. The learning experiences available on the platform have been curated by some 20 professional services and academic staff, with the aim that all students are facilitated through curricular, co-curricular and extra-curricular learning to develop their graduate attributes and values, in a manner reflective of their personal goals and programme of study. The development of *Your Compass* was a key action and priority of UCC's Academic Strategy 2018-2022 and supporting students to develop graduate attributes and values is a priority of Goal 3: UCC Strategy 2023-2028. Our graduate attributes have been created to allow each college, school and discipline to adopt them and embed them explicitly into the curriculum, and for each Student Experience unit to encompass and embed within extra-curricular and co-curricular activities. *Your Compass* was rolled out to all students (excluding first year undergraduates) in September 2022. We are currently undertaking a research project to analyse this data and present some preliminary results here. Academic staff play a fundamental role in supporting students to develop graduate attributes and values. An overarching finding is that where academic staff have used innovative approaches to embed graduate attributes and values in their curriculum, we can generate the strongest data on student holistic development.

Description

The *Your Compass* self-assessment was developed by Dr Mike Murphy and Dr Sinead Kelleher, UCC School of Psychology. In Phase 1 an anonymous, cross-sectional online survey was employed to gather information on understandings of the graduate attributes and values (A/Vs) amongst UCC staff and student cohorts. The data was subjected to an analysis which was based on the first steps of Thematic Analysis (T.A) (Braun and Clarke, 2006). Based on the codes and themes generated by the T.A., lists of candidate items were developed. Phase 2 saw the refinement of and validation of graduate attribute and value scales. Where it was possible to identify pre-existing, validated psychometric scales which measured similar constructs to the A/Vs, these were included to allow for validation through correlation (Murphy *et al.* 2023). The self-assessment was developed on the Potential.ly virtual learning education platform. Once students complete the self-assessment, they are signposted to a suite of learning experiences that support their development of each attribute and value. In the first year of the roll out, some 1,500 students took the *Your Compass* self-assessment, and 5,351 learning experiences were completed. Data from the first year of uptake is currently under analysis. This first phase of analysis is examining engagement by college and course of study. Future research will delve into how teaching practice, modes of assessment, and student demographic is impacting student development of graduate attributes and values. Ethical approval was obtained for both the development of the self-assessment and data analysis. Each year GAP invite students to participate in the self-assessment via email. With IT integration achieved, this year academic staff can add *Your Compass* as an assignment on Canvas.



■ CoBL ■ CACSSS ■ SEFS ■ MH

CoBL and CACSSS boasted the highest Your Compass participation rates.

Graduate Attribute Development: College of Business and Law (highest to lowest)

1. Digitally fluent
2. Effective global citizens who recognise and challenge inequality
3. Creators, Evaluators and Communicators of Knowledge
4. Independent and Creative Thinkers
5. Socially Responsible

Ranking of CoBL students' graduate attributes (1= highest scoring attribute). The highest scoring values amongst CoBL students are ambition, integrity, and compassion.

Findings: Student engagement with *Your Compass*

- The highest self-assessment participation rates were identified with students at the College of Business and Law and the College of Arts, Celtic Studies and Social Science. The College of Science, Engineering and Food Science boasted the third highest participation rate with Medicine and Health having the lowest participation rate.
- Of the total respondents (1,521) 73% were undergraduates and 23% were postgraduates (taught and research).
- The courses with the highest participation rates were **BCommerce (Year 2)**, and **BA (Economics) Through Transformational Learning**. The high levels of engagement with the Graduate Attributes Programme amongst these courses can be attributed to academic leadership. Both courses have embedded graduate attributes and values in the curriculum with innovative teaching and assessment practice.

BCommerce: an example of best practice (BU2001)

Since 2019, the BU2001 teaching team, have introduced innovative teaching approaches and action-orientated groupwork practice to ensure students **a)** develop attributes and 'personal brand' to secure placement opportunities, **b)** enhance their awareness of personal career pathways and **c)** improve employability and global citizenship through graduate attributes development such as independent thinking, communication/presentation skills, resilience, integrity and wider social responsibility. Attribute development and enhanced student resilience is achieved through a practical, problem-solving pedagogical approach of integrated project work, underpinned by exemplar commitment of the teaching team to support students.

References:

Braun, V., and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77–101.
Murphy, M., Coleman, A., *et al.* (2023). 'Development of the UCC Graduate Attributes and Values Compass (GAP Compass)', European University Association: Learning and Teaching Forum paper, pp. 3-6.



Prof. Ruth Ramsay with students at Garrettstown, Co. Cork

MOVING LEARNING FROM A DISCIPLINARY-FOCUS TOWARDS INTER/TRANSDISCIPLINARY WAYS OF THINKING

Authors: Fidelma Butler, Ruth Ramsay, Bettie Higgs*, Allen Whitaker, School of BEES, UCC. Contact b.higgs@ucc.ie



Check out the resources
on the project website



Project overview

A recently completed Erasmus+ project re-designed traditional field courses to integrate students from geological, biological and environmental sciences, and social geography to build capacity for students' interdisciplinary research.

Purpose: to move from classroom-based to effective field-based learning to enhance student engagement and meet students' needs; to better prepare students to address local and global challenges they will meet in the future that require interdisciplinary teams.

Interdisciplinarity is a means of solving problems and answering questions that cannot be satisfactorily addressed using single methods or approaches or disciplines (Klein, 2017).

The process includes:

During residential field courses, student groups, majoring in various disciplines, design their own research question related to identified local or global challenges.

With the help of a 'guide-on-the-side' students develop a methodology to address the question posed, collect data over several days, interpret and present their findings to their peers and teachers.

To help navigate artificial disciplinary divisions, peer- and teacher-feedback occurs at several stages in the research project to help groups address issues and make progress (Butler et al, 2022).

Student groups give feed-forward advice to future student groups via online notice boards (Bord is the German spelling!)



Arnold, H., Felgentreff, C., Franz, M. and Higgs, B. (2022) 'The effects of interdisciplinarity and internationality of group compositions in student fieldwork', *Journal of Geography in Higher Education*. doi: 10.1080/03098265.2022.2119474
Butler, F., Ramsay O'Riordan, R., Higgs, B., Whitaker, A., Franz, M., Pimentel, N. (2022) *Impact of field-based interdisciplinary international staff development on teaching and learning practice*. Proceedings of EuroSoTL 2022 MMU
Klein, J. T. (2017) *Typologies of interdisciplinarity*. The Oxford Handbook of Interdisciplinarity (Eds Frodeman, R., Klein J.T., and Pacheco, R.C.S.) p 21-3

Lessons learned include:

To encourage students to move from disciplinary ways of thinking through interdisciplinary towards transdisciplinary approaches requires intentional teaching. Focused staff development is needed to help teachers model inter/transdisciplinary ways of thinking. Learning outcomes must be designed intentionally.

Topic-focused undergraduate research most effectively facilitates student engagement in interdisciplinary and even transdisciplinary ways of thinking.

"The students agreed they have learned to better define their own study field and the interconnections with other disciplines. They also reported improved communication skills and methodological abilities and now feel better prepared to meet academic challenges and careers beyond campus." (Arnold et al, 2022)

'My Career Story': the CV & professional identity

S. Larkin,* C. Fitzgerald, W. Rowan, T. Nagle, F. Carton.

Project Overview

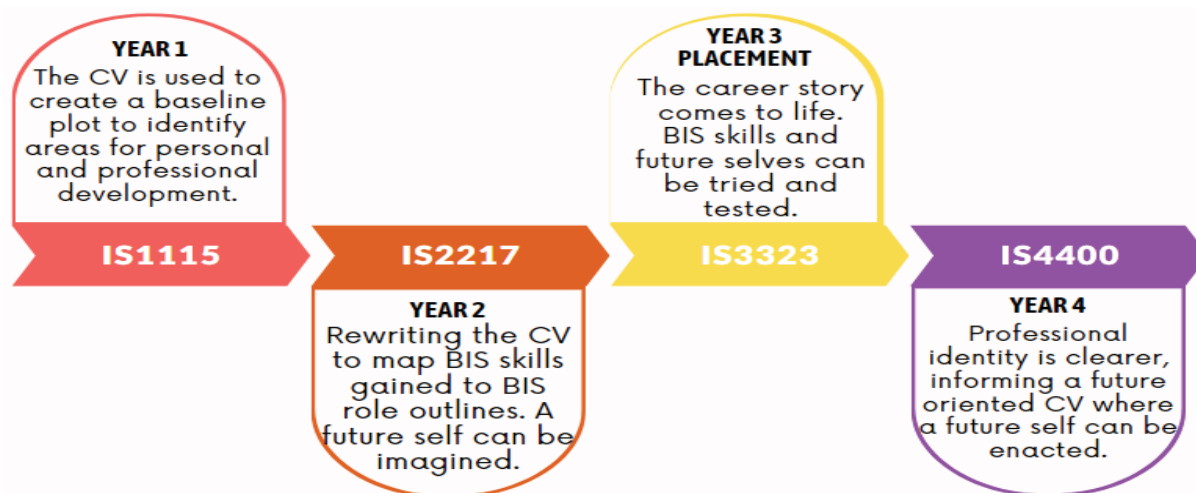
The BSc Business Information Systems has a dedicated professional development curriculum across the 4 years of the programme.

Students are facilitated to develop their Career Story and professional identity by building connections with self across their past, present and future life.

The CV assignment is delivered across the 4 years.

The aim is to support the development of a BIS professional identity from year 1, building towards placement as a key professional learning event in year 3.

In year 4 the CV assignment forms part of the reflection on placement assignment and aims to connect the developing career story and identity of each learner to their future self in preparation for transitioning out of UCC to begin their professional life.



Key Takeaways & Observations

The BIS placement experience is key to professional identity formation.

Student quote: 'I found the entire work placement experience, from first creating my CV to writing the placement report to be a hugely valuable experience that will continue to be of benefit to me long after I have graduated. Going into third year, starting a career after college seemed like an intimidating prospect to me, and this placement process helped change my view completely on this.'

- **Guidance:** Is provided to create a professional CV for the discipline.
- **Practice:** The basic elements of professional CV writing are learned through reworking and redrafting, increasing student comprehension, and the necessity of this process.
- **Education & Experience:** Disciplinary learning and achievements gained through the BIS programme are centred to express developing professional identity rather than focusing on p/t casual work for evidence of skills.
- **Skills & Strengths:** Students are taught how to articulate their skill set and strengths. This is achieved through professional identity formation exercises and validation feedback to highlight these strengths.
- **Future Self:** The CV offers a plot line on which students create a personal career story. Learning from recent placement students and graduates offers BIS 1st, 2nd and preplacement 3rd years a mirror to both see and hear a future professional self.

Using UDL for professional development

Engagement (why)	Representation (what)	Action/ Expression (how)
The BIS curriculum includes professional development modules that combine disciplinary learning with career-specific skills, with a focus on third-year placements.	The CV is represented in a variety of ways in these modules: Visually: Exemplar CV template In writing: Instructional rubric Aurally: CV podcast Orally: Presentations from 4th year students. In-person: Graduate stories.	Feedback & Performance Feedback: The CV rubric is used for peer and lecturer feedback, while employer feedback is provided when applying for placement roles. Performance: The career story is presented in recorded elevator pitches and interviews for placement, with oral presentations made by final year students.

(Invited presentation at the International Symposium for Structures & Materials Inspired by Origami. SAMIO, China, 2023).

The Fold as a site of Endless Potential: Transcending Disciplinary Boundaries through Origami.

Dr. Guangbo Hao*/Dr. Briony Supple/Nico Lorenzutti RSO/Alex Pentek MFA.



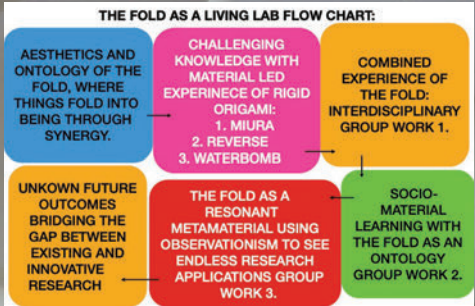
Funded by SATLE large grant award 2023



Following group discussions around Ideas of aesthetics and resonance with collective experience, (and where the chemical Benzene happened to be mentioned), the group (above) then freely created a combined fold (group work 1), that resembled the image of a serpent eating its own tail ('Ouroboros', the symbol for infinity). The group later learned August Kekule wrote down the circular compound for Benzene following a dream of Ouroboros in 1865. (de Salles 2021)



The Fold LL research and methodology was presented at SAMIO conference, China, 2023



Socio-material versus socio-cultural: In group work 3, an all female group explored existing gender bias within early education in STEM subjects, and also the glass ceiling/cliff beyond 3rd level and ways to change this reality, symbolised by a number of folded artefacts.

Project Overview/Summary

Our holistic approach to innovative curriculum design combines artistic and academic research methods to create new systems of knowledge through a mixture of aesthetics, metaphor, and other non-linear or 'noetic' processes. Through material-learning of complex folded surfaces and by entering the 'flow state', students' personal insight and development enter into the equation and are allowed to become part of the research process. We call this method of seeing both on and beyond the surface of things '*Observationism*.' The Fold Living Lab (LL) provides a new platform that **enhances student engagement and learning, fosters critical thinking and challenges students**. As Phillip Wheelwright explains "*The power of metaphor is visible when new meanings and values emerge from previously ungrouped combinations of elements, and we see more deeply into the real order of things*" (cited in Rojcewicz, 2021).

Process/Methodology

The Fold LL programme was designed as a pilot that comprises 12 x 2 hour hands-on, materials-led, interactive workshops facilitated over 6 weeks. Embracing innovative forms of assessment, these focus on:

1. the fold as a site of transformation;
2. Explorations of various complex folded surfaces at UCC led by Alex Pentek;
3. Innovative, co-designed and co-creational approaches and projects to innovative research, underpinned by an LL approach, where real world/research problems are explored and tested. An outline of the programme and assessments is summarised in the above flow chart and supporting images.

Findings/Takeaway for Attendees

1. Understanding the mechanism of the fold as a transdisciplinary and ontological model shows the importance of taking inspiration from dispersed practice without risk of becoming diluted by other fields. 2. These 'origamic' processes of becoming can be described as a doorway to hidden but related fields of study. 3. While our approach is very much 'hands on', this means at its deepest philosophical level, the Fold LL programme searches for deeper, otherwise hidden connections which can lead to innovation on many levels both as pedagogy and praxis. 4. Through direct experience, this allows each individual student to refine and tailor both their own learning and research methodologies to find new outcomes and bridge the gap between existing and new innovative fields of inquiry. 5. We believe the Fold LL programme can be constructively and impactfully used across all areas of teaching in UCC.

An assessment of Anki flashcard use and utility in first year Graduate Entry to Medicine students

Colleen Haughey¹, Sten Kajitani¹, Maria Buckley¹, Mawadda Mohamed¹, Mark Rae¹, Elizabeth Brint^{*1}

¹ School of Medicine, University College Cork, Cork, Ireland



Project Overview and Aim

First year Graduate Entry to Medicine (GEM1) students are required to learn and retain significant volumes of material delivered at pace. In order to achieve this, they need to develop highly effective personalised study techniques. One technique now extensively used by GEM1 students is spaced-repetition learning, specifically the digital spaced repetition learning app Anki, which relies on regular, repeated exposure to a bank of flashcards.

The aim of this study was to investigate study methodologies used by first year GEM students in a multi-disciplinary integrated module comprising teaching across four disciplines (anatomy, physiology, pharmacology, pathology). We utilised both qualitative survey data and quantitative data associated with assessment output linking assessment performance with study methodologies used. Where students reported using Anki, we aimed to assess the extent of use of the Anki app using data uploaded by students indicating daily, weekly and total flashcards viewed and correlate this with assessment outcome.

Methods

The study pertained to material delivered in the fundamental of medicine II (GM1002) module (Jan-March 2023). 43 participants completed all components (pre-test, post-test and survey). Participants undertook a pre-module test in the first week of the module and a post-module test at the end. Both tests comprised 40 Single best Item (SBI) format Multiple choice questions. For the analysis of data relating to the module SBI items, the % score from the pre-test was deducted from the % score of the post-test giving the difference between these two scores as a 'Increase in % test score'. Participants completed the study survey at the end of the module and 'Increase in % test Score' was aligned with particular study methodologies of choice. Data was analysed using One-way Anova and Dunnetts Posttest. Values of $P < 0.05$ are considered statistically significant.

Results

Figure 1: Participants identified a preference for traditional methods of learning new material, with use of Anki ranked as the second most used method for studying.

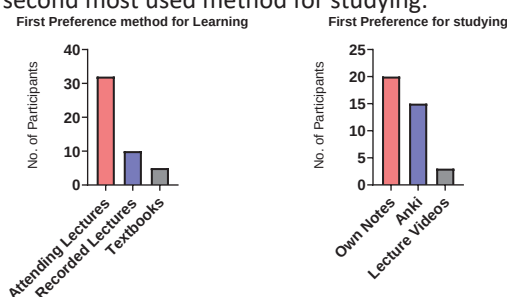


Figure 2: Participants identified that they were predominantly satisfied with their study methods and that their methods prepared them, irrespective of preferred methodology (Likert scale 1= strongly disagree and 5 =strongly agree)

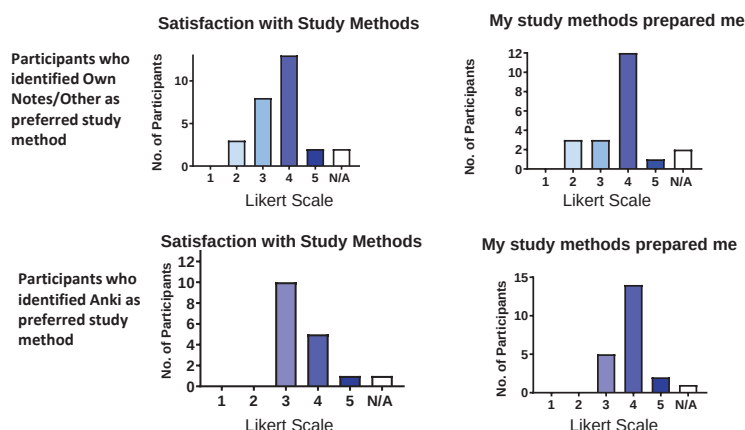


Figure 3: Whilst no significant differences were identified comparing preferred study methodology to % Increase in test score overall (a), participants who used Anki performed better than those who did not, in the discipline of Physiology (b).

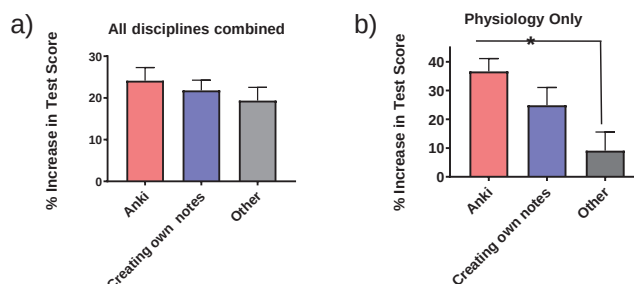
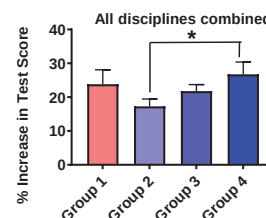


Figure 4: A significant difference in % Increase in test Score was identified based on extent of ANKI usage. Participants were grouped according to their extent of Anki usage. Group1- no ANKI (n=11), Group 2- 1-1000 flash cards (n=11), Group 3- 1001-3000 flashcards (n=10); group 4- 3000-5000 flashcards (n=11).



Conclusions

- Participants were satisfied with their study techniques.
- Whilst 80% of participants reported using Anki, the number of Anki cards used and daily usage varied significantly.
- No significant benefit for Anki usage in terms of performance outcome was observed when considering the whole module.
- A significant benefit of Anki usage was noted in two categories 1) those who used Anki extensively as compared to those who did not engage consistently and 2) those who used Anki study physiology

Songs in the Key of Life:

Designing the Transition to Professional Life Modules to Empower Students to Authentically Navigate their Transition from University to Employability

Daniel Blackshields, University College Cork
d.blackshields@ucc.ie

Postcard 1:
Nurturing Care for
an Uncertain World

Strange Days
Have Found Us

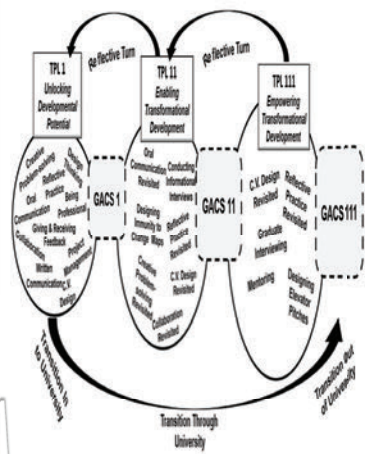
21st century uncertainty demands cognitive, affective, & operative flexibility & creativity.

To support students' holistic self-development, we engage students *qua* human beings (what they KNOW, how they ACT with who they ARE).

TPL's classroom activities/assessment cultivates students' ability, motivation, & willingness to invite actionable uncertainty fostering intrapersonal insights.

Embodying the student *qua* artist in class activities & assessment their authentic voices are cultivated nurturing investment in care for who they are & their potentiality as they transition from university.

The Transition to Professional Life Module Suite
A Deep Dive Learning Journey to Employability



This poster, (based on Blackshields, 2023), outlines a pedagogical experiment: Graduate Assessment Centre Simulations (GACS) spanning the Transition to Professional Life module suite (TPL) (10 credits in years 1, 2 & 3 of the BA (Hons) Economics (through Transformational Learning) programme, UCC. The design integrates Structured Uncertainty principles & the 5As Creativity Framework to embody students *qua* artists & classroom *qua* creative recording studio. Students' holistic self-awareness is nurtured as they transition from university. The poster is designed as an open gatefold album's inner sleeve with a series of 'postcards from the studio' reporting on the context, design, & implementation (using a TPL 11 example). It illustrates potent extracts from students' reflections as classroom activities/assessment cultivate their composition of dynamic developmental 'songs' in the key of their own lives.

Moving Cross the Borders to Hope & Possibility

I was self-sabotaging...
...Telling myself
...I do not care... If I do not succeed...
...It was a way of shifting the blame away from myself
...Onto something outside myself
It felt like someone had turned the volume down in my life...
I was hiding my struggle... neglecting it...
I felt like an imposter in my own skin...
A new chapter is awaiting me
I am running down a corridor
...There is a door at the end
I know if I opened that door
...Light will shine through
My future is bright...
Caring about myself
Will give the world what is best of me
Instead of what is left of me

Female
Student's
Voice

The Bittersweet Crack that Lets Light In

I remind myself
...I am not useless...
...Try to remember the growth mindset
...What has underlined this whole reflection is hope
At first it might have looked quite dark
but then hope came in
...The whole thing started to change in tone
I have hope
And that is very real
I will go forward in hope
...See where this takes me

Male
Student's
Voice

Postcard 3:
Assessment
as Learning

Moving Cross the Borders
of Students' Secret Lives

In GACS 11 (TPL11) students (in teams) role-play as 'consultants' researching & presenting (artefact) on the theme: Embracing the Potentiality of a Post Covid-19 Future for employer partners.

Discretionary behaviour is encouraged; teams are challenged to identify significant aspects of the theme for their clients.

TPL 111 students act as mentors & multiple dress-rehearsals (actions) with facilitators (audience) explore ideas, provoke creativity & unfold anxieties, doubts & conflicts.

Students reflect on their experiences (artefacts):

- A written (individual & team) reflection on: Being a Collaborative Agent.
- Designing an Immunity to Change Map documenting unachieved goals, investigating competing commitments driving 'self-defeating' behaviours.

Giving expression to emerging self-concepts cultivates students' authentic voices.



Postcard 2:
Research-
Based Design

Uncertainty
can be
Guiding Light

TPL's University-Employer collaboration integrates Structured Uncertainty principles, 5As Creativity Framework & R.G. Collingwood's Artist Proper. Classrooms mirror creative recording studios; students become artists.

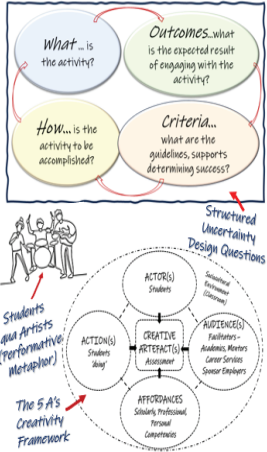
Creativity emerges from the relationship between the student (actor) & their material/cultural world (audience/affordances).

Student-centred performances (actions) (Graduate Assessment Centre Simulations (GACS)) replicate Graduate Assessment Centres.

Structured Uncertainty design blends pre- with to-be determined dimensions altering the degree of uncertainty experienced by the extent students must identify:

- Their own activity (The What)
- Their own ways of engaging with an activity (The How)
- Their own artefacts displaying accomplishment (The Outcomes)
- What accomplishment of an activity looks like (The Criteria)

Students' authentic voices emerge through reflective assessments (artefacts) mapping Self-development to employability-readiness. GACS become Self-concept experimentation Archimedean points.



Postcard 4:
Learner Impact

Dream Out
Loud

Integrating scholarly, professional, & personal development is imperative for students' holistic development. TPL creates safe spaces for students' exploration of their self-theories & potentiality.

Through expression students surface their unknown knows, giving themselves permission to let go of potentially debilitating certainties & let come who they are endeavouring to become.

Alumni acknowledge TPL's sustained impact on their ability & confidence in their continuing development. Aine Mulqueen, TTM Healthcare "I learnt a lot about my own capabilities... & they have most definitely helped me to live up to my own potential..." Employers support TPL's design. Siobhain Scanlon, Early Careers Manager, Musgrave cites TPL's reflective embeddedness as best practice for Employability.

Cultivating spaces where students experience actionable uncertainty empowers awareness of intrapersonal obstacles to their potential. Nurturing students' authentic voices encourages their composition of 'songs' (see extracts from Blackshields, 2023) in keys of their own lives.

It is a privilege to hear students become "curiouser & curiouser" & to "dream out loud".

Unearthing Insights on Research Supervision at UCC

Katy Dineen*, Owen Jump, Laura Kenneally

Project Overview/Summary

The focus of the project is on understanding and supporting research supervision at UCC. The research is utilising the unique research approach of having staff and student as partners in the research. The research team has engaged supervisors and supervisees from across UCC to help us form the research questions and methodologies. These participants were simply asked 'what themes, methodologies and research questions should we develop/pursue in order to really understand research supervision at UCC.' These questions etc were then brought to focus groups of both supervisors and supervisees to gain insight on the phenomenon of supervision at UCC. The research aims to give a deeper understanding of the lived experience of supervision at UCC and to inform the creating of a toolkit of resources to support supervision.

Methodology

Literature review was created to conceptualise issue

Steering Group was created of Supervisors and supervisees to shape research questions/methodologies/themes

Focus groups –
1x Supervisors
1x Supervisees
1x Mix Supervisors and Supervisees

Survey emailed to supervisors and supervisees

'Toolkit' created after analysis of data

Findings

1. Hopefully 'difficult' supervisions come after some 'good' ones
2. Start organised. Being 'organised' around supervision can be very helpful, especially at the start of new supervision relationships
3. It's ok to say 'no' to supervision
4. Training and preparation
Many commented on the lack of 'preparedness'
5. The positives far outweigh the negatives
6. Networks matter
7. The pastoral element
8. The social justice element



Script Concordance Testing (SCTs) for undergraduate clinical students

Rhian Fitzgerald
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What are Script Concordance Tests (SCTs)?

SCTs are written clinical scenarios with incomplete data which students interpret to make decisions. They are then presented with further data, i.e. additional radiographs.

This information is then explored to assess if the initial diagnosis is more or less likely and what if any further information is required to make a definitive diagnosis. There is always a degree of uncertainty, there is no one “correct answer” but what is useful about SCTs is how clinical data is used to deny or confirm a hypothesis. SCTs are useful to help develop clinical reasoning and judgement. SCTs help students to develop their skills in self-reflection and self-assessment, both vital skills for a competent clinician and life-long learner.

Milk for my coffee? SCT Scenario

It is 9am and I would like a coffee. Is the milk okay to drink? There is only a little bit left in the bottle and it's been out of the fridge and on the counter overnight.
Do I drink it?



Seek extra information?
Check the date on the cap

Best before 04/12, today is 05/12
Uncertainty!!
Do I risk it? What should I do next?

Seek extra information
Consider smelling it, tasting it, check if it is lumpy

Using this extra information what are you going to do? Anything else you could do?

How will it be introduced?

I am developing clinical scenarios for Orthodontic SCTs. My primary focus in developing this initiative is to encourage my students to think in an inter- and trans-disciplinary mindset, rather than just thinking about orthodontics. Therefore ensuring that they also consider the involvement of other disciplines in dentistry, such as paediatric dentistry and oral surgery and from a trans-disciplinary focus, other potentially relevant areas, such as medical diagnoses and cultural norms.

The SCTs will be available throughout both fourth and fifth years and students will be regularly signposted to cycle through them. It is hoped that as the students progress through their clinical training that they will continue to get benefit from the SCTs. Initially the benefits will be more superficial and knowledge based. However as the students progress towards graduation that they can appreciate the subtleties and nuances of different clinical presentations and the impacts this may have on diagnosis and treatment planning.

Why is this relevant?

I wanted to present at this conference to raise awareness of SCTs and of their value in many clinical disciplines. Our students need to be clinically competent on graduation. At the core of clinical competency are judgement and insight, which rests on knowledge. Knowledge is relatively easy to evaluate, however self-assessment of one's own clinical judgement and competency can be difficult. I am developing SCTs in Orthodontics around common clinical and multidisciplinary scenarios. The SCTs will be available throughout both years and students will be regularly signposted to cycle through them. They will use the SCTs to drive and self-assess their own clinical development in Orthodontics by highlighting strengths and deficiencies in their judgement and insight, as the SCTs. The students can use these SCTs to improve their clinical judgement and close the feedback loop.

Just Write! Piloting a writing retreat for business doctoral students



Dr. Jane Bourke^{1*} & Dr. Eadaoin Regan²

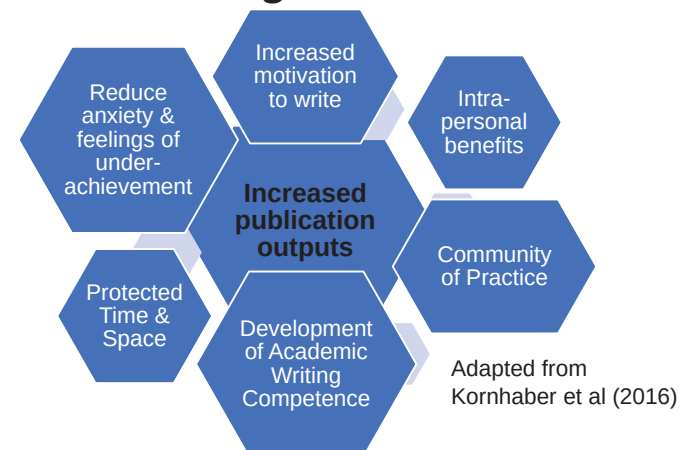
¹CUBS Director of PGR; ²UCC Skills Centre Coordinator

Writing a PhD thesis: It's a marathon, not a sprint!

- Academic writing is an integral part of a PhD thesis, but writing skills vary greatly (Ivanič, 1998).
- PhD students' work is primarily assessed through the written thesis (Aitchison, 2009).
- Students that struggle with writing often report feelings of inadequacy (Wilson and Cutri, 2019).
- PhD students often experience isolation and loneliness (Kalubi et al., 2020), particularly as the knowledge and skills acquired during a PhD are often specific to the candidate (Wilson and Cutri, 2019).

Aim of the study: To pilot a structured writing retreat for Cork University Business School (CUBS) PhD students.

Do Writing Retreats Work?



Just Write!

CUBS PhD Writing Retreat: Just Write!

Pomodoro Technique



Goal
Setting



Coffee
& Chats



Lunch
& Learn



Stamina
Steps



Key Resources

- UCC Skills Centre
- Student Facilitators
- CUBS Faculty
- CUBS PhD Director

Will our Writing Retreat Work?



Outcome Measures

Writing Output

Writing Skills & Strategies

Motivation & Well-Being

Sense of Community

EVALUATION

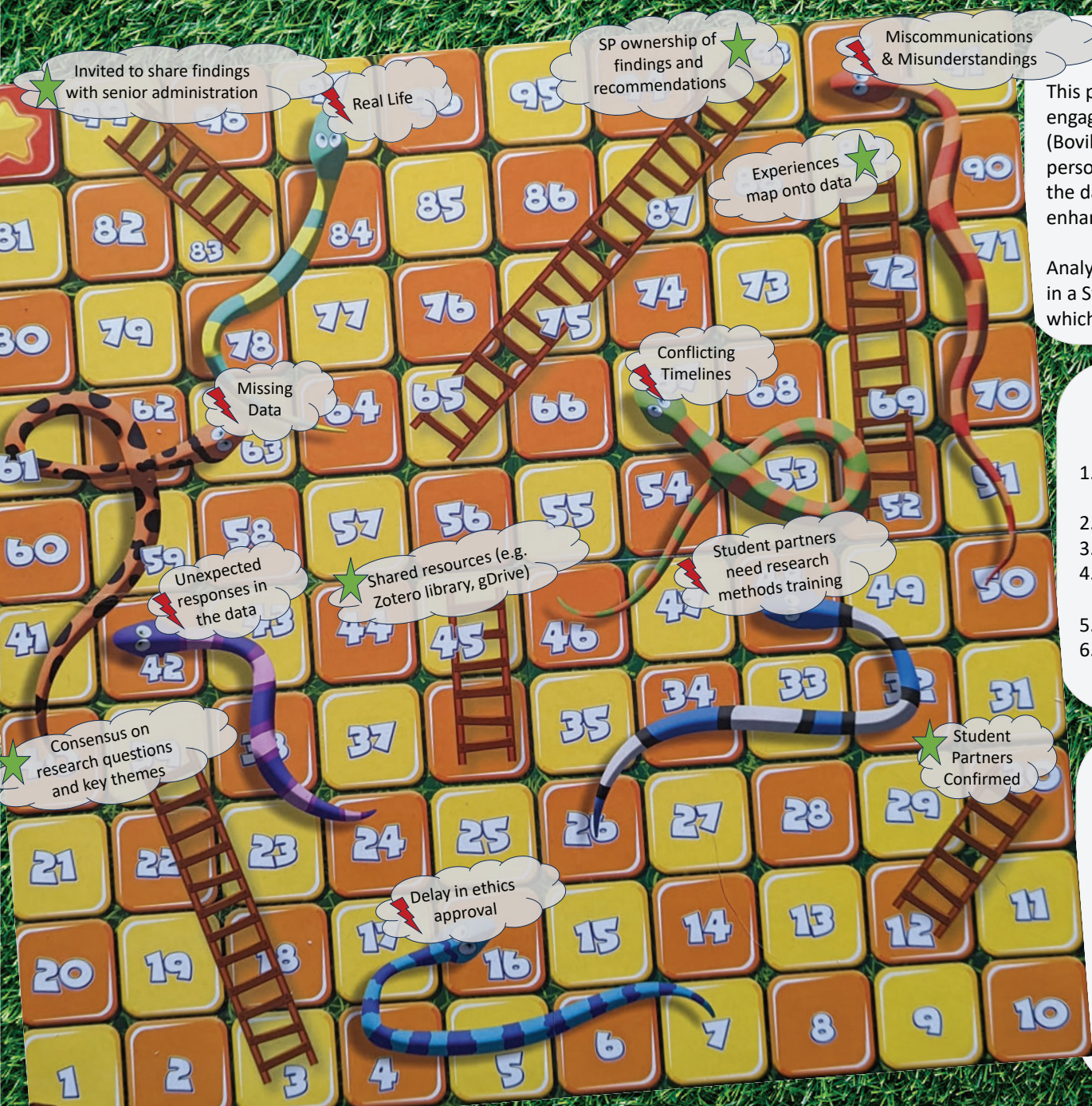
PARTICIPANT
SURVEY:
END OF RETREAT

PARTICIPANT
SURVEY:
6-MONTHS

SUPERVISOR
SURVEY:
6-MONTHS

A Students as Partners Approach to Analysing Student Engagement Data for Teaching and Learning

Sarah Thelen*, Owen Jump, Katy Dineen, Deirdre Kearney, Darragh Beecher, Katie Marah, Gráinne Mulcahy, Luke Watson, Marnina Winkler



Project Overview:

This project pilots a Students as Partners approach to analysing student engagement data from the Irish Survey of Student Engagement. This approach (Bovill, C., Cook-Sather, A., and Felten, P., 2011) taps directly into the rich, personal experiences of students which is directly relatable to the messages within the data and empowers students to shape institutional conversations around enhancing student engagement.

Analysis is ongoing, but early stages of the project have highlighted key moments in a Students as Partners project which can have a significant impact on the project which are worth considering on their own.

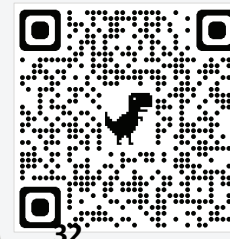
The Process:

1. Student Partners recruited from former postgraduate students on CIRTLL Teaching and Learning courses.
2. Access to survey data for UCC secured through the Student Surveys Board.
3. Students identify and articulate research questions and key themes.
4. Periodic research workshops to discuss ongoing analysis, initial conclusions, possible institutional responses
5. Student partners submit draft analyses for compilation into a final report.
6. Final report submitted to senior administration and revised for publication.

Snakes and Ladders:

Anyone adopting a Students as Partners approach must accept (and, perhaps, embrace) its very nonlinear nature. Of course, research is rarely linear, but inviting students into a project as full partners increases the variables involved – particularly as relates to research skills and experience as well as competing priorities (such as their degree and how they pay their bills!) It is still very much worthwhile, but anyone taking this approach needs to be prepared for an uneven – and sometimes even capricious – process.

For more Information:



INCLUSIVE PRACTICE AND UNIVERSAL DESIGN FOR LEARNING

Towards Trauma-Informed Health Professions Education and Practice: Research Proposal

Dr Ann Kiely, GP and Tutor, UCC School of Medicine*

Dr Maria Lotty, Centre for Adult Continuing Education, UCC and Social Worker

Dr Patrick O'Donnell, Associate Professor of General Practice, UL and GP

Sinead Heffernan, School of Nursing and Midwifery, UCC and Doctor of Nursing Student



Project Overview/Summary

4 x 4-year funded PhD candidates to complete UCC/SPHERE PhDs full-time in trauma-informed health professions education (HPE) or trauma-informed practice (TIP)

Supervision anchor- College of Medicine and Health, UCC

Strong inter-disciplinary supervision emphasis within UCC and with UL GP Dept, aligned to UCC Futures

Funding has been sought, and is awaited

Process/Description/Methodology

-May 2022 UCC Philanthropic Proposal

-Feb 2023- Revised submission for PhD funding, UCC

-Stakeholder Group Meetings: Dec 2022, Summer 2023 and Jan 2024

Stakeholder Group Members from:

Psychiatry NCHD, Social Work, Child Psychiatry, School Of Medicine UCC, Adult Continuing Education, Criminology, School of Nursing and Midwifery, Public Health, Applied Psychology, Criminology ,UCC , Primary Care, GP Dept, UL

Vision

Trauma-sensitive education of health professional students towards delivery of interprofessional, holistic patient care

Development of a new area of teaching and learning, and research excellence within medical humanities at UCC

Take Home Messages/Conclusion

Trauma experience is common and can be further compounded inherently

A trauma-informed approach to caring for all people, including those with a history of trauma is best practice

Timely to examine how we formally teach healthcare students on this area and in trauma-informed HPE

Research in this area has potential to improve patient care

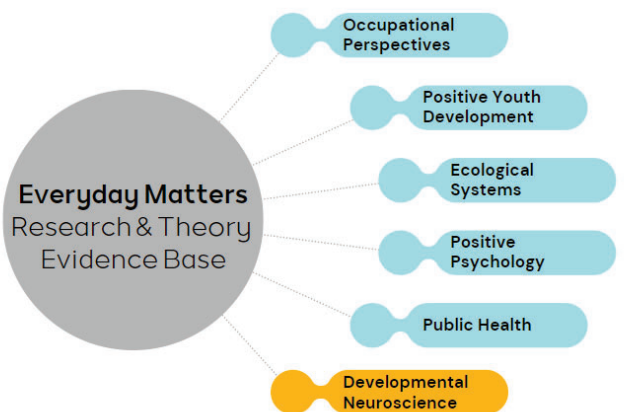
For more information and references, contact ann.kiely@ucc.ie

Making Every Day Matter

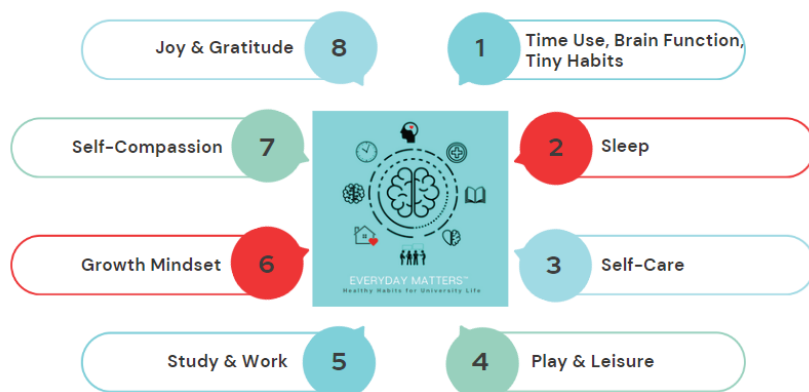
The 'Everyday Matters - Healthy Habits for University Life' Digital Badge

A time use and wellbeing programme for higher education students

Eithne Hunt, PhD, MSc., Pg.Dip.Stats., BSc.(Hons.)OT, MAOTI
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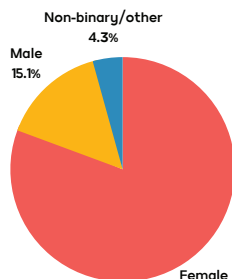
Everyday Matters Content and Structure



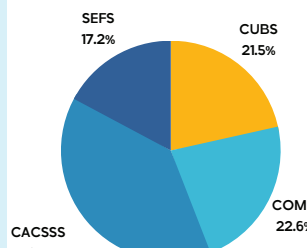
Everyday Matters Delivery Data 2021-2023

	Expressions of Interest	Registrations	Digital Badges Awarded	Pre-Data	Matched Post-Data
2021-2022 Semester I	102	39	23	65	18
2021-2022 Semester II	148	103	43	104	37
2022-2023 Semester I	66	59	16	43	15
2022-2023 Semester II	169	158	42	80	23
TOTAL	485	359	124	292	93

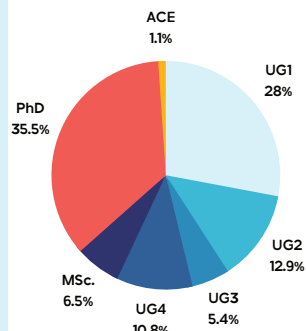
Gender



College



Programme & Year



Matched Pre- and Post- Data 2021-2023

Difference in mean (standard deviation) scores pre and post (paired sample t-tests) (N = 93)

Outcome measures	Pre Mean (SD)	Post Mean (SD)	n(92)	p	Cohen's d
Self-Compassion	2.80 (.66)	3.24 (.65)	6.71	< .001	.696
Gratitude	34.33 (5.65)	36.78 (4.83)	5.48	< .001	.568
Wellbeing	45.00 (8.09)	51.86 (7.49)	9.11	< .001	.944
Resilience	2.94 (.78)	3.40 (.66)	7.41	< .001	.768

Differences in median (quartiles) scores pre and post (Related-Samples Wilcoxon Signed Rank Test) (N = 93)

Outcome measures	Pre Median (Q1, Q3)	Post Median (Q1, Q3)	z	p	Description
Occupational Balance	15 (12, 18)	20 (16.5, 23)	6.87	< .001	73 positive changes, 13 negative changes, 7 tied
Growth Mindset*	20 (14, 26.5)	17 (9, 20)	-5.16	< .001	20 positive changes, 58 negative changes, 15 tied
Sleep Health	7 (5.5, 8)	7 (6, 9)	3.25	.001	52 positive changes, 21 negative changes, 20 tied

* Reduction in scores represents a stronger growth mindset

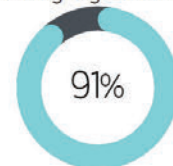
Quality of Everyday Matters content is **good or brilliant** (n=95)



Overall, Everyday Matters is **good or brilliant** (n=92)



Would **definitely recommend** Everyday Matters (n=92)



“ Like many other courses available online, I thought I wouldn't take much from it....
.....How wrong could I be!

“ Rather than chunking my days into many different activities and feeling that there's not enough time to get everything done, I now see different activities as part of the whole, and I can prioritise and schedule my time more efficiently.

“ Although I knew it was beneficial to my levels of productivity to get enough sleep, rest and incorporate movement into my day, I never heeded this advice. However, I found when I sat down and listened to the scientific evidence for the importance of these, it really hit home for me and I decided I needed to make a change.

“ I am grateful that I encountered this course and did the programme because as a result of it, I feel like I had a very enjoyable semester and my grades have increased which just shows the effectiveness of the lessons taught.

“ Everyday Matters has been one of the most interesting and practical lessons I have learned in my university education. How I wish I had this knowledge before now!

INCLUDE: Mapping Inclusion in Health Professions' Education

Dr Alan Connolly (1), Dr Angela Flynn (2), and Dr Margaret Bermingham* (1), on behalf of the Inclusion Health Research Group and INCLUDE Study collaborators

1: Pharmaceutical Care Research Group, School of Pharmacy, University College Cork; 2: School of Nursing and Midwifery, University College Cork



Project Overview

The **INCLUDE** study will identify, in the curricula of **University College Cork (UCC) College of Medicine and Health (CoMH) taught programmes**:

- Where **Inclusion Health** is taught and assessed
- Where **gaps** exist

The **enhancement** of healthcare curricula with an **Inclusion Health** approach ensures:

- Future healthcare staff are prepared for working with people experiencing **health inequalities** due to **multiple risk factors**
- E.g., homelessness, drug dependence, membership of the Traveller or Roma communities



Creator: Angelina Bambina; Credit: Getty Images/iStockphoto

Methodology

INCLUDE is underway and will run until April 2024. Data collection **methods** are:

- **Curriculum mapping** to evaluate the **learning, teaching, assessment strategies**, and graduate attributes relating to **Inclusion Health** in the CoMH;
- Focus groups with interprofessional groups of **undergraduate** and **taught postgraduate students**;
- Semi-structured interviews with **representative groups** and **CoMH academic staff**

The focus group and interview **data** will be analysed by **thematic analysis**.

Findings

INCLUDE is in its initial phase with preliminary results pending, however the **implications for policy and research** are already apparent:

- HSE National Social Inclusion Office states that healthcare staff should be trained to “**respond sensitively and effectively to people who experience social exclusion**”.
- Enhancement of healthcare curricula with an **Inclusion Health** approach is essential to **prepare future healthcare** staff for working with people in this position.
- **INCLUDE** aligns with a growing acknowledgment of the importance of considering **how social factors influence health outcomes**.

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UDL: Researching Curriculum Design and Innovative Practice in the Postgraduate Diploma in Teaching and Learning in Higher Education at UCC

Brian Butler*, Disability Support Services, and Marian McCarthy, Centre for the Integration of Research, Teaching and Learning, University College Cork, Ireland
Poster design by Catherine O'Mahony, Centre for the Integration of Research, Teaching and Learning

PHYSIOLOGY MODULE

(Dr Abdulla, UCC)

STUDENTS

Frequent feedback, Surveys, Classroom activities, Lab experiments, Software & apps, Problem solving.

STUDENTS

Tests, Clinical Skills, Relating to other modules. Paper activities, Drawing, Problem solving

STAFF

Videos, Props, Websites, Demos, Animations, Case studies, Concept maps, Explanatory notes

Engagement

Action and Expression

Representation

Course portfolio

SoTL method

Disciplinary Identity

DISCIPLINARY UNDERSTANDING

Knowledge: (What?)

What questions do experts ask? What do they need to know about?

Forms (How Expressed?)

How do experts communicate? What are the tools of the discipline?

Method: (How?)

How do experts find out?

Purposes (Why?)

Why do they do what they do? What goal? How do experts use what they know?

FURTHER INFO



<https://shorturl.at/jBL03>

CONCLUSION

TfU and UDL are fertile soil for SoTL



Universal Design for Learning Principles

Multiple forms of Engagement

Multiple forms of Representation

Multiple forms of Action & Expression



Teaching for Understanding



Inclusion Health in Primary Care

Dr. Anthony Cummins* Dr. Kate O'Neill Prof. Emma Wallace

Departments of General Practice & Public Health

With grateful acknowledgement of our external Guest Lecturers:

Dr. Naomi Masheti PhD (Cork Migrant Centre), Dr. John Sheehan (Blackpool Bridge Surgery), Dr. Louise Gibson (Kidscope Clinic Knocknaheeny), Dr. Catherine Clifford & Mr. Graham Clifford (Translate Ireland), Dr. Mary Favier (Cork Traveller Visibility Group) & Dr. Anne Marie Naughton (Cork Simon).



Overview & Aim

The **social determinants of health (SDH)**, especially poverty, have a very significant impact on access to healthcare & health outcomes. The Department of General Practice, in collaboration with the School of Public Health, have recently revised the Year 2 HC2002 (Person Culture & Society II) medical curriculum focusing on:

- The impact of **SDH**: locally and globally
- Health inequalities & health outcomes for **marginalised groups**
- **Communication skills** to optimise care delivery for marginalised groups

Overall Aim: to introduce SDH and its impact on patient health outcomes and healthcare delivery from both local and global perspectives

Healthcare symposia by community-based health professionals (GPs, Paediatricians) and patient advocates (e.g. Cork Simon, Traveller Visibility Group, Cork Migrant Centre) telling students of their experiences delivering and seeking healthcare.

What did we do?

Over Semesters 1 & 2 several healthcare symposia as well as tutorials (in-person & online) are delivered focusing on:

- Social Determinants of Health
- Health/ healthcare inequalities
- Sociology & psychology of health
- Patient engagement in healthcare
- Mental health problems in areas of socioeconomic disadvantage
- Migrant health
- Opioid addiction management
- Child health in areas of socioeconomic disadvantage
- Irish Traveller health
- Non-English-speaking patients
- Healthcare for the homeless
- GP-Patient shared decision-making & patient advocacy

Takeaways for Attendees

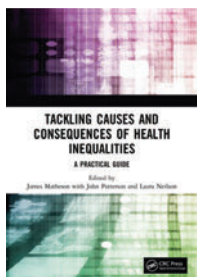
This module focuses on **local and global health inequalities** and their impact on **health outcomes**

Healthcare professionals **serving local communities in disadvantaged areas** emphasise the importance of **patient advocacy** and act as **role models** for medical students

Patients and patient advocates speak to their **lived experiences** of seeking healthcare and the impact of the social determinants of health on individuals

A series of GP-led communication skills sessions focus on specific challenges encountered by marginalised groups

This module facilitates **community outreach** in developing new educational collaborations with local community-based healthcare professionals and patient advocacy organisations



Re-designing a Trauma-informed Praxis Assessment through the Lens of Critical Pedagogy

University College Cork Learning and Teaching Showcase

5th December 2023, Maria Lotty, PhD

Project Overview

This project was informed by work completed as part of the Critical Pedagogy (CP) Peer Learning Community Digital Badge in Spring 2023, UCC:

- Re-design assessment for module SS6807 [CPD Certificate in Trauma-informed Care: Theory and Practice](#)
- Making visible *implicit* inequities in assessment design
- Re-designing the assessment through a critical pedagogy lens

Process: Applying a Critical Pedagogy Lens

Space for counter narratives: explicit space for lived experience expertise, diverse views, challenges and critique of trauma theory/trauma-informed care

Dismantle Barriers: re- examination of accessibility and language

Critique Power & Privilege: Frame of reference reflection (whiteness, class, history, identities, education) and expansion – exploring position of insider and outsider; Broadening representation across course content and discourses

Humanise the classroom: fostering safety - detailing assessment through briefing and a guidance document

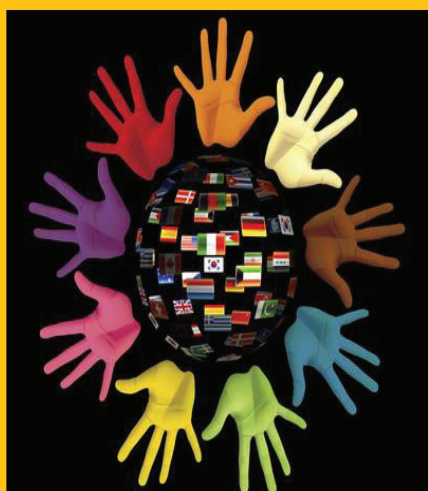
Student Agency & Empowerment: incorporating student feedback; explicitly inviting/permission to choose positioning in discourses

Outputs

- Revised Assignment title and guidance –reflecting a more critical pedagogical perspective, embedding critical pedagogy principles: **Safety - Inclusion – Equity - Collaboration - Empowerment**
- Deepening insight into critical pedagogies - exploring intersections across critical theories and pedagogies
- Membership of an emerging Critical Pedagogy Professional Learning Community in UCC
- SATLE Seminar (2023, Dec 7): Critical Pedagogy- (Re)imagining and (Re)enlivening the Classroom?

References

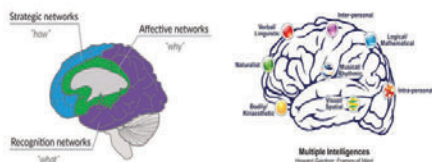
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- Torres Olave, B., Tolbert, S. & Frausto Aceves, A. (2023). Reflecting on Freire: a praxis of radical love and critical hope for science education. *Cult Stud of Sci Educ* 18, 1-20.
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UDLplus, New Model Design for Teaching and Learning?

Tatiana Tabirca

Summary



This study presents the Universal Design for Learning (UDL) type in combination with Multiple Intelligence (MI) Theory – **UDLplus model**, to support teaching in religious education in Science&Faith Club. **UDLplus model** holds a considerable promise for advanced inclusive education.

Digitization and automation bring in the life of children the understanding that through a single press of button they could get what they want. How could we help our children to built intellectual virtues that are achieved in time and with perseverance? This case study presents **UDLplus model** used in Science&Faith Club for children between 6-10 years old. Children come with normal challenge like introvert children, issue of anxiety, different state of readers, different English learner, international children, or children that come from more than one hour distance driving. The ages are quite different, and the children are not present all the time. This new approach indicated that in comparison with the traditional classroom, Science&Faith Club significantly improved and maintained the children' attitudes towards learning and practice intellectual virtues.



Description of UDLplus Model

Neuroscience indicate that each human brain learns using three primary networks. Their unique interconnections is influenced by the context in which learning happens, our emotional state, our experiences, background knowledge, interests and intelligences.

UDLplus model proposed here comes with a more advance inclusion:

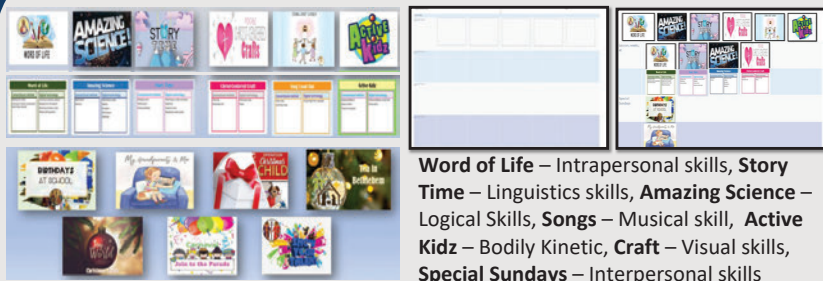
- Use the framework created by UDL.
- "Translate" the objective of the lesson from one intelligence to another using creativity to combine them in different ways. All the time, the educational objective should be firmly in mind.
- The method of presentation will be different depending on the ability that it is used.

To design **UDLplus model** by cards it was used the ABC (Arena Blended Connected) idea to create a storytelling using a storyboard to design a module.

UDLplus cards mean:

- Use cards that represent intelligence.
- Each card on back has the two ways in how can be taught: classic or using digital technology.
- Storyboard to have clear in mind sequence of intelligence activities

Case Study - Design Using UDLplus Cards



Word of Life – Intrapersonal skills, **Story Time** – Linguistics skills, **Amazing Science** – Logical Skills, **Songs** – Musical skill, **Active Kidz** – Bodily Kinetic, **Craft** – Visual skills, **Special Sundays** – Interpersonal skills

Module: *A Journey Through the Garden of our Heart*

Objective: *The prayer and the role of physical heart*

Lesson: *The Power of Prayers*

Activities: Trisagion prayer – **Word of Life**, The Invisible String by Patrice Karst – **Story Time**, Experiment how our prayers help – **Amazing Science**, Kites, write the names on the wings – **Craft**, Play outside with kites – **Active Kidz**

Conclusions

Multiple intelligences and learning styles are commonly confused with one another, but they are not the same. MI represent different intellectual abilities and strengths, whereas learning styles are about how an individual may approach a task. Learning styles are fluid and may not correlate completely to the intelligence type. In my opinion, **UDLplus model** hold considerable promise for advanced inclusive education.

The effectiveness of **UDLplus model** proposed in supporting religious education has never been done. This new approach indicated that in comparison with the traditional classroom, the UDL-MI model use in class significantly improved and maintained the children' attitudes towards religion, children happiness and open to science, personal development, practice virtues and improve their presence.

The following points are new approach:

- The design of module based on **UDLplus cards**.
- UDL type of learning combined with Multiple Intelligence Theory in teaching – **UDLplus model**.
- **UDLplus model** used in supporting religious education.

Accessible Canvas Template

Inclusive UCC

Project Overview

Inconsistent navigation across Canvas modules on a programme creates barriers for students in terms of engaging with their content efficiently and appropriately.

Canvas is an accessible and up-to-date platform, but individual users need to be conscious of Universal Design (UD) when laying out their course. This is a challenge for the average user who is not equipped with the skills or information to do so.

Over the summer 2022 and 2023, Inclusive UCC worked with students and Instructional Designers to create a template for Canvas users to organise their course content in a more seamless and user-friendly manner. This template is available to all staff via Canvas Commons and over 300 downloads have been recorded thus far.



Key Takeaways

Some learnings from this design process and template output include:

- Listening to students' experiences of various modules allows for a better understanding of the efficacy and accessibility of existing courses.
- Designing easier navigation for students ultimately benefits staff navigation of the course.
- Students need consistency across modules and programmes.
- The time needed to implement a template on a course reduces time spent on student queries further down the line.

Process

Phase 1. The initial consultation on the template involved a workshop with students and Instructional Designers. The students were part of the Inclusive UCC Ally project, so they were UD informed.

An Instructional Designer ran the workshop and set tasks for the participants to draw homepage and module layouts.

Following the workshop, the Instructional Designer for Inclusive UCC built the template in Canvas and then reconvened with the workshop participants to evaluate it.

The template was piloted with modules in Occupational Therapy in Semester One 2023.

Phase 2. A second workshop was run over the summer 2023, this time with a larger group of 17 students from the second Ally internship. Their feedback was further incorporated, and the template was disseminated to All Staff for Semester One 23/24.

Based on research from other institutions, a decision was made to make this template optional, rather than default. It is strongly advised that staff consider this as an option for their programme however.



Safe4Child Microcredential Trauma-informed approaches to reduce coercive practices in child and adolescent residential settings.

Sinead Heffernan, Dr Maria
O Malley*, Dr Margaret
Curtin, Ryan Goulding, Dr
Mohamad M Saab, Dr James
O Mahony, Dr John
Goodwin, Stephanie Allen,
Dr Aine O Donovan
Correspondence: momalley@ucc.ie

Background

Evidence of coercive practices in child and adolescent mental health (CAMHS),
paediatric and other residential settings.

Trauma-informed practice (TIP) recommended to reduce coercive practices.

Coercive practices, seclusion and restraint increase the risk of trauma and
retraumatisation for young person, staff burnout & vicarious trauma, threat to
therapeutic care delivery.

Curricula development:

The content has been developed over two years among international teams from
UCC, Finland, Bulgaria, and Germany based on:
Systematic Review (Kelly et al., 2022);
Focus groups in the partner countries;
Expert knowledge on CAMHS and Trauma Informed Care

Curriculum

Module 1

Child development, ACE
studies and Trauma
Informed Practice

Module 2

Therapeutic approaches,
therapeutic use of self and the
environment

Module 3

Trauma informed related
ethics and legislation

Module 4

Therapeutic Interventions

Module 5

VR-based simulation:
De-escalation with a young service

Module 5 VR-Based Simulation

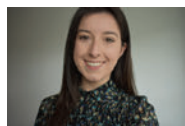
Scenario:

Young service user is dysregulated
Staff member asked to take over supervision
Young person escalates

Includes:

Reflective Questions & Prompts
Narrated backstory and voice overs.
Post VR reflection session





Exploring the Barriers and Facilitators of Neurodiverse Learners in Tertiary Chemistry Education.

Dr Niamh O'Mahoney
nomahoney@ucc.ie

Abstract

The world of work is changing fast. A revolution in the skillset required for societal and industrial growth has begun. A transformative approach to education is essential to creating a diverse talent pool to target this skills gap.

Neurodiversity influences 15-20 % of the world's population. Neurodiversity is a cognitive difference in how the brain processes information and includes diagnoses such as dyslexia, dyscalculia, ASD, and ADHD. Neurodiverse people have differing abilities, with strengths in creativity, outside-the-box thinking, problem-solving and challenges in processing information and memorising facts. Society's view of neurodiversity is directed towards the challenges. This effort is well-intended but does not capture the value of neurodivergent strengths. Supporting and capturing neurodiverse skills is the key to enabling students and allowing them to fulfil their potential.

This project implements a Universal Design for Learning package to enable a creative whole-brain learning approach to education. New teaching methods are trialled, and the impact on student learning is measured via a mixed methods approach of surveys, reflective journaling, focus groups and semi-structured interviews. The research aims to create a learner-focused learning environment where students feel supported and understood and develop a teaching, learning and assessment template to enable neurodiverse learning across the university.

Projects

Project 1: Learning How to Learn

Methodology:	Grounded theory and Thematic Analysis
Quantitative Methods:	Survey
Qualitative Methods:	Focus Groups, interviews, Reflective Journaling.
Aim:	Trial alternative teaching and learning methods. Trial different learning tools e.g. AI, software, colourful stationary, and whiteboard learning.

Project 2: Creating a Neuro-Inclusive Campus

Methodology:	Grounded theory and Thematic Analysis.
Quantitative Methods:	Survey
Qualitative Methods:	Focus Groups and semi-structured interviews.
Aim:	This is a quantitative and qualitative research study on the neurodiverse (ND) experience in higher education from both a student and staff perspective. The study will explore the ND experience as an undergraduate, postgraduate and staff member at tertiary education in a bid and use qualitative research to investigate neuro inclusivity at higher education via focus groups and semi-structured interviews to gain insight and collect original data.

Tips and Tricks to aid Neurodiverse Students

Taught Programmes

-  Use of colour
-  Provide multiple ways of engaging with the material.
-  Memory aid: interactive classroom, humanise the lecturer.
-  Ask students what they want and how they learn (e.g. Menti Meter)

Research Programmes



Clear communication

Use clear and concise language and repeat information as needed.

Be open to different ways of connecting, such as through text messaging, voice notes, online calls, in-person or structured activities based on shared interests (e.g. *meet over coffee or out for a walk*).



Awareness and openness

Be aware of sensory sensitivities and needs. Adjustments to lighting, noise, and seating can create a more sensory-friendly environment.

Be welcoming to different communication methods, whether through devices or other equipment.

Focus on shared interests rather than social conventions.



Listen and learn

Listen and learn how to support people who are neurodiverse — don't assume!

Ask questions to understand social preferences and needs.

Make space for people with diverse abilities to be themselves and be comfortable.

Be patient. Be flexible.

EMBEDDING BYSTANDER INTERVENTION TRAINING INTO A CORE MODULE

Elisa Serra Porteiro

School of Languages, Literatures and Cultures

SINCE 2021, BYSTANDER INTERVENTION TRAINING IS AVAILABLE TO THE UCC COMMUNITY. LED BY PROF. LOUISE CROWLEY, THE PROGRAMME HAS BECOME A NATION-WIDE REFERENT IN EDUCATION ON CONSENT AND SEXUAL VIOLENCE.

RECENTLY, THE BYSTANDER INTERVENTION PROGRAMME HAS BEEN EMBEDDED INTO LL2108 CROSSING BORDERS, A MODULE HOMED IN THE SCHOOL OF LANGUAGES, LITERATURES AND CULTURES, CORE TO ALL BA INTERNATIONAL STUDENTS ACROSS THE COLLEGE OF ARTS, CELTIC STUDIES AND SOCIAL SCIENCES.

"The aim of the Bystander Intervention Programme is to highlight the danger of normalising and accepting abusive behaviour and through education, inform and empower programme participants to better understand their capacity to intervene as pro-social bystanders."

"The Bystander Intervention Programme provides students with an understanding of key issues related to consent and the boundaries surrounding sexual assault, rape and abusive relationships. It also enables them to develop key intervention skills which can be utilised in any setting."

(Bystander Intervention, UCC)

Why?



- Addressing current social and individual concerns.
- Encouraging informed and conscientious participation in collective debates around consent.

In line with **Graduate Attributes**,

- Fostering social responsibility.
- Enabling us to recognise and challenge inequalities more effectively.

And specifically from a staff perspective...

- Enacting our **duty of care** towards students, especially when they are required to step away from their support networks e.g., during the study abroad period.

How?

PRACTICAL STEPS

Firstly, I contacted the Bystander Intervention team and we quickly **established feasibility** in terms of:

1. SCHEDULING
2. TIME COMMITMENT required from the students
3. IMPLICATIONS FOR ASSESSMENT

We concluded that, for this particular module, the most appropriate model was:

- An **in-person workshop** at an allocated class time [1 hour]
- Completion of the **online component** of the Programme [3.5-4 hours]

This is assigned a weight of **10%** of the total **module mark**, to acknowledge participants effort and signal the importance of the Programme.

Given that this assessment option was presented to students after registration, they have the choice to opt for a traditional essay-format assignment has been maintained. Also, some may find the content triggering. Therefore, it is important not to make it compulsory.

As module coordinator, I take responsibility for content, communications, and planning, **minimising workload impact** on other staff in the School.

FEEDBACK

'I think it is something every college student should have to complete so I'm glad this module gives students the opportunity to do so.'

'The in class workshop was a brilliant way of casually bringing the idea of being an "active bystander" to our class group.'

'I definitely think it is worth completing and I think the way it is structured as part of this module gives a good incentive to complete at least the online training portion of the programme, as I might not have looked into it further / completed the online section if it had not been available as a part of the assessment.'

I am interested into completing this course in my own time but the sheer lack of consideration in the work involved in assessment B put me off completing the course at this time. I will complete the course in the future as I feel it's beneficial.'

'I think it's a good idea as the assessment aspect of it is less taxing than an essay but it also forces u to learn valuable life skills that everybody should have and makes u aware of issues that need to be addressed on a wider scale in life.'

'It is an important programme to study especially with regard to going abroad for a year.'

GOING FORWARD

- Continue to document student responses and updated participation figures.
- Reflect on the Book of Modules the incorporation of the Bystander Intervention Programme to LL2108.
- Carry out a CACSSS-wide staff survey re. awareness and attitudes towards the Bystander Intervention Programme and potential for further integration into T&L.



CHOICE OF MODULE

LL2108 provides an excellent platform for Bystander Intervention awareness and training:

WIDE REACH ACROSS DISCIPLINES

As a **core module** for all **Year 2 BA International**, it is uniquely positioned to reach a diverse cohort across a wide range of subject combinations in the CACSSS (Geography, History, Economics, Irish, Languages, etc.)

RESEARCH-LED, WITH A SELF-REFLECTIVE COMPONENT

Participants **critically reflect** on themes of migration, human **mobility**, and **intercultural contact** through a range of case studies.

They also consider their own experience of mobility, ahead of their year abroad, a compulsory element of the BA International programme.

YEAR ABROAD PREPARATION

Since participants will be spending their **year 3** at a partner university, the academic, practical and personal challenges of studying abroad are explicitly approached.

PARTICIPATION IN FIGURES

60 students participated in the workshop facilitated by Celine Griffin, Bystander Programme Manager.

To date, **24 students** signed up to the programme.

2 Bystander Intervention Digital Badges awarded.

[Total registered for LL2108: 96 students]



ACKNOWLEDGEMENTS

I am sincerely grateful to the UCC Bystander Intervention Programme team for their invaluable work and personally indebted to Programme Manager Celine Griffin and to Marianne Joyce, for their continuing help and support.

Thank you!



QUESTIONS OR COMMENTS?

Please do not hesitate to get in touch.
e.serraporteiro@ucc.ie



Students' needs met due to adaptable course content



LANGUAGE CENTRE

A Highly Successful Collaboration: Improving Accessibility, Engagement & Grades

Language Centre / School of Nursing & Midwifery

Overview



Interactive and collaborative engagement in classes

BSc Nursing & MSc Nursing approached the Language Centre to collaborate on enhancing the student experience.

Students were facing many challenges due to their level of knowledge and use of academic discourse and skills for this discipline area.

What do we do?



Deliver academic discourse and skills development sessions throughout the academic year



Make learning accessible for students from a wide range of linguistic and cultural educational backgrounds



Make learning relevant due to both teams working very closely to ensure that the sessions are in line with the needs of the students and the discipline

How do we do it?

Guide students in **developing an understanding of how disciplines communicate**. Each discipline has its own genres and discourse; thus, a less 'generic study skills' type of approach is taken. **A more specific approach to the needs of the students and discipline is adopted.**

Guide students in **deconstructing genres and analysing the linguistic features** that are used to create structure and meaning.



Example Content



A) MSc Nursing Semester 1 assessment: systematic review

- This genre is novel and extremely challenging for most students.
- The key to making all assessments accessible for all students is to supply low-mid-high graded past samples to deconstruct the type of discourse used.
- Often, the model of genres that students see are from academic peer reviewed journals. Such samples can be intimidating for students due to the expert level of academic writing, leading to the student feeling it is impossible for them to produce something similar.
- With the assessment samples in the sessions, different sections are deconstructed and students closely analyse the type of linguistic features that are used. **Compared alongside the rubric, the high-mid-low samples can help students identify why the samples received a certain grade, and the elements required to upgrade their own writing.**

B) How do we guide students to become less descriptive and more analytical and evaluative in their writing?

- Identify descriptive, analytical & evaluative language, which are core to critical thinking.
- Make analytical and evaluative language visible for students for them to be able to use it.
- Deconstruct high-mid-low samples regarding their use of descriptive, analytical and evaluative styles of writing.
- By deconstructing the samples, students are able to see writing that is in-line with their own linguistic ability, making it an inclusive and accessible learning process for all linguistic abilities.

Outcome Data: Increased Grades

BSc:

1H1s increased from 0% to 23% from 19/20 to 22/23.
Fails decreased by 39% in from 19/20 to 22/23.

MSc:

1H1s increased from 5% to 20% from 18/19 to 22/23.
2:1s increased from 8% to 53% from 19/20 to 22/23.
Fails decreased from 25% in 19/20 to 10% in 22/23.



"The support classes helped achieve my academic goals. They were assessment specific and helped to improve my academic English. Since English is my second language, this helped also to improve my communication and my understanding."

BSc Student 22/23

"Collaborating with the Language Centre on this initiative has made my role in supporting international students easier and more effective"

Helen Mulcahy - BSc Programme Director

"I feel the academic literacies sessions are one of the reasons I'm going to be passing this programme."

MSc Student
22/23

"English language classes are now an integral part of the MSc for both students and lecturers"

Carol Condon - MSc Programme Director

Bridging the Gap: A Transdisciplinary Pilot Project Integrating Medical and Translation Studies for Enhanced Healthcare Communication

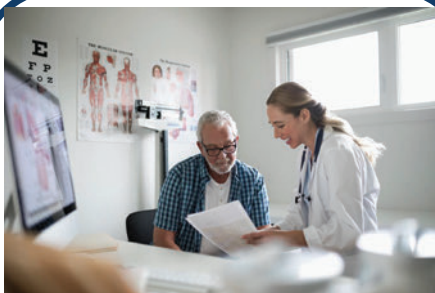
Margot Spencer* and Nora McCarthy

What?

This is a pilot project undertaken jointly by the School of Medicine and the French Dept - bringing together final-year medical students and students on the MA in Translation Studies taking a module on public service interpreting. This initiative introduces the medical students to interpreter-mediated communication which is something they will encounter in their professional lives, and which is not currently covered in their curriculum. The project also has the benefit of enabling interpreting students to have a more authentic experience of healthcare interpreting but in a low-stakes setting. We would hope to embed this initiative in the curriculum if the pilot project brings the benefits we expect. Ireland's increasingly diverse population means that healthcare interpreting is becoming more and more important to patients and medical professionals alike and this initiative could lead to a micro-credential which could be taken by language professionals who would like to add healthcare interpreting to their skill-set. This is a transdisciplinary initiative where students engage with and learn from other students in a safe setting which encourages all parties to develop inclusive and equity-minded practices.

How?

We organised simulations in Brookfield during which 13 final-year medical students took case histories from 'patients' with limited English proficiency, with the help of 7 student interpreters. The 'patients' were kind SLLC colleagues and other students on the MA in Translation Studies. Follow-up interviews are being organised with all final-year medical students and student interpreters to assess the experience.



Why?

We hope our pilot project will:

- demonstrate the importance of developing cultural competence and communication skills among medical graduates, thus enhancing their ability to effectively communicate with patients of limited English proficiency via interpreters enabling them to provide quality care to diverse patient populations.
- replicate real-world scenarios in a controlled environment so that student interpreters can safely encounter problems that they might face in actual medical settings thereby contributing to better collaboration between interpreters and healthcare professionals, ultimately improving patient outcomes.

ACADEMIC INTEGRITY

Fit-for-purpose graduates: the role of stakeholder engagement for inter- and trans-disciplinary curriculum design

Julie Arnott

1. AIM

To evaluate the postgraduate health protection curriculum, as the new Director, to ensure graduates are fit-for-purpose with practical skills and attributes for the workforce.

2. METHODS

To establish gaps between education and practice I conducted a curriculum review.

- 2.1 Review UCC book of modules**
Identify similar/relevant postgraduate modules, engage with course coordinators, review module canvas content.
- 2.2 Establish Advisory board**
Invite both regional and national Assistant Director of Nursing in Health Protection to offer various expertise.
- 2.3 Stakeholder engagement – experts**
Engage with multidisciplinary experts in health, environment, security and infection prevention and control
- 2.4 Stakeholder engagement – graduates**
Survey new BSc graduates and conduct a thematic analysis of qualitative insights provided.
- 2.5 Strategy review**
Map new curriculum to module university policies and national health protection strategy (2022-2027)

3. RESULTS

To bridge the gaps identified between education and practice by students, I developed practical content, case studies and scenario-based assignments to enhance graduate knowledge, skills and attributes.

3.1 Content development - Director

Develop practical case studies based on my work experiences for applied learning.



3.2 Content development - Stakeholders

Develop practical case studies with professionals working in health protection to highlight the role of multidisciplinary teams in threat preparedness and response

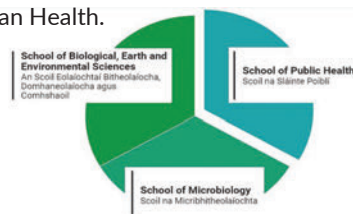
Clinical Nurse Manager
Pharmacist, vaccination
Consultant in Public Health Medicine
Communications Manager
Commandant, Irish Defence Forces
Epidemiologist / Surveillance Scientist



3. RESULTS

3.3 One-health approach

Improve the inter- and trans-disciplinary aspects of one health teaching on EH6101, as advised by Professor Depledge, European Centre for Environment and Human Health.

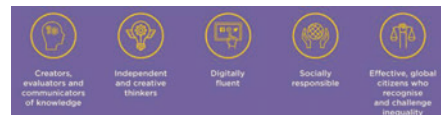


3.4 Identify stakeholder resources for assignments



3.5 Develop Graduate Attributes

Design new assignments to encourage critical thinking and skill development with new pedagogies, in accordance with UCC's Graduate Attributes Programme with 5 priority traits for all graduates to develop:



Module	Assessment type	Skill developed	Applied learning	Graduate Attributes
EH6050 - Introduction to Health Protection	Online Activities	Ethical online debate	Decision-making and reasoning; communicate knowledge clearly and concisely	
	Written Assignment	Speech writing	Leverage research, data and information to evaluate knowledge, to communicate for national health benefits	
EH6151 - Advanced Health Protection	Online Activities	Ethical online debate	Decision-making and reasoning; communicate knowledge clearly and concisely	
	Written Assignment	Designing a policy brief or a Primary Prevention Strategy	Leverage research, data and information to create beneficial health outcomes	
EH6101 - Microbiology, Environmental Health and Infectious Diseases	Online Activities	Time management	Knowledge; a deep understanding of the topic	
	Online Activities	Provide professional advice for travel health event	Evaluate knowledge; decision-making and reasoning; communicate knowledge effectively	
	Written Assignment	Risk assessment	Evaluate knowledge; decision-making and reasoning; communicate knowledge effectively	
	Written Assignment	Evaluation of an intervention using the SDGs framework;	Evaluating knowledge from the environment, veterinary and human health; decision-making and reasoning	

4. CONCLUSION

My systems leadership engaged stakeholders across organisational and functional boundaries to achieve a common goal: ensuring graduates are fit-for-purpose by delivering a practice-based market- aligned postgraduate curriculum.

PG6009: A MODULE RE-IMAGINED

RONAN MADDEN
LEARNING & TEACHING LIBRARIAN

BEN WILLIAMSON
LEARNING & TEACHING LIBRARIAN

UCC LIBRARY

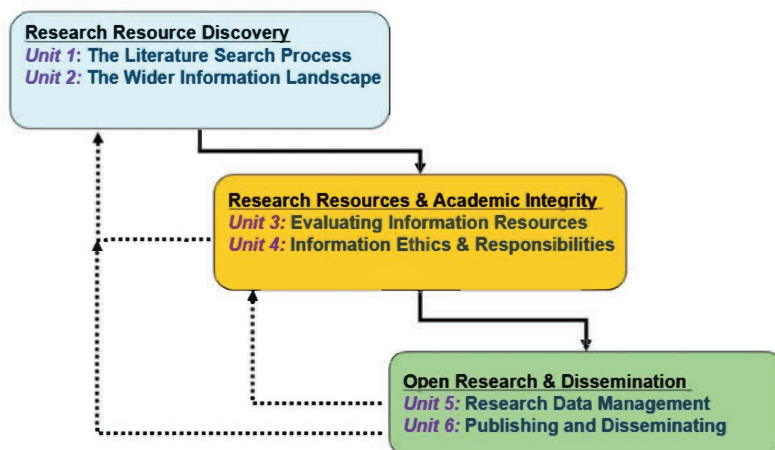
AOIFE COFFEY
RESEARCH DATA COORDINATOR

DEBORAH THORPE*
RESEARCH DATA STEWARD

SIOBHÁN BOWMAN
SENIOR LIBRARY ASSISTANT, RESEARCH SERVICES

INTRODUCTION

The Library has delivered the PG6009 module since 2008. Running twice per year for PhD and MRes students, it **introduces the principles and practice of Information Literacy as applied to research**. The course content was influenced by the prevailing view of IL at the time of its design: as a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'



REDESIGNING THE MODULE

Students are having a major input. The evaluation process has been adapted to collect more useful feedback, enabling the team to improve the content and delivery. The team agreed to:

- Create a new cohesive offering with a **central theme: Open Research**
- **Try new approaches** and to **seek input and feedback** from the students ahead of BoM changes in March 2024
- Teach students as a **multidisciplinary group**
- Consider **different approaches to delivery** e.g. delivered over multiple weeks, and/or a fully online delivery. Feedback from the participants will be important
- Incorporate **more interactive elements** to each unit and evaluating the response to and impact of these elements
- Try out **a variety of physical spaces** that suit the requirements e.g. hands-on practice, discussion, interaction
- Continue with a pass/fail assessment, but add **formative assessments to encourage and monitor ongoing engagement**

libguides.ucc.ie/PG6009

WHAT WE WANT YOU TO KNOW...

PG6009 is unique in being a **library-led module**

It is a 5 credit module with a **focus on information and data literacy**

We are evaluating it influenced by metaliteracy and critical information literacy, with a focus on **metacognition** or critical self reflection as crucial to becoming **more self-directed in a rapidly changing information ecosystem**

References:



Academic Integrity Education at University College Cork

Dr Loretta Goff
Academic Integrity Education Officer
Email: loretta.goff@ucc.ie



Overview

This SATLE 2020 & 2022 funded work approaches academic integrity from an educational perspective, recognising the importance of the argument from Bertram Gallant and Stephens (2020) that universities have an ethical obligation to educate the students and staff in this area, creating developmental opportunities for all, and moving away from a solely punitive system, which can often induce cheating. Equally, this project takes a whole-institution approach to academic integrity, following the shared responsibility model as laid out by Kenny and Eaton (2022). Within these frameworks, this work has the following aims & objectives:

- Foster a culture of academic integrity at UCC
- Create educational opportunities and resources for staff and students in the area of academic integrity
- Deliver institution-wide clear, cohesive messaging about academic integrity that focuses on positive aspects/skill development as well as awareness raising around academic misconduct and associated risks



Access the
Staff Digital
Badge here:



Courses

STUDENTS



Academic Integrity Fundamentals

- Located in Canvas Success Zone under the Academic Integrity tab
- 2-3 hours of asynchronous learning content
- Covers academic integrity, skills that support it, ethical use of GenAI, academic misconduct and risks of contract cheating/file sharing, how Turnitin works, and supports available in UCC
- Certificate issued on completion

STAFF

Fostering Academic Integrity in Learning and Teaching



- Approx. 25 hours of asynchronous learning content
- Covers academic integrity, key points of intervention along the student learning journey, perspectives of understanding, evaluating reports from text-matching software/using as a teaching tool, policies/procedures regarding suspected misconduct, and resources available in UCC
- Digital Badge issued on completion of final assessment (identify intervention in your practice to support academic integrity)

Resources

- Academic Integrity/Academic Misconduct info on Skills Centre website
- "Academic Integrity Skills - Minute Methods" Video series
- Academic Integrity Worksheet
- Academic Integrity Bingo
- Workshops: Academic Integrity, Turnitin, Ethical Use of Generative AI
- Canvas Success Zone



Champions

- Skills Centre Tutors (Undergraduate and Postgraduate)
- Staff representatives from four Colleges, ACE, and Student Support



Impact

Does understanding the positive aspects of academic integrity, distinguished from academic misconduct, impact how you will approach your academic work?

Yes	329 respondents	95 %
No	17 respondents	5 %

- Expanded understanding/shift in perspective
- Increased confidence
- Integration of academic integrity into lectures
- Students-as-partners approaches/focus on learning process
- Programmatic alignment (teaching academic integrity/approach to assessment)

REFERENCES

Bertram Gallant, T. and Stephens, J. (2020). "Punishment Is Not Enough: The Moral Imperative of Responding to Cheating With a Developmental Approach". *Journal of College and Character*. 21. 57-66. DOI: [10.1080/2194587X.2020.1741395](https://doi.org/10.1080/2194587X.2020.1741395).

Kenny, N. and Eaton, S.E. (2022). "Academic Integrity Through a SoTL Lens and 4M Framework: An Institutional Self-Study". S. E. Eaton and J. Christensen Hughes (eds.), *Academic Integrity in Canada, Ethics and Integrity in Educational Contexts 1*, https://doi.org/10.1007/978-3-030-83255-1_30.

A Competency based Evaluation of a Postgraduate Certificate in Infection Prevention and Control, 2020 – 2023

Smiddy MP^{1*}, Kelly C², Killeen C², Arnott J¹, Barry F¹, Creedon S¹

1. School of Public Health, University College Cork

2. Leading Healthcare Providers Skillnet



School of
Public Health

Leading
Healthcare
Providers



Project Overview/Summary

Healthcare associated infections in the long-term and residential care setting were estimated at 4.4% by the national Point Prevalence Survey of Healthcare-Associated Infections & Antimicrobial Use in Long-Term Care Facilities (HALT) report carried out in 2016 (HPSC 2017). The risk of infection for nursing home residents increased during the first year of the COVID -19 pandemic infection, with 29% of COVID deaths occurring in nursing homes between March 2020 and February 2022 (Central Statistics Office, 2022).

Appropriate infection prevention and control (IPC) support reduces the risks of infection for patients and residents and is a requirement of the Health Information and Quality Authority (HIQA). With the support of Leading Healthcare Providers Skillnet the PG Cert in Infection Prevention and Control (PGCertIPC) commenced in September 2020 to provide education and training for nursing home staff.

This research will investigate the impact of graduates on IPC in the clinical setting post engagement and completion of the Level 9, PGCertIPC. We will examine how has the application of infection prevention changed in organisations with graduates in post, and what are the graduates' and managers' perceptions of the training received and the value to clinical practice. By doing this we are examining the academic integrity and value of a programme that is intended to support IPC implementation and improve patient safety.

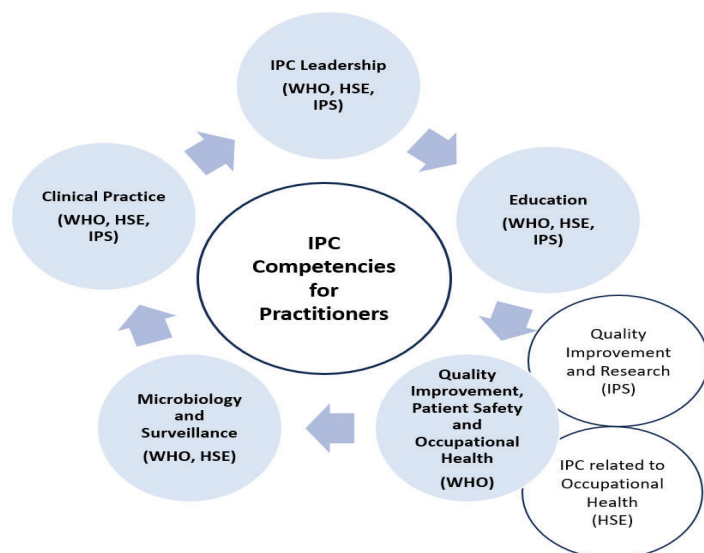


Figure 1. Combined IPC Competencies for IPC Practitioners

Based on:

- Health Service Executive (HSE) Antimicrobial Resistance Infection Control (AMRIC) Competency Framework for Infection Prevention and Control Practitioners in Ireland (HSE 2022),
- Infection Prevention Society Competencies Framework for Infection Prevention & Control Practitioners (IPS EPDC 2021),
- World Health Organization Core Competencies for infection prevention and control professionals (WHO 2020).

References:

- Cresswell JW, Plano Clare VL (2011). Designing and Conducting Mixed Methods Research. Sage, London.
- Haji F, Morin M-P and Parker K. (2013). Rethinking programme evaluation in health professions education: beyond 'did it work?'. Medical Education, 47: 342-351.

Process/Description/ Methodology

This is a mixed-methods prospective parallel convergent study based on quantitative and qualitative research (Cresswell and Plano Clarke, 2011).

The structure of the evaluation is informed by the seven-step framework for evaluation of health professionals education outlined by Haj *et al.* (2013).

Inquiry will be based on the programme learning outcomes and the competencies for infection prevention and control practitioners, Figure 1.

The methodology is illustrated in Figure 2 below.

A quantitative survey of PG Cert in IPC graduates was developed based on the programme learning outcomes and was mapped to the competency tools illustrated in Figure 1. These competencies were then utilised to inform the questionnaire for this research.

A qualitative survey of residential care managers where graduates are working explores perceived impacts of having a member of staff with an IPC qualification.

Participants will be recruited with the support of LHP Skillnet.

Ethical approval for this research will be sought from the Social Research Ethics Committee

Funding was received from LHP Skillnet to conduct this programme evaluation which will lead to a LHP Skillnet Report and a manuscript for publication.

Figure 2. Research Methodology

Expected Findings/Takeaway

This research will evaluate the current PG curriculum and inform future developments towards IPC competencies by collecting data about students perceptions of the programme and their knowledge mapped to the learning outcomes and relevant competencies.

The research will explore the support students received in the workplace in relation to implementation of IPC. Evaluation of managers perceptions of student's impact in the clinical setting related to IPC will also be investigated.

The overall outcomes will examine if the PGCertIPC is "fit for purpose" resulting in improved IPC in the clinical setting. Thorough evaluation of the programme is essential to learning and teaching improvement. This study will examine graduate IPC competencies and attributes that are essential to effective delivery of IPC and improve patient safety.

A Professional Practice Competency based Evaluation and Reflection of Student Learning in a Level 9 Infection Prevention & Control Module

Sinéad Creedon – School of Public Health

Project Overview/Summary

The Scholarship of Teaching and Learning (SoTL) asks teachers to combine teaching and research to develop the evidence base to improve teaching and learning thus informing student learning (Boyer, 1990). Boyer further describes four pillars of scholarship; discovery, application, integration and teaching and this evaluation supports all four pillars.

We must also evaluate our practice and establish its effectiveness (McCarthy, 2008), and a short student reflective exercise at the end of each lesson supports that evaluation. Moreover, it also allows students to engage in the reflective process by reflecting on their own learning and practice. Module EH6148 is the Application of Infection Prevention and Control in Practice, which requires students to engage in evidence-based theory and practice. To support them in doing so, the 6 areas of IPC core competencies and 13 domains from the Antimicrobial Resistance Infection Control (AMRIC) Competency Framework (HSE, 2022), were mapped to each of the 8 module lessons.

Process & Methods

Under the theme of Academic Integrity, the following five steps were implemented:

1. Develop learning outcomes by mapping the 6 IPC core competencies and 13 domains, as outlined in the HSE AMRIC Core Competency Framework
2. Develop 8 online lecture series based on the 13 domains, as outlined in the HSE AMRIC Core Competency Framework
3. Complete learning outcomes for each of the 8 online lecture series and associated lessons using Bloom's Taxonomy, linking each to the T&L activities (Biggs, 2012)
4. Include a short weekly student learning journal to evaluate effectiveness of the mapped competencies
5. Reflect on teaching methodologies at end of module and suggest further improvement to the module

Figure 1. Implementation

Takeaway for Attendees

Mapping professional practice competencies to a module is a valuable and discrete way of reviewing, assessing and reflecting on student learning, which can also be used to improve and update module content on an ongoing basis.

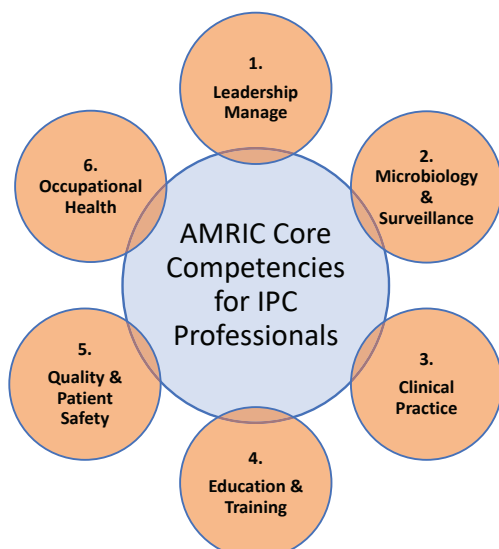


Figure 2. Core Competencies

Results

Reflective Learning Journals

"I'm critically evaluating processes in my workplace; questioning the methods we've previously followed"

"I found myself talking to our nurses on antibiotic use and challenging dip sticking urine!"

"Researching the competencies allows me to see what changes I need to make if I pursue an ANP role in future."

WEEK	LESSONS	MODULE LOs	COMPETENCY MAPPING	ASSESSMENT AND REFLECTION
1	Lesson 1: Infection, Prevention of HCAI, Standard & TBPs Lesson 2: Care bundles, ANTT, SSIs, Sepsis Care Bundle Complete Core Competency Self-Assessment Form	1, 2, 5 1, 2, 3, 5, 6	2, 3 1, 3, 4, 5	Non graded discussions x 1 Care bundle design process Core Competency - complete self-assessment form Reflective Learning Journal
2	Lesson 1: Overview on the Management of AMROs, MRSA, VRE, CPE & ESBL Lesson 2: Management of C. Difficile, Norovirus and other IPC related pathogens Lesson 3: Management of New and Emerging Challenges	1, 2, 3, 5 1, 2, 3, 5 1, 2, 3, 5	2, 3, 4 2, 3, 4 2, 3, 4	Non graded discussions x 2 1) Lewisham Isolation Priority System – LIPS risk assessment 2) Complete MRSA Risk Management Template for your clinical setting Reflective Learning Journal

Table 1. Sample module mapping

Mapping has also highlighted an important oversight in the AMRIC Competency Framework; a 14th domain for self care and wellness at work interventions could be addressed under number 6 - Occupational Health.

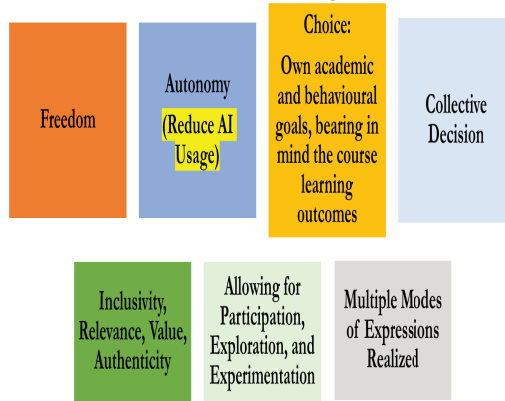
1. Economics, Cork University Business School, University College Cork;
2. Academic Integrity Education Officer, University College Cork.

RATIONALE

- In the rapidly evolving digital era, **integrating authenticity in assessments** is crucial for **maintaining academic integrity** and fostering a developmental education approach.
- Educational theories from Shulman (2005), Gardner (1983), Meyer, Rose, & Gordon (2014), Lave & Wenger (1991), and Ausubel (1977) applied to refine assessment strategies.
- Emphasis on student involvement in assessment creation. Enhancing their engagement and sense of agency.
- With the emergence of AI tools like ChatGPT, Bard, and Microsoft Copilot, the conversation around assessments in higher education is shifting, highlighting the **need for ethical AI integration**.

LECTURERS ROLE

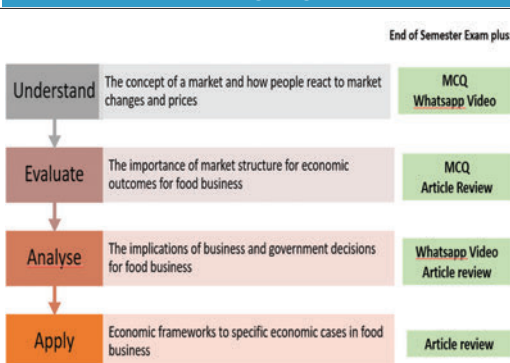
- Student partnership model to **co-create assessments**. Resulted in heightened sense of



To limit Use of AI

- **Turnitin Beyond Plagiarism Checking:**
 - Integrated in learning for understanding originality.
 - Interactive sessions on academic malpractice.
- **Hands-On Demonstrations:**
 - Step-by-step Turnitin guides.
 - Analysing sample reports for plagiarism awareness.
- **Interactive Learning:**
 - Real-time feedback with Socrative polls.
- **Applying Theory in Practice:**
 - Encouraging practical use of Turnitin in assignments.
 - Focusing on submission authenticity

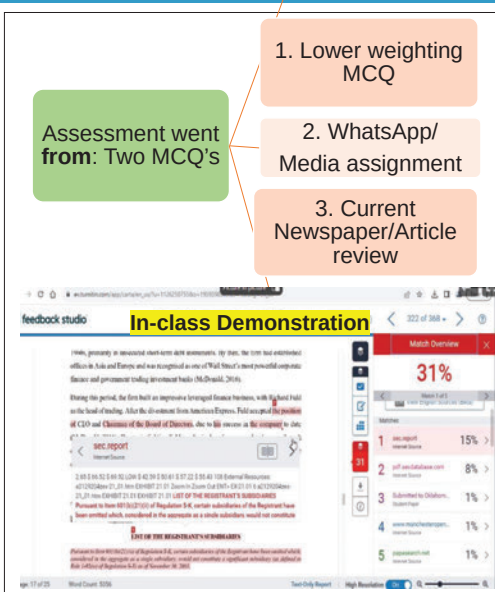
APPLICATION



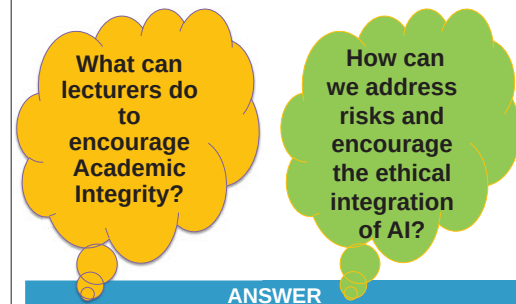
OBJECTIVE

- **Enhance Academic Integrity:** Align teaching strategies with UCC's Connected Curriculum to emphasize Academic Integrity in the digital era.
- **Develop Inclusive Assessments:** Involve students as co-designers in assessments, enhancing engagement and ownership of their learning process.
- **Utilise Turnitin Effectively:** Employ Turnitin in lectures to emphasize originality and prevent academic misconduct.
- **Align with UCC's Educational Goals:** Ensure teaching methods resonate with UCC's Goal Two (2023-2028), focusing on honesty, authentic learning, and skill development.
- **Adapt to AI Advancements:** Integrate AI tools like Chat GPT in teaching, enhancing learning while maintaining academic integrity.
- **Demonstration:** This poster showcases the successful application of inclusive assessments and ethical AI use in teaching and learning, addressing the challenges of unethical AI use

CHANGES MADE



QUESTIONS



ANSWER

Inclusive assessment design

- Get students involved as **PARTNERS**, in the assessment design.
- Students as Co-Creators of Authentic Assessment with Choice
- Allows for multiple means of expression, mitigating the risk of inappropriate and unethical use of AI applications.

STUDENT IMPACT



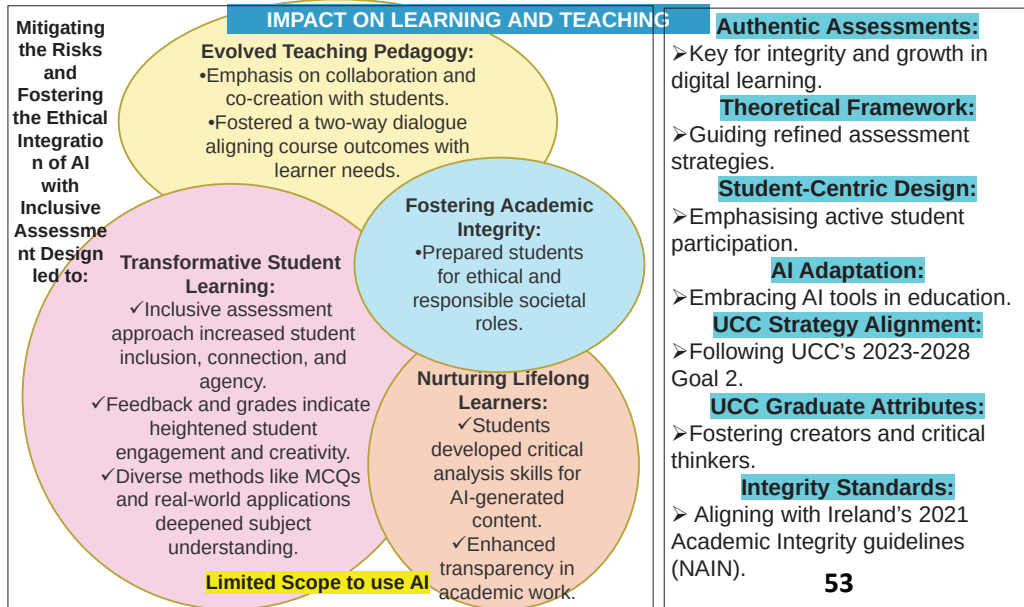
Turnitin Understanding:

- ✓ Initial basic understanding: 88%.
- ✓ Post-Demonstration confidence: **100%**.

Turnitin for Qualitative Assignments:

- ✓ **82% agree** it ensures academic integrity
- ✓ **70% agree** valuable for providing improvement feedback.

IMPACT ON LEARNING AND TEACHING



AI Language Models in Dental Anatomy Education: Exploring the Potential and Addressing Limitations

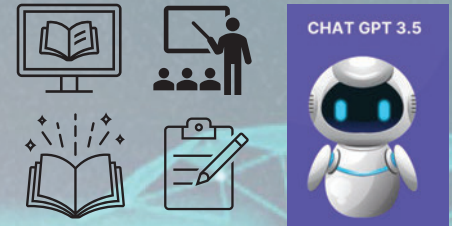
Introduction

Dental anatomy is a fundamental module that lays the groundwork for the education of aspiring dentist¹. Dental education faces challenges in adapting to personalized learning, fostering interactive practice, and ensuring access to on-demand resources. The recent strides made in AI-driven chatbots such as ChatGPT (Generative Pre-trained Transformer) present promising prospects for enriching educational experiences, particularly in the teaching of dental morphology². Nonetheless, it is essential to emphasize that information sourced from ChatGPT should undergo validation before its incorporation as an educational tool for dental students³.

Aim

The objective of this research was to explore the potential and boundaries of utilizing AI language models, with a particular emphasis on ChatGPT, as a valuable tool for instructing and learning subjects such as dental anatomy and morphology. The (AI)2ed initiative facilitated the involvement of students as partners with academics to evaluate ChatGPT's role as a supplementary educational resource, offering a comprehensive perspective from both students and academics. The subject chosen for this project revolved around tooth variations and dental anomalies.

Methodology



In this research project, a student was assigned the responsibility of answering questions related to dental anatomy using their assigned anatomy textbooks and also consult ChatGPT for answers. These responses were then evaluated by educators from the Department of Anatomy and Neuroscience. Both students and educators were also asked to complete a feedback survey to provide their insights and perspectives on the exercise.

Results

Personalized Learning

ChatGPT provides customized explanations and responds to students' inquiries or requests.

Engaging Interactions

Engaging with ChatGPT encourages students to think critically, prompting them to refine their questions and explore deeper.

Enhanced Learning Outcomes

Students reported improved knowledge and a deeper comprehension of the subject matter.

Positive Student Response

Students expressed a keen interest in integrating ChatGPT into their ongoing studies.

Discussion

AI language models like ChatGPT exhibit promising potential for empowering students and providing flexibility to access information in their own schedules. This engaging and tailored learning experiences enriches their educational journey. Additionally, ChatGPT offers self-assessment opportunities through practice assessments and quizzes which facilitates a deeper grasp of complex dental anatomical concepts and nurtures critical thinking skills. This combination of personalized guidance and interactive learning culminates in students who develop into skilled dental professionals. However, it is imperative to address the challenges associated with integrating ChatGPT into anatomy education. The limited depth of knowledge within ChatGPT may not align with the course learning outcomes.

Qualitative Results and Thematic Analysis

Benefits of using ChatGPT

"Students need to be taught how to use ChatGPT for their learning. They should be shown how to interpret the results by ChatGPT, when and how to use it. We also need to advise them about the Plagiarism aspect of ChatGPT."

"As a supplementary aid for students and staff alike"

"It offers a new approach through which students can learn or improve their work."

"ChatGPT might give a new insight or a different perspective that could benefit the student in assignments or personal learning"

Individualized Learning experiences

"After having completed the project, I can see how AI can be helpful in academic work"

Knowledge Acquisition

"Maintaining Academic integrity is crucial"

"Students who struggle and find starting an assignment stressful, ChatGPT can help give them a starting point to work from. Since the level of English used (so far) by ChatGPT is easy to understand and the essay is divided into sections, ChatGPT can even be used by students that may find reading long paragraphs with difficult text, challenging"

Conclusion

AI language models such as ChatGPT hold significant promise for transforming the landscape of dental anatomy education. However, their effectiveness is maximized when seamlessly integrated into a comprehensive pedagogical framework. Prioritizing the synergy of AI resources alongside recommended textbooks, professional guidance, and visual aids unquestionably enhances the learning journey, fostering the development of well-rounded dental professionals. Furthermore, educators, institutions, and AI developers must collaborate to establish robust ethical guidelines that uphold the integrity of the learning process.

References

1. Lone M, Vagg T, Theodoropoulos A, Cryan JF, Mckenna JP, Downer EJ, Toulouse A. Development and Assessment of a Three-Dimensional Tooth Morphology Quiz for Dental Students. *Anat Sci Educ*. 2019 May;12(3):284-299. doi: 10.1002/ase.1815. Epub 2018 Oct 30. PMID: 30378278.
2. Ali K, Barhom N, Tamimi F, Duggal M. ChatGPT-A double-edged sword for healthcare education? Implications for assessments of dental students. *Eur J Dent Educ*. 2023 Aug 7. doi: 10.1111/eje.12937. Epub ahead of print. PMID: 37550893.
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Academic Integrity & Artificial Intelligence



Project Introduction

This project was led by UCC's Academic Integrity Officer, Dr Loretta Goff, in collaboration with the UCC Skills Centre.

Though **Generative Artificial Intelligence (GenAI)** tools present a threat to academic integrity, they also provide an opportunity for digitally enhanced learning, teaching, and assessment. Current debates on how GenAI will affect higher education range from the belief that there will be no impact to the suggestion that assessment needs to be completely re-evaluated.

Aims

Our intent with this project was to **demonstrate a middle ground**, considering how GenAI can be used as an assistive tool in a comparable way to the calculator, without foregoing independent thought, critical thinking, analysis, and intended learning.

Our primary aim for this project was to produce a **set of recommendations in the form of a toolkit**, offering advice to staff and students around the ethical integration of GenAI in their teaching and learning practise.

Through our research we hoped to consider the validity of current assessment design within the current climate of GenAI.

We hoped to emphasise opportunities for new modes of teaching, learning, and assessment that incorporate GenAI tools across numerous disciplinary contexts and to highlight various ways to counter or mitigate the unethical use of GenAI.

Design

We adopted a **students-as-partner approach**, whereby students and academic staff worked in collaboration.

We paired students with staff from a wide variety of subject areas across UCC's four colleges.

These project pairings **workshopped ideas around GenAI and assessment design**. They were free to experiment with the software in any way they saw fit within their discipline specific context.

The Toolkit...

...its structure...

The opening sections of the toolkit – **What is Generative Artificial Intelligence?, Lexicon of Common Terminology, Critical AI Literacy, Academic Integrity, and Current Capabilities and Limitations** – will help staff familiarise themselves with GenAI and its potential use and misuse in education. The content of these sections can also be used directly by staff to inform students about GenAI and ethical use.

The latter sections – **Risk Assessment, Case Studies: Evaluating the use of ChatGPT to Complete Assignments, and Practice Examples – Integration of GenAI into Learning Activities** – share examples from discipline specific case studies and research completed as part of the (AI)²ed: Academic Integrity & Artificial Intelligence research project. These case studies were conducted by student-staff project pairings, who considered ways to integrate and mitigate the use of GenAI in their disciplines.

...where to find it

The toolkit, in PDF form, is currently housed in two places.

1. **The UCC Skills Centre**
2. **Centre for the Integration of Research, Teaching & Learning (CIRTL)**

We are currently working on a webpage, which will go live in December 2023.



CIRTL



SKILLS CENTRE

Current Capabilities & Limitations of GenAI

Capabilities

- Produces easy to understand text in plain English
- Produces grammatically correct and well-structured text
- Summarises or distils key points from a text
- Solves complex mathematical equations
- Can write code
- With plug-ins, can generate graphs/charts/images
- Brainstorms ideas

Limitations

- Hallucinations (inaccurate or made-up information)
- Biases based on training data
- Produces surface-level or general information (not capable of critical analysis)
- Cannot provide citations or references (or produces fake ones)
- Does not always respond to prompts accurately and can require several specific prompts to refine to the desired output
- Limited to training data (many tools are only trained on data up to a certain date so are not aware of up-to-date or specific information)
- Code produced is accurate but is the most straightforward and basic version of the code so it is not robust or secure and would not stand up in many real-world applications

Academic Integrity

The **European Network for Academic Integrity** recommends that staff and students be **guided on the benefits and limitations of AI tools** and that students be provided the opportunity to develop the skills required to work with AI technology in an ethical way. One way to achieve this is to introduce emerging technologies, including GenAI, into student learning alongside academic integrity so that students will be more likely to associate the use of these with good practice.

Academic integrity is underpinned by six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage**. Fostering academic integrity offers key motivating factors for student engagement, focusing on positive actions. Emphasising academic integrity in a developmental, educational approach also brings attention to the process of learning, the value in developing your skills, and the importance of being able to stand over your own work and take pride in it.

Project Case Studies

Student-staff pairings working on the project came from a wide variety of subject areas including: **anatomy, dentistry, philosophy, psychology, computer science, law, business studies, physics**.

These pairings were asked to complete a case study breakdown, where the academic staff member would focus on one specific example from their work on the project, of assessment design, and fill in a detailed breakdown of their and their student partner's process.

These case studies provided the core material that informed the toolkit.

Practice Examples - Integration of GenAI into Learning Activities

Incorporating GenAI software, such as ChatGPT, into higher education must be guided by a commitment to enhancing the learning experience, improving efficiency, and upholding ethical standards.

A thoughtful and transparent approach, with ongoing monitoring and evaluation, is essential to ensure that the integration of GenAI benefits all stakeholders while **safeguarding ethical principles, privacy, and academic integrity**.

Through this research project we have encountered numerous ways that GenAI can be integrated ethically in higher education settings, alongside appropriate training (critical engagement) and acknowledgement of use. A more detailed breakdown on each of these examples can be found in the toolkit.

- Using ChatGPT produced answers as templates
- ChatGPT as integral part of the assessment design
- Task students with identifying gaps in ChatGPT responses
- Make students aware of the downsides of GenAI
- ChatGPT as a study aid
- Accessibility
- Challenge ChatGPT

Project Team

Dr Loretta Goff [✉] Project Lead

Tadhg Dennehy: Research Support Officer

Student & Staff Participants

James Craig, Abi Hurley, Elaine Joyce, George Lynch, Princiya Machado, Alison McKeown, Dorcas Oyewande, Jordan Percy, Evan Scanlan, Asma Zulfikar, Prof Joseph Feller, Dr Ciara Fitzgerald, Dr Kim Keating, Dr Mutahira Lone, Dr Catherine O'Sullivan, Dr Harriet Schellekens, Dr Joel Walmsley

Funded by...

National Forum for the Enhancement of Teaching & Learning in Higher Education: Strategic Alignment of Teaching and Learning Enhancement (SATLE)

DIGITAL EDUCATION

4 Steps to improving Learning and Teaching in Open Education

Department of Spanish, Portuguese and Latin American Studies, UCC.

Eoin Fray*, UCC Library
Eugenia Bolado Colina, SPLAS
Estefanía Muñoz Gómez, SPLAS



4. Interactive

Interacting with lecturers and students to create OER content that promotes active educational participation.



3. Engaging

Listening to and engaging with lecturers and students to make sure course content is relevant and engaging.



2. Visible

A redesign of VLE Course - Home Page to make content more visible and consistent throughout all courses.



1. Accessible

Working with fellow lecturers and Inclusive UCC, the Department of Spanish, Portuguese and Latin American Studies are committed to making all VLE content accessible to all students.

Background To The Project

This project focussed on the redesign of three Spanish modules' Home-Page on the Virtual Learning Environment to enhance the visibility, accessibility, and quality of resources, including Open Educational Resources. The project involved partnering with lecturers and students from the Department of Spanish, Portuguese and Latin American Studies UCC to have them create OER content. Thanks to all involved.

For further information contact: Eoin Fray - efray@ucc.ie

MAKING USE OF VIDEO: OVPLT TALKS

The Office of the Vice-President for Learning & Teaching at UCC was established in 2008 to promote and support excellence in teaching and to increase the quality of education at UCC.

The Office now encompasses 7 units:

- Centre for the Integration of Research, Teaching & Learning
- Centre for Digital Education
- Centre for Adult and Continuing Education
- The Language Centre
- Exam Appeals Unit
- Skills Centre
- UCC Library

AUTHORS

Campbell, Eugene* (Centre for Digital Education): Filming & editing.
Churcher, Jacqui (OVPLT): Project Manager.

AFFILIATIONS



INTRODUCTION

The OVPLT Talks series was introduced in June 2023 as a collaboration between the Office of the Vice-President and the Centre for Digital Education.

These short video interviews cover a range of Learning & Teaching-related topics relevant to UCC staff and students.

So far, Professor Paul McSweeney has discussed: Academic Integrity, AI in Assessment, and Inclusive UCC. The series has also supported the launch of UCC's first Digital Education Plan and the new Universal Design for Learning digital badge. It's also been used to promote the services of the Library and the Skills Centre.



OBJECTIVE

OVPLT Talks uses video to:

- share up-to-date information with UCC staff
- disseminate information in an easily digestible video format
- raise awareness of the services and functions of the units and centres within the OVPLT
- increase visibility of the key personnel in each service
- create a library of informative and reusable content.

PROCESS

Pre-production

- scheduled interviewees
- established location
- script pre-planning



Equipment & skills

- camera, lighting, microphones
- software editing



Distribution

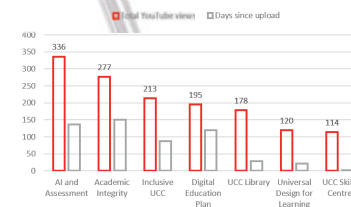
- social media (YouTube)
- UCC email & Workvivo



L to R (top row): Professor Paul McSweeney (VP Learning & Teaching), Éadaoin Regan (Skills Centre), Ger Culley (IT Services), James Northridge (Inclusive UCC), Tom O'Mara (Centre for Digital Education); (centre): Coral Black (UCC Library), Eugene Campbell (Centre for Digital Education); (bottom row): Laura Lee (Centre for the Integration of Research, Learning & Teaching), Kathy Bradley (formerly Skills Centre), Loretta Goff (Skills Centre)

ENGAGEMENTS

The total number of views on YouTube is now over 1,400. The table below shows the breakdown of this total and the number of days since release for each video.



CONCLUSION

The OVPLT Talks series has demonstrated the immediacy and flexibility of video as a medium. Investment in camera equipment and adherence to general production principles has created an easily replicable process with strong potential for development.

Beyond the OVPLT Talks series, taking a production-minded approach to video content could make positive changes in:

- module content created by teaching staff
- student activities e.g. pitching sessions

RESOURCES & ACKNOWLEDGEMENTS

Equipment used:

- Camera: Canon M50 Mark II
- Microphones: Rode Wireless GO II
- Main Light: Interfit LM 1200 Led Panel

Editing:

- Video editing software: Adobe Premiere Pro
- Training: Skillshare, YouTube & UCC AVMS staff

Special thanks to:

- Michael Tobin (AVMS) for guidance and technical advice.
- Max Bell (AVMS) for one-to-one tutorials on cameras, filming and video editing as well as ongoing technical support.
- Max Bell & Ruben Tapia (AVMS) for filming & editing OVPLT Talks episode 1 (Academic Integrity).

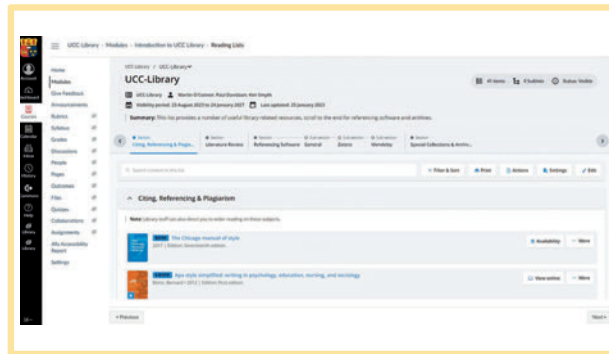
READING LISTS FOR CANVAS

Kim Smyth, UCC Library



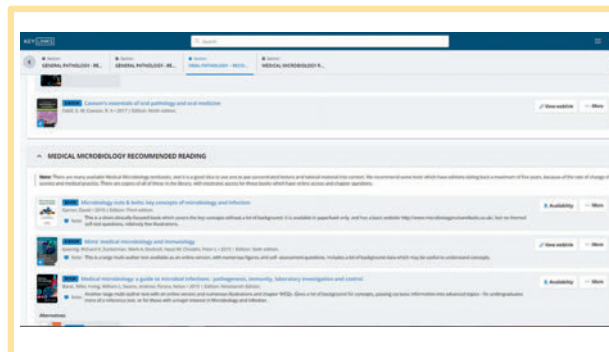
What is it?

UCC Library's Reading Lists for Canvas service provides access to course materials and texts for students directly within their Canvas courses. The service seamlessly links to digitised chapters, e-books and journal articles and highlights the availability of physical materials within the library's collections. Other resources such as videos, databases, websites and podcasts can also be included.



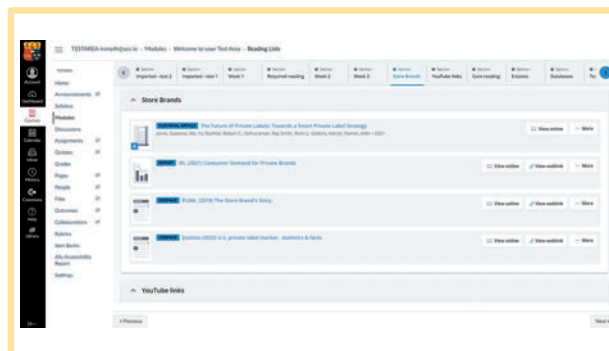
How to use the service:

1. Scan the QR code
2. Register your course
3. Submit your reading list



Next steps & tips:

- Trial it for a course – scan the QR code & submit a list
- List does not have to be complete, submit now for Semester 2. Published when you are ready to make it available to students.
- Does not have to sit within the VLE, can supply URL to course.
- Structure & prioritize your readings to match Canvas
- Contact us: readinglists@ucc.ie



The benefits:

- Enhances the digital experience
- Digitised print chapters
- Scaffolded reading – structure, annotate & prioritize
- Usage analytics
- Additional funding for new material
- Easy to update and rollover
- Copyright compliant
- Accessibility – range of formats, equitable access

Feedback & comments:



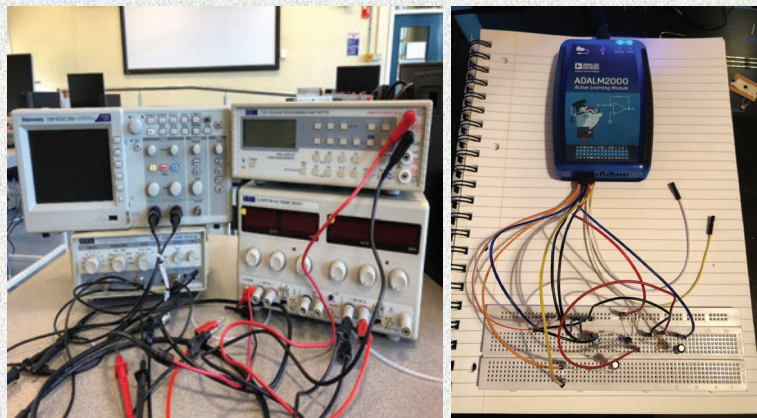
The Use of Portable Kits for Electronic Engineering Laboratories

Kevin McCarthy, Electrical & Electronic Engineering, UCC

Introduction and Background

- Remote learning and teaching became the norm during Covid-19.
- This was a challenge for modules with a large laboratory-based content.
- Portable kits for electronic education were maturing in quality and support around 2020 and were used for some modules as “home laboratories” during Covid-19.
- Was their use effective during Covid-19 and beyond?

Electronic Laboratories – Fixed or Portable?



Research Questions

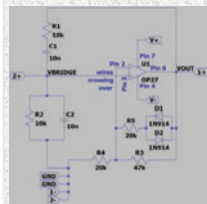
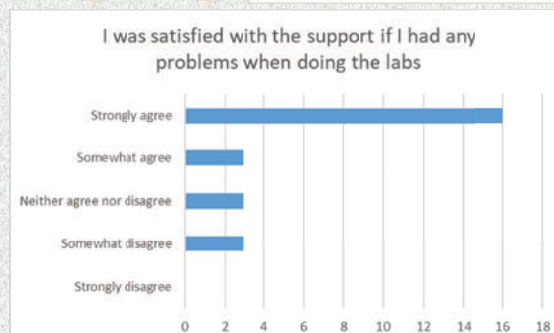
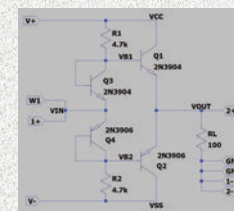
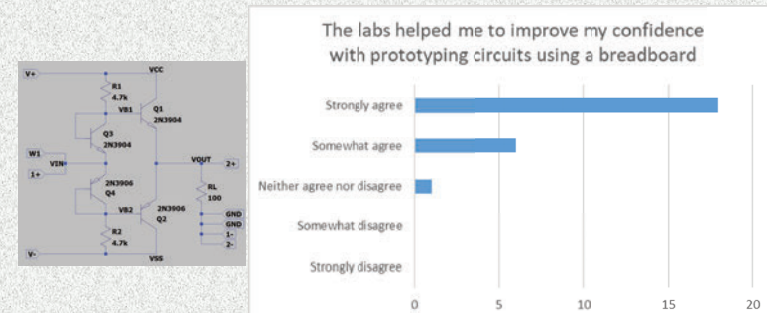
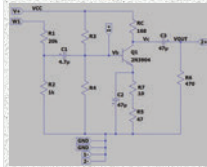
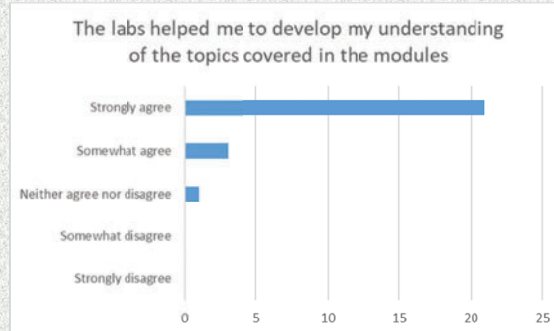
1. Does the use of portable electronic hardware support effective learning of the practical content of undergraduate analogue circuit design courses?
2. What changes could be made to the current usage of the portable electronic platforms to enhance the student learning experience?
3. In a post-Covid-19 environment, should a return to traditional laboratories or a blended approach be considered?

Methods

- An observational study of students who took the modules EE3018 and EE3022 during the 2021/22 and 2022/23 academic years.
- The study aligns with SoTL “what is?” type questions.
- It consisted of a questionnaire run on Qualtrics and interviews with a small number of students.
- It was conducted in spring 2023.
- It forms part of the author’s work on the Masters in Teaching and Learning in Higher Education at UCC.
- Ethical approval was granted by UCC’s Social Research Ethics Committee (SREC).

References: Asgari et al.: “An observational study of engineering online education during the COVID-19 pandemic”, PLoS ONE, 2021, 16(4).
Shepherd et al.: “Technology Lending in the Time of Covid-19: Meeting Curricular Needs”, Technical Services Quarterly, 2021, 38:1, 1-16.

Results – Sample Likert Responses



Results – A Sample Free-Form Response

“It was very good to have the flexibility of carrying out the labs at home as well as in the lab. The fact that there was this flexibility was helpful to spend extra time on the circuits to properly understand them rather than rushing it with normal laboratory equipment on campus”

Discussion

- Portable kits are effective for electronics education.
- This is now a very active area of pedagogical research.

Next Steps

Further analysis of interviews; integration with theoretical perspectives; dissemination of results.

Acknowledgements

The MATLHE team of Dr Anna Santucci, Dr James Cronin and Dr Ciáran Dawson; EE colleagues Dr Emanuel Popovici and Dr Colin Murphy; Analog Devices.

Enhancing students' digital fluency and employability

a collaboration between UCC Library, UCC Skills Centre, and the UCC Graduate Attributes Programme



WHO WAS INVOLVED?

UCC Library offers innovative services, resources, and spaces that align with your learning, teaching and research needs. We are continually developing new and improved ways to support students in their learning journey, and effective channels to collaborate with staff.

The Skills Centre provides a dedicated, responsive, and active learning space for the enhancement of academic skills. Our goal is to enhance the student experience through the provision of customised workshops, digital badges, asynchronous resources, and one to one coaching.

UCC's unique **Graduate Attributes Programme** supports successful student transitions in, through and out of university, and the development of core graduate attributes and values, empowering students to begin, belong and become the person they want to be!



WHAT DID WE DO?



To promote **UCC Graduate Attributes and Values** and to address the increasing demand for the development of **digital skills**, we created a series of innovative workshops held in the technology-rich **Digital Scholarship Studio** on Q+1 of Boole Library focused on:

- visual communication
- podcasting and audio editing
- video editing
- digital accessibility



Attendance in these workshops can count towards the **UCC EmployAgility Award**, a professional skills development programme that rewards students for their non-academic contributions.

WHY WAS IT IMPORTANT?

The **EmployAgility Digital Scholarship Studio Workshops** were developed with the aim of supporting students in the development of core UCC graduate attributes and values. All workshops support the development of **digital fluency**, and many supported the development of additional attributes and values, such as:

- independent and creative thinking
- creators, evaluators and communicators of knowledge
- integrity

Students were also provided with the opportunity to take the *Your Compass* self-assessment to measure their development of core graduate attributes and values at both the start and end of the workshop series.



STUDENT FEEDBACK

Total number of attendees: 120

What they enjoyed

- Learned new skills
- Love interactive elements
- Clear, concise and easy to follow

Improvements

- Longer sessions
- More opportunities for discussions

KEY TAKEAWAY

Overall, a positive and enthusiastic response to the workshops, with a desire for longer durations in certain sessions. The students appreciate the practical aspects of the workshops and are eager to continue learning and applying new skills.

REFLECTIONS



Working together on this project has been a rewarding experience! By collaborating together and bringing in diverse expertise, we've enriched the learning experience for workshop attendees. From a teaching point of view, the Digital Scholarship Studio has allowed for increased creativity and innovation in types of workshops and how they can be delivered. - Stephanie

Stephanie Chen*



This project has been an excellent collaboration, showing that you don't need to reinvent the wheel to attract students to workshops. By pooling together resources which already exist and adapting them to a particular focus you can turnover significant positive engagement and feedback from students. - Éadaoin



This project has been a joy to work and collaborate on. The workshops supported students in learning sought after transferable technological skills and was an excellent method of supporting their development of core graduate attributes and values including digital fluency, and creators, evaluators, and communicators of knowledge. Students were provided with the opportunity to pursue a UCC EmployAgility Award based on their engagement with the workshop series, providing them with official recognition for their professional skills development. The success of the series is evident in the positive feedback and engagement. - Clodagh



This innovative project supports our students to tangibly develop their graduate attributes and values. They can participate in a highly engaging, interactive, expert-led learning experiences that enhance their digital fluency. The delivery of this project in the Digital Scholarship Studio enables our students to explore a wide range of technologies and encourages them to become creators, evaluators and communicators of knowledge. I look forward to seeing this excellent collaboration develop in the years ahead. - Adel

Using Digital Learning Portfolios to support reflective learning.

Abstract

This poster presentation describes the process and rationale for transitioning to the use of Digital Learning Portfolios to support Occupational Therapy students' learning reflections. Often considered as a key mechanism for developing the skills required to be a competent reflective practitioner, students had previous completed written reflections as part of the assessment of their learning.

Authors

Bryan Boyle*, Ruth Usher & Yvonne Pennisi
Department of Occupational Science and Occupational Therapy
School of Clinical Therapies, University College Cork.



Introduction

- The application of Digital Learning Portfolios was implemented on an iterative basis across the four years of undergraduate learning
- It is systematically structured to reflect the World Federation of Occupational Therapists Entry Level Competencies and the European Digital Competence Framework for Citizens.
- Developing a process of assessment via Digital Learning Portfolios also offers an opportunity to apply Universal Design for Learning principles to the evaluation of learning.
- The ability to integrate a range of media beyond text (drawing upon digital media resources and artefacts) provides students opportunities to use multiple methods by which to represent their learning.
- Use for personal development planning, showcasing work, reflection and assessment. more than a product, a simple repository of artefacts; it becomes a process of reflection, of organizing, prioritizing, analysing, and communicating one's work and its value, which may prompt insights and goals.
- The Digital Learning Portfolio platform deployed allowed students to choose, design or develop digital artifacts such as photos, images, video to reflect some elements of their learning.
- Finally, the challenges and lessons learned in transitioning to the use of digital learning technologies will be outlined alongside the need to develop robust, ongoing mechanisms for evaluation

OBJECTIVE

The objective of transitioning undergraduate students from a paper-based exercise to one that required they represent their learning digitally was informed by:

- (a) The desire to provide students with opportunities for building digital skills
- (b) To allow students to leverage digital media to present richer representations of the reflections and reflective skills.

METHODOLOGY

The process of incorporating across all four years of the undergraduate Occupational Therapy programme was phased over three years beginning with Year 2 & 4, followed by Year 3 and finally Year 1. The implementation and outputs were internally reviewed by the Department teaching team on a yearly basis and was evaluated by external examiners.

RESULTS

Feedback from students and most notably from External Examiners has been very positive and welcomed the expansion of the learning portfolios across all of the four undergraduate years. A more comprehensive and empirical evaluation of their utility is yet to be undertaken.

Process

- The digital learning portfolios are used to reflect Personal Professional Development.
- In Year 1, students use Microsoft Word while Year 2 and 3 sees students represent their learning and reflections as a publicly accessible website using Google Sites or equivalent platform.
- Year 4 sees students transform their previous portfolios into a personal digital brand in anticipation of their impending careers
- Students were provided with guidance on what to include but format was not prescribed so as to allow creative expression/highlight key areas of interest or critical learning.



Sample 'Home Screen' for 2 year Digital Learning Portfolio



Using previous learning artefacts as a demonstration of competency in 4th Year

Conclusion

- The move to using Digital Portfolios to support learning reflective practice for undergraduate Occupational Therapists has supported students develop digital literacy skills and deepen their reflective practice.
- The requirements for the production of digital portfolios have been scaled to match the development of reflective abilities for students' and to reflect their requirements on a yearly basis.
- The learning value associated with these digital portfolios requires further exploration and analysis in the coming years.

Digital inclusion in language learning materials provision

Emma Riordan*
Dragan Miladinović
Siobhan Mortell
Megan Dempsey



Introduction

The process of language learning is necessarily multi-modal with significant student need for written, audio-visual and interactive materials. Students must spend significant time on independent learning in order to reach the required proficiency level for a languages degree (typically B2.2 of the Common European Framework of Reference for Languages). The online space offers huge advantages for providing students with resources to support this autonomous learning. However, the management of this data within Virtual Learning Environment (VLE) is challenging for staff and students and may lead to reduced accessibility and engagement as well as staff and student overwhelm. In addition, the nature of language learning supports can mean that they are not always inclusive. We aim to explore the ways that we can enhance digital inclusion for language learning in higher education.

Background: Relevant Frameworks



Particularly developing competence in area 5 which focuses on educators' ability to promote accessibility and inclusion as well as actively engaging learners

DigCompEdu (Redecker, 2017, p. 16)



Developing competences in Domain Digital Capacity which states such aims as: Can exploit various approaches to online/blended learning to enhance language curricula and foster learner autonomy. Can use digital tools to enhance student engagement in synchronous and asynchronous language learning.

HELECs (Riordan et al., 2021)

Methodology

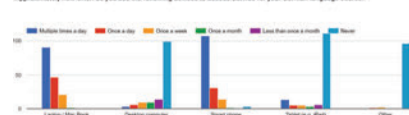
- Questionnaire design
- QUAN – based on UEQ to measure experience of using our Canvas courses <https://www.ueq-online.org/>
- QUAL – questions arising from our experience
- Research ethics approval SREC, UCC
- Questionnaire distribution
- Work with our student intern to improve accessibility scores

Responses

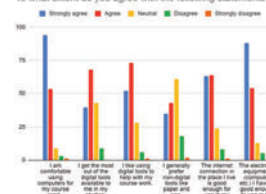
Proficiency Level	Number of responses	Total number of students	Response rate
A1	17	26	65.38%
A2	54	70	77.14%
B1	55	79	69.62%
B2	34	54	62.96%
All	160	229	69.87%

Sample descriptive results

Approximately how often do you use the following devices to access Canvas for your German language course?



To what extent do you agree with the following statements



Quantitative results based on the UEQ

Item	Mean	Variance	Std. Dev.	No.	Negative	Positive	Scale
1	1.1	1.7	1.3	160	obstructive	supportive	Pragmatic Quality
2	0.6	2.2	1.5	160	complicated	easy	Pragmatic Quality
3	1.0	2.0	1.4	160	inefficient	efficient	Pragmatic Quality
4	0.4	3.1	1.8	160	confusing	clear	Pragmatic Quality
5	0.4	1.2	1.1	159	boring	exciting	Hedonic Quality
6	0.9	1.5	1.2	160	not interesting	interesting	Hedonic Quality
7	-0.3	1.7	1.3	160	conventional	inventive	Hedonic Quality
8	-0.4	1.4	1.2	160	usual	leading edge	Hedonic Quality

The results for each of the 8 items were neutral to positive. The pragmatic qualities were seen as more positive than the hedonistic ones suggesting students see the utility but don't find the online offering particularly pleasant.

Preliminary qualitative results

Preliminary Findings: What do you like about your Canvas Course

- Information and material is readily available when I need it
- It's easy to understand and everything is sorted out nicely, not too overwhelming and easy to access
- I like the fact that I can find the material on it. If I'm not in class I can access the material the teacher has covered.

Preliminary Findings: What do you like less about your Canvas Course

- I find the layout confusing at times because the information is spread out.
- Sometimes get overwhelmed by notifications and the amount of quizzes/assignments. Sometimes unsure what's important and what's optional.
- I found the layout confusing, and as someone with dyspraxia who struggles with planning and organisation I've found it somewhat stressful to use.



Students reported that they find online materials and learning aids to be valuable to their learning experiences. Issues that they raised in their questionnaire responses relate to the organisation of materials and the volume of resources. These can sometimes lead to overwhelm and a resultant lack of engagement.

Language teaching-specific challenges to inclusion: Visual aids

	Nominativ	konjugiertes Verb	Partizip II	3. Verb, wenn nötig
Präsens	Das Haus	wird	gebaut.	
Präteritum	Das Haus	wurde	gebaut.	
Perfekt	Das Haus	ist	gebaut	worden.
Plusquamperfekt	Das Haus	war	gebaut	worden.
Futur	Das Haus	wird	gebaut	werden.
Modalverb (Präsens)	Das Haus	muß	gebaut	werden.
Modalverb (Präteritum)	Das Haus	musste	gebaut	werden.

Language teaching materials developers use visual aids to support the understanding and acquisition of a particular linguistic phenomenon. They may help learners but also exclude some in that this approach may not support students with visual impairments and/or those who use a screen-reader. We, therefore, advocate for the use of a variety of presentations of complex material.

Language teaching-specific challenges to inclusion: Bilingual texts

Auto-generated captions of explanation video

70
00:07:23,700 00:07:33,540
You take the verb stem. And you add a G to the beginning and a T to the end for all regular verbs.

71
00:07:33,670 00:07:36,960
Ashfield, Caleb Ward. Good luck.

72
00:07:37,800 00:07:45,130
Yeah, lots of all those regular verbs have exactly the same form for their way.

Manually amended captions

70
00:07:23,700 00:07:33,540
You take the verb stem. And you add a G to the beginning and a T to the end for all regular verbs.

71
00:07:33,670 00:07:36,960
gespielt, gelebt, gewohnt, gelacht

72
00:07:37,800 00:07:45,130
Yeah, lots of all those regular verbs have exactly the same form for their Partizip II

Language teachers and materials developers often use English as well as the target language when providing explanations of complex phenomena. The transcription tools we have available cannot yet deal with two languages in one text. Therefore, texts need to be manually amended to avoid the type of errors seen here highlighted in orange.

Relevant Literature

- CAST (2018). Universal design for learning guidelines version 2.2. <http://udlguidelines.cast.org> (accessed 28 August 2023).
- Funk, H., & Koenig, M. (1991). Grammatik sehen. Visualisierung von Grammatik und Übungssequenzen. Fremdsprache Deutsch, 19(1/5), 55-58. https://doi.org/10.37307/2014-1901_05_14
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Embodying the Digital & Using the Digital to Embrace Embodiment

Róisín O’Gorman, Department of Theatre



Overview

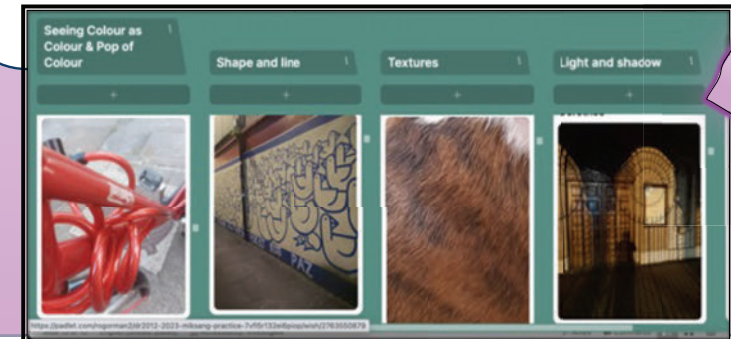
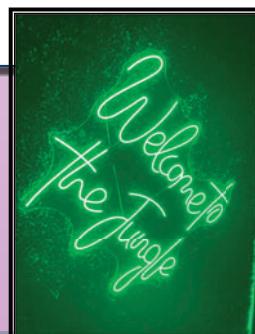
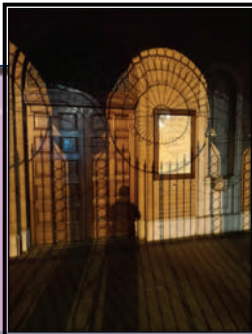
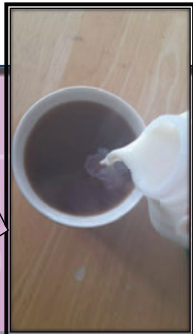
Digital tools are often considered disembodied or distinct from in-person learning. Embodiment practices prioritize direct bodily experience and as a result, often eschew or diminish the role digital tools can play in integration and development of this learning. This poster confronts these assumptions by presenting a specific example of how the materiality of both digital and embodiment practices when marbled together offer a creative model for student learning and offers new access points to embodied digital learning. We used the photographic practice, Miksang or ‘contemplative photography’, in a movement based class. The resulting teaching practice trialled integrating digital tools and performative/live modes of learning (see Gourlay 2021).

Description

This work embeds as a practical element within an optional module delivered to 2nd year BA and HDip students in *Theatre and Performative Practices*.

The use of everyday digital photography (students use their phones) extends student learning beyond the classroom into their everyday environments and allows them to share and build a lively learning community in the non-judgemental approach fostered in Miksang, going beyond received ideas of ‘blended’ learning. It also demonstrates use and integration of Padlet as a sharing platform for student work.

Student
Work



Padlet

Results:

This practice prompted thinking about the ways in which we can embody and embed digital tools; created ways to extend options for creative learning; practiced the use of Padlet as digital platform for sharing digital photography; learnt about and with Miksang photography and theatre student training

Student feedback:

"It was very interesting and useful to train the eye to notice something we normally don't. Using photography we really start to notice things that we take for granted."

"The Miksang approach encouraged me to look at photography from a simplistic perspective as opposed to the maximalistic one I have often taken in the past. With Miksang I found that there is underlying beauty all around me and I can acknowledge that when taking the time to do so."

It is a very useful and easy format to share photo and comment. I like it because it is very intuitive and easy to use and let anyone share easily the work and see the other's work."

"Sometimes using too much digital tools can be confusing because you don't know where to look for information. But posting everything on canvas was a good choice".

Practical Takeaways: Give more in class time for sharing and responding to the images; also check in on technical difficulties sooner

Overall this experiment shifted the stance of ‘live’ or ‘embodied’ versus ‘digital’ use and brought the everyday digital use of phone-camera into ‘active’ learning. There is more scope for embodied use and integration of digital tools. The digital can connect us, but it needs to also be integrated into balanced cycles with embodied and experiential learning.

Source: Gourlay, Lesley. "There Is No 'Virtual Learning': The Materiality of Digital Education." *Journal of New Approaches in Educational Research* 10, no. 1 (January 15, 2021): 57–66. Links to an external site.
Fawns, Tim. "An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy." *Postdigital Science and Education*, April 2, 2022

Connecting the Curriculum and its Hidden Concepts: A student-partnered journey best seen through the UDL lens

F. Jerry Reen*, Niall O'Leary, David Murphy

Why the need for what we did?

Scientific advances sustain societal and planetary health. Graduates face new challenges and opportunities in an increasingly molecular and digitalised ecosystem, tasked with delivering a sustainable future.

Understanding the Molecular/Cellular Sciences requires students to access abstract, invisible concepts, many of which have no reference points for. Connecting to the cross-disciplinary needs of society and industry requires skills and behaviours not reached through traditional teaching.

Universal Design for Learning (UDL) approaches offer students new entry points to (i) unlock these challenging concepts, (ii) realise new connections between concepts and societal needs, and (iii) understand the importance and impact of molecular/cellular sciences in a global context.



Overview of project design/method

Explore

- Interactive learning
- 3D model simulations
- Group design, test, learn
- VR Self directed learning

Experience

- Micro-modules
- Digitalisation
- Multi-modal entry points
- Connected learning

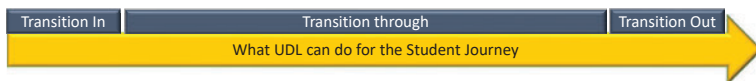
Enlighten

- Deep learning
- Applied understanding
- Capstone experience
- Unlock course potential

Student partnership is key to the development of effective 'learning by doing' cross-disciplinary performances of understanding and co-creation of pedagogically sound digital learning experiences.

Approach: Guide students through rubrics, resources, and research-based methodologies. Clearly define expectations, yours and theirs. Reward critical/lateral thinking, building soft-skills through capstone experiences. Mitigate risk in assessment design, this gives you scope to explore new possibilities e.g. internationalisation, cross-disciplinary, cross-module themes.

Tangible outcomes and opportunities



Reen et al., FEMS Microbiol Lett 2022

SATLE2019 ELEVATE (Lead - Dr Jerry Reen)
UCC SEFS Digital Inclusion (Lead - Dr Jerry Reen)
SSPC EPE Bursary (Lead - Dr Jerry Reen)
SATLE2023 VISTA 360 (Lead - Dr Niall O'Leary)
SATLE2023 DD-CEL (Lead - Dr Ruth Hally)



Findings/Takeaway for Attendees

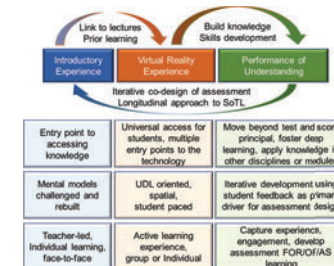
Many years of exploration, investigation and implementation: **No end in sight!**

Interdisciplinary engagements critical.

Evidence-based strategic approach has become embedded in school ethos/support.

Accessibility & Inclusion reflections drive systemic innovation.

Bringing together disciplinary experts has delivered a pedagogically informed roadmap for the integration of Virtual Reality Simulations in the Life Science curriculum.



Reen et al., Frontiers in Virtual Reality 2021

BIOGRAPHY THROUGH TECHNOLOGY:

THE POSSIBILITIES FOR LEARNING ABOUT SELF AND OTHER THROUGH VIRTUAL EXCHANGE



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

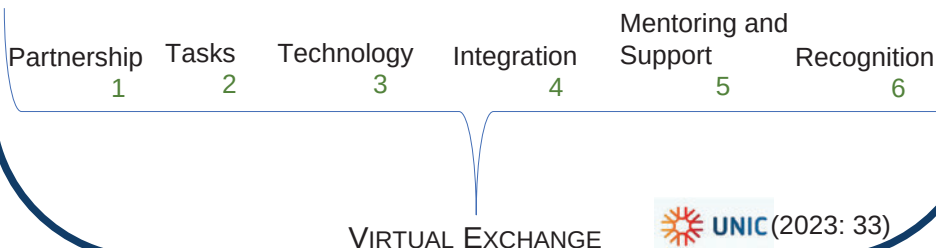
Dr Claire O'Reilly
University College Cork

School of Languages, Literatures and Cultures, claire.oreilly@ucc.ie

Virtual Exchange* & Student's Learning

Commencing in 2020 as an interim measure for non-travelling students during Covid, this web-based Virtual Exchange [VE], was devised between UCC (lead partner) with the University of Applied Sciences Dresden (Prof. Maik Arnold), to help replicate the conditions of intercultural and linguistic learning associated with the year abroad. Students had to carry out 3 biographical interviews with each other digitally using the Foreign Language and present their findings in E-Portfolio or Wordpress formats. Now running in its fourth iteration, the outcomes have far surpassed (inter)cultural and linguistic gains – students make demonstrable strides in confidence and self-efficacy. A VE has become a convincing pedagogy for learning about working in virtual teams, developing critical self-analysis, digital literacy, and other transversal skills applicable to real-life contexts.

*VE refers to the different online learning initiatives and methodologies which engage learners in sustained online collaborative learning and interaction with partners from different cultural backgrounds as part of their study programmes and under the guidance of teachers or trained facilitators (O'Dowd, 2023).



Process/Methodology

- 4-year SoTL-approach to establishing learning outcomes
- Feedback (anonymous and non-anonymous from 20 Students, UCC)
- 6 case-study interviews led after the completion of the courses (2021 & 2022)
- Qualitative data collection and Analysis based on Thematic Analysis (Maguire and Delahunty, 2017)
- Ethics approval granted

Findings and Takeaways

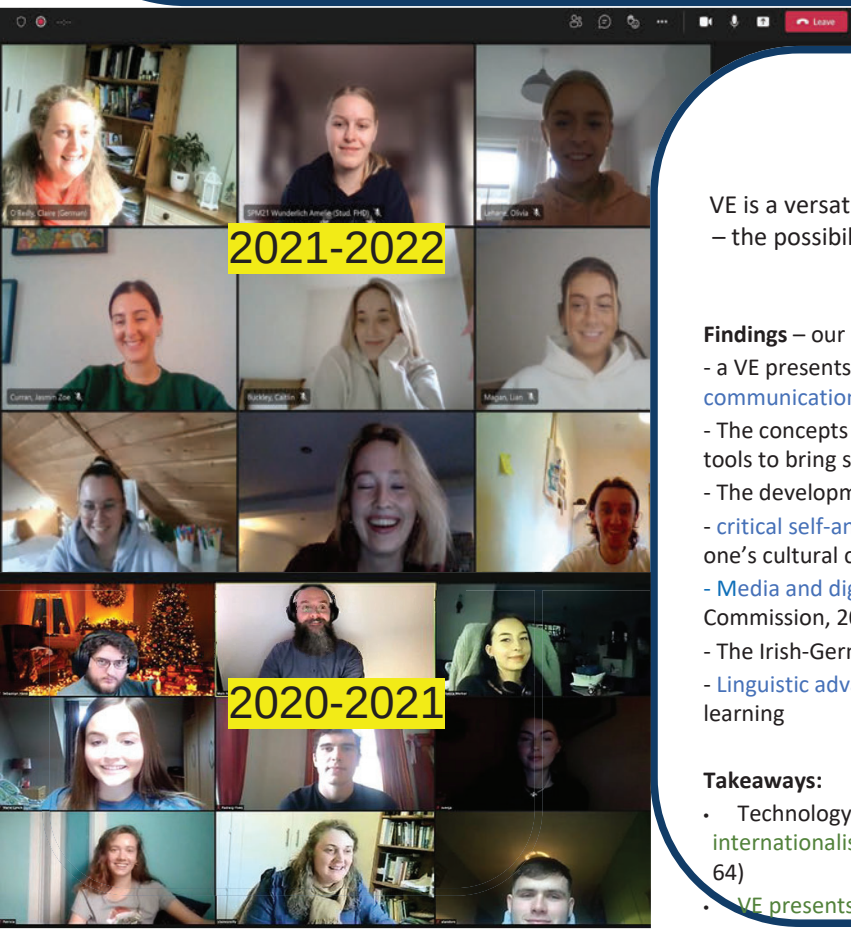
VE is a versatile, exciting pedagogy that is student-centered and sustainable – the possibilities are endless to cooperate, collaborate and create learning across disciplines via web-based technologies

Findings – our study found (O'Reilly and Arnold, 2022 & 2023):

- a VE presents a **highly effective tool to imitate authentic bicultural and bilingual communication situations** (echoing Ryan, 2020)
- The concepts of **life writing and biographical interviews** are excellent learning tools to bring students together to learn from and with each other
- The development of **social and intercultural competencies** are evident
- **critical self-analysis** – questioning one's frame of reference (Mezirow, 2000) and one's cultural conditioning was an outcome
- **Media and digital literacy** learning outcomes also evident (cf. European Commission, 2021)
- The Irish-German VE considered by all students to be **self-empowering**
- **Linguistic advancement** is an outcome, but also further motivation to continue learning

Takeaways:

- Technology-based curricula, such as a VE, can help **ensure equal access to internationalisation activities** for all students (echoing Beelan and O'Dowd, 2022: 64)
- **VE presents high transferability of learning** to other work and study-contexts



Exploring Canvas Analytics (LITE Project)

Michael Murphy

Department of Management and Marketing, UCC

With funding and support from:



Project Objectives:

- To capitalise on the opportunity presented during the Covid period, with the availability of detailed online learning analytics, to better understand the nature of student engagement and to measure the correlation between student engagement and student learning outcomes.
- To identify what learning analytics / data are offered by Panopto and Canvas and how effectively, and easily, these can be used to accurately measure student engagement *in large classes*, from the position of a module co-ordinator who does not have substantial technical expertise.
- To identify any other issues relating to the use of Canvas student data

Methodology

A large Commerce under-graduate module, with approximately 350 students each year (including over 130 elective students) was studied over two cycles of a fully-online delivery, in the academic years 2020 and 2021. Similar patterns of engagement and achievement of learning outcomes were identified across both years of analysis. The module data for the year 2021 was then selected for a deeper dive into the analytics data as it allowed for an externally-sourced pivot table to be applied. This allowed for all interactions, such as total viewing times for each video, frequency of access to readings, lecture notes, course announcements, etc. to be cross-tabulated by student grade.

Some Research Issues Arising:

- Lack of clarity on 'ownership' of student data in Canvas Analytics. After multiple communications with OCLA, UCC, it was agreed that this data could be used for research purposes, retrospectively, without specific student consent, once it was completely anonymised. Furthermore, this anonymisation process, which was time-consuming, was only allowed to be done by the module co-ordinator, and not the data analyst hired to support this project (see **Table 1**, right, showing sample of anonymised data and some of the elements of data available for analysis)
- Canvas Analytics can be misleading, in terms of the standard reports available. For instance, the standard data on video viewership does not factor in those who did not view a video at all (see **Table 2**, right). Neither does it include data for those who viewed a video over 100% (i.e. those who returned to a video multiple times, perhaps for revision purposes). This raised some interesting findings, below, regarding the profile of those who viewed material multiple times and also achieved higher grades in the module.
- Lack of clarity in the analytics regarding whether students downloaded and / or viewed material directly on Canvas. The data also suggests distinct styles of engagement on Canvas, suggesting different combinations of downloading / direct viewing of material on Canvas, but it was hard to confirm this.



Identifier	Announcements	Assignments	Home	Modules	Recordings	Panopto Minutes	Lecture Notes	Readings	Mid Term Exam	Final Exam	Total Grade
					Viewed	Viewed			(50 Marks)	(50 Marks)	%
10308COM2	3	7	72	7	17	852	138	59	28	30	58
10508COM2	2	7	43	1	3	61	9	0	20	26	46
10548COM2	14	12	158	61	10	1069	18	79	38	38	76
106285C2	10	10	78	14	6	214	43	66	26	30	56
10688COM2	1	12	36	56	4	53	93	41	24	32	56
10708COM2	0	2	53	1	20	529	6	14	32	36	68
10748CL2	10	7	135	51	25	1008	22	142	22	30	52
10908COM2	5	24	132	14	15	651	90	60	20	36	56

Table 1

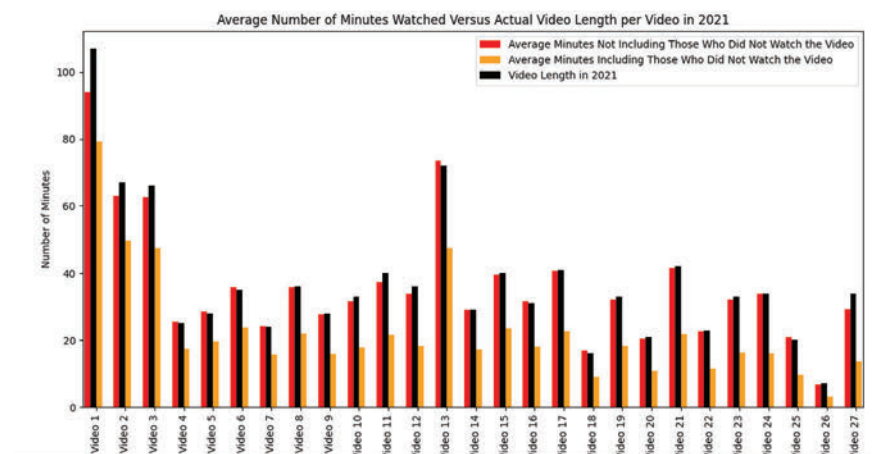


Table 2

Key Findings

- While Canvas (and Panopto) potentially provide some very rich data on student engagement and online behaviour, it is not so readily accessible to module co-ordinators who do not have technical expertise and access to external software.
- The data shows, on a number of metrics, very strong correlations between student engagement and learning outcomes / grades (for one sample from the in-depth analysis, see **Table 3**, left)
- Observed behaviour, such as more motivated students viewing lectures repeatedly, suggests a need to re-think any policy of making lecture recordings only available to certain cohorts of students. Also, student access to module analytics in real-time might generate greater student engagement by less motivated students.

Student Grades In Relation to Their Overall Panopto Minutes and How Many Times They Clicked Into Readings

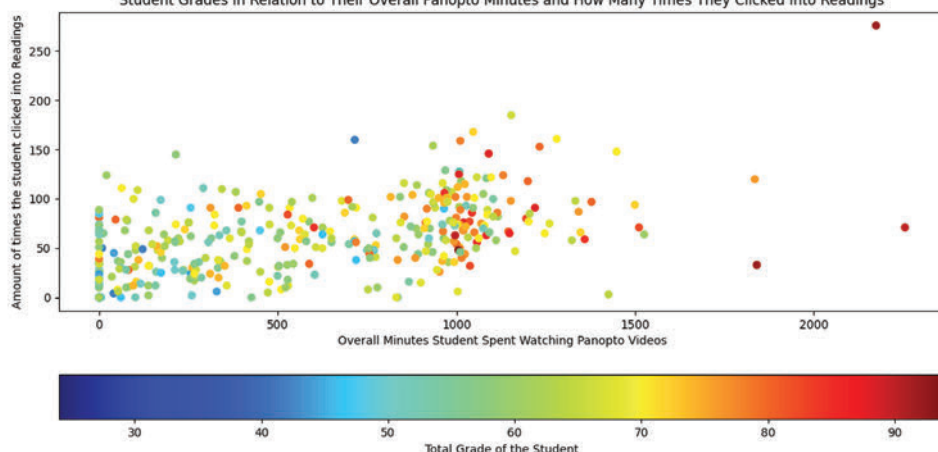


Table 3

The 'Flip' Side of Learning

Nollaig Power*, Dr Louise Veling



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh



Flipped teaching is an innovative pedagogical approach where traditional in-class lecture content is moved outside of the classroom, typically through video lectures or readings, allowing students to engage with the material independently before class. In-class time is then primarily used for digging deeper into topics and concepts, and facilitating active learning through discussion and activities to provide students with a more interactive, socially-oriented and personalized learning experience. It is a particularly useful model for facilitating flexible online learning.

Overview

In Practice

In **CE6048 – Responsible Management for Sustainable Enterprise** Dr Louise Veling adopted a flipped delivery model. The module is part of a fully online, postgraduate programme designed to be flexible to accommodate adult learners.

Asynchronous

- Weekly release of short lecture videos and related reading materials.
- Provision of guiding questions/thinking points to aid in reflection on the content.
- Provision of other supporting resources, such as videos, for further reflection and analysis in class.

Synchronous

- A recap of the material provided asynchronously prior to class.
- Time given for discussion and a deeper dive into the material, as well as clarifying or explaining difficult or queried concepts.
- Breakout rooms for peer discussion, knowledge application and group activities.

Feedback



The majority of students preferred the flipped approach, citing capacity for self-pacing, pausing content to reflect or note-take, or simply take a break. They also appreciated the teacher-led recap at the start of live sessions and having time at the start of the class to query and clarify the asynchronous learning.

Most students also found the use of live sessions and breakout rooms to facilitate peer discussion, activities and group work beneficial, as well as citing enhanced perception of teacher presence. A slight preference was shown for the blended flip format, with some in-class time dedicated to lecturing.

Key Takeaways: Play to the strengths of synchronous and asynchronous spaces. Use synchronous spaces to enhance teaching and social presence through discussion. Enhance the flexibility of the course by facilitating self-pacing with asynchronous content provided in advance, and support learning with scaffolds (guiding questions, re-caps and time for queries.)

The Process

There's no one way to successfully flip a classroom - it depends on multiple factors (for example discipline, learner demographic, and available technologies). Instead, we have outlined some of the strengths of each learning space (before, during, and after class) to consider while planning your learners' journey and the sequence of your flipped classroom activities.

A key element of successful online learning experiences is maximizing social interactivity to facilitate peer-to-peer learning, so start by thinking about how you might foster social a community of learning through use of available technologies.

Before Class - Asynchronous

- Release **content** (video, podcast, reading) with ample time before live sessions.
- Provide **context, clarity of expectation** and **scaffolds** for learning.
- Encourage **knowledge checking** - guiding questions, quizzes, note-taking.
- Facilitate asynchronous **interaction** using discussion boards, polls, pinboards.

During Class - Synchronous

- **Re-cap, clarify** and allocate time to **expand upon** difficult topics or concepts.
- Facilitate peer-to-peer **interaction** and **discussion**, provide **immediate feedback**.
- Encourage **reflection, collaboration** and **personalisation**.

After Class - Asynchronous

- **Re-cap** - upload class recordings. Provide **additional resources**.
- Provide guidance - how will students **apply** and **demonstrate** learning?
- Provide **timely feedback**, particular for smaller or related continuous assignments/projects.

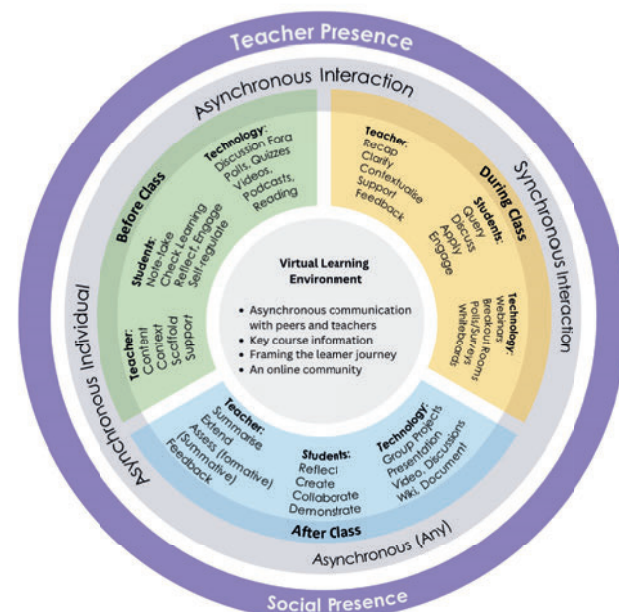


Fig. 1 - Prompts wheel for teacher/student roles, engagement spaces, technologies and VLE use.

Remember!

Your VLE is at the heart of your learners online community.

Online learners often cite isolation as a concern about studying online. Effective use of your VLE can help frame your module structure and delivery, provide a consistent reference point for key information, and aid in asynchronously conveying teacher presence and fostering a sense of community.

"To ChatGPT or not to ChatGPT?"

Melinda Childs, Elsie Coakley, Catherine Daly, Niamh Hennessy, Hannah Lee, Cameron Nyman, Mutahira Lone.*
Department of Anatomy and Neuroscience UCC

Background

Anatomy is a visual science and requires images and visual learning aids (1). Students learn anatomy through lectures, lab sessions, and also online tools. The current trends in online learning (2) needs to be studied further for accuracy and reliability. Especially since students can lean into using things like AI tools, specifically ChatGPT, to replace the traditional roles of tutors (3).

Aim

Comparison of TeachMe Anatomy (TMA) with Chat GPT 3.5 and 4.0 for learning anatomy.

Results



3.5



4.0



Teach me Anatomy



EASE OF USE



QUALITY/ACCURACY



COST



VISUAL AIDS



MOBILE ACCESS



EXAMPLES



Methodology



- TMA used as the control.
- Typed keywords from each question into TMA's own search engine.
- Made a note of each answer given and compared to Chat GPT 3.5/4.0 answers.
- Ranked TMA against ChatGPT in 5 main areas (See Table).



- Developed 25 standardized anatomical questions of increasing specificity corresponding to 5 anatomical regions (5 questions per region).
- Input the questions into ChatGPT 3.5 and 4.0 in two different ways.
 - Individually: each question was asked in its own new chat.
 - Grouped: all questions on a region were asked in the same chat following a previous answer.
- Answers were recorded and analyzed for accuracy and consistency and compared with answers from TMA.

Discussion

- ChatGPT may be useful as a starting point for anatomy learning as it was able to consistently answer base level questions correctly.
- More peer reviewed information is needed in order for educators to recommend the use of AI for third level learning.
- ChatGPT may benefit from implementing knowledge banks such as text books and scientific journals.
- There is a positive outlook for the use of AI in future teaching and learning. It is currently still in its infancy and more research is needed.

Conclusion

- TMA was the most reliable, as it is a peer reviewed source.
- TMA and ChatGPT 3.5 are the most accessible.
- Prior knowledge is essential for accurate use of AI.
- P value is 0.322 shows no significance between correct and incorrect answers for 3.5 to 4.0.
- More research is needed to improve AI for teaching and learning.
- Users should use discretion when using these tools for learning.



70

COMMUNITY ENGAGED LEARNING AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

A Toast to the Danced Painting: Celebrating Juan O’Gorman-Culture Night Internationalisation at Home Event

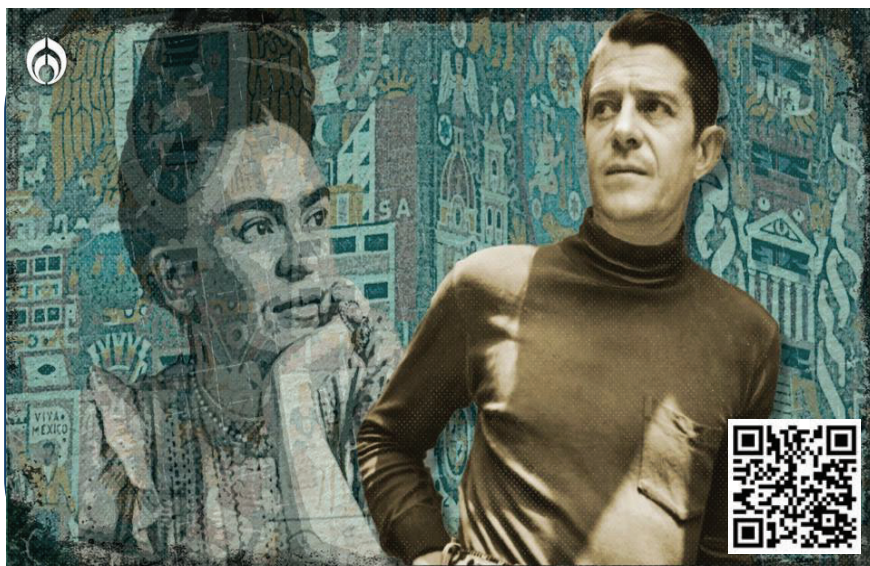
Dr Armida de la Garza*, CACSSS and Ms Tania Pantoja AMDIE

Summary

Born to Irish parents in Mexico but little known in Ireland, Juan O’Gorman (1905-1982) became key to its cultural through his architectural work—including a studio designed for Frida Kahlo—and various frescos, some painted and some with tiled stones (among them, the National University Library, considered UNESCO Global Heritage, pictured below, and others) narrating the history of the country from independence to the mid 20th century, including tracking the development of Mexico City from a colonial city into modernity. **This intervention sought to introduce his work to audiences in Cork for Culture Night 2023, for internationalisation of the informal curriculum and to support lifelong learning and University-City partnerships.**

Process/Description/Methodology

For Culture Night 2023 Dr Armida de la Garza (CACSSS) partnered with Ms Tania Pantoja from AMDIE Dance and Tequila Jack’s restaurant to hold a session on O’Gorman that included dancing one of his most famous frescoes and tasting Tequila, (also the subject of one O’Gorman painting) while learning about its production process. An audience of around 80 people of all ages attended an extremely lively teaching and learning night of music, colour, drinks, and actually ‘moving history’.



Findings/Takeaway for Attendees

This project showcases **internationalisation at home (IaH)** through the **informal curriculum**. It is an example of how staff in UCC and members of the international community in the City (in this case the Latin American community) can mobilise to deliver an international learning experience for those in the city. It is also an example of how **university-community partnerships** can be leveraged **to support life-long learning** and for **dissemination** of our research in Cork.

Get in touch: adelagarza@ucc.ie / amdiegroupp@gmail.com

Developing an **SDGs-DRIVEN** Entrepreneurship Culture Across a University Ecosystem

Dr Lana Repar* and Prof. Joe Bogue

Department of Food Business and Development, Cork University Business School.



Project Overview

This Project “Developing an SDGs-driven Entrepreneurship Culture” addresses the global issue of sustainability and entrepreneurship. It bridges the gap between the SDGs and entrepreneurship education at the HEI level.



Short Online Courses for staff and students contain tailored short-form videos, reading lists, quizzes, case studies, discussion boards and assignments.

Business Simulation Game promotes high-impact experiential learning through real-life business scenarios.

This Project has been funded by the



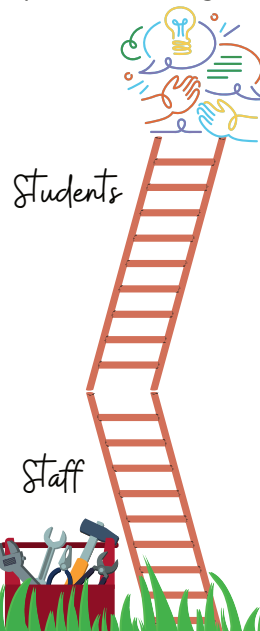
Project Methodological Toolkit

The Project Team developed learning tools exclusively to support teaching and learning about entrepreneurship through an SDGs lens and tailored for modern learners' preferences:

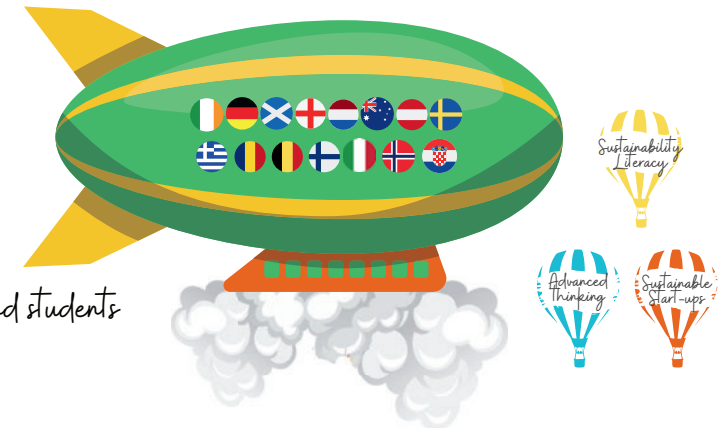
- **Short Online Courses**
 - **Accompanying Digital Badges**
 - **Bespoke Business Simulation Game** with innovative SDGs components integrated.
- } For staff and students



More details



SDGs Business Simulation Game



Key Learnings

1. Mechanisms for embedding the concept of the SDGs into curriculum and how to do it.
2. International collaboration on sustainability expands our horizons and adds diversity and depth to our teaching and learning.
3. The use of simulation technology as a way forward for teaching the SDGs concepts across disciplines.

Find out more information and sign up for a Course



Embedding Community-Engaged Learning into an Applied Psychology Module (2nd Year)

Kelly Buckley, Katherine Harford, Sharon Lambert*, Ruth Hally

Project Overview

Sharon Lambert (School of Applied Psychology) is 1 of 4 lecturers partnering on a SATLE funded project (**Education for Sustainable Development** strand) led by Ruth Hally (CIRTL) which seeks to embed **Community-engaged Learning** in UCC. The project takes a **Students as Partners** approach. Sharon, Kelly Buckley (2nd year student), and Katherine Harford @**Let's Grow Together (LGT)** are working closely to reimagine a core Applied Psychology modules: **AP2045 Psychology of Childhood and Adolescence**.



Let's Grow Together work with the North side of Cork city – an area categorised by Pobal Deprivation Index as 'Extremely Disadvantaged'. In redesigning this module, the collaborators wanted to ensure that students gained an appreciation of the systemic barriers that exist for many people in Ireland. Pre-semester 1 (2023), the team explored how they could enhance student learning outcomes and create something of value to LGT and the community they serve.

Description

The module redesign includes:

- LGT Guest Lecturers covering key, functional areas and demonstrating the importance of inter-disciplinarity



- Content on The Equal Status Act (9 Grounds of Discrimination)
- Greater focus on the SDGs and their relevance to future prof. practice
 - The creation of posters (by students) on key Psychological Theories to serve LGT and their community



Takeaway for Attendees

- 🌍 Community-engaged learning brings acute societal issues (**SDGs**) into the classroom and gives students a real opportunity to understand them
- 🌍 Sharing the learning and teaching responsibility with a community partner who has unique expertise prepares students for the 'real world' and challenges them to think about the type of practitioner they want to be
- 🌍 CEL provides a unique way to teach and assess students helping to them to examine their **biases and preconceptions**, and to build their **compassion and empathy** skills

Community based Participatory Research Module (PG6025)

Kenneth Burns, Catherine O'Mahony, Ruth Hally*

Overview

PG6025 has been running since 2016. PhD students enrol on this 5-credit module and each year we partner with a different community-based organisation.

Collaborators on this module include the **Cork Environmental Forum**, **Westgate Foundation**, and the **Cork Life Centre**.

This interdisciplinary module aims to provide postgraduate students with a grounding in the principles, politics, and practices of community-based participatory research. Case studies and role-play based on international and national experiences of community-based participatory research are selected to develop students' theoretical knowledge.

PG6025 is a partnership between Community-Academic Research Links (CARL), CIRTL, and the School of Applied Social Studies.

Process

- 8 – 10 PhD students enrol on this Semester 2 Module
- The module sessions alternate from on campus to off campus (community setting) every second week
- The UCC participants and the community participants explore a topic generated by the community partner and agree next steps



Topic generation with Cork Life Centre at The Rock Community Centre, Cork.



Organising Topic Themes with the Before 5 Centre, Churchfield, Cork.

Takeaway for Attendees

This module provides:

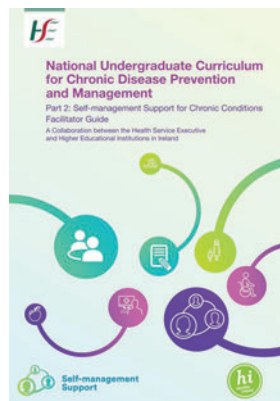
- Hands-on experience and skills development for PhD researchers keen to grow their **engaged research** knowledge and expertise
- Sustainable linkages between UCC and local community groups (**SDG17** Partnership for the Goals) ensuring knowledge can be exchanged for greater societal impact
- Opportunity for UCC students to work in an **interdisciplinary** context and challenge/expand on disciplinary norms
- A live, experiential environment where the **SDGs** can be examined and addressed in partnership

An evaluation of self-management support education in an MPharm programme: a curriculum mapping and qualitative study

Gráinne Barrett and Margaret Bermingham*
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Project Overview

- Self-management support (SMS) is the systematic provision of education and supportive interventions, to increase patients' skills and confidence in managing their health problems.
- A national SMS curriculum was launched in 2020 to equip future healthcare professionals with the skills to support people in the management of chronic conditions.
- Pharmacists play an important role in caring for people with chronic conditions, so it is vital that SMS skills are included in Master of Pharmacy (MPharm) curricula.



Methodology

- Study aim: to identify where SMS concepts and skills are taught and assessed, and methods employed to do this, in the MPharm programme.
- Curriculum mapping used information from Book of Modules entries of all MPharm modules and accessed learning and assessment materials on Canvas.
- Semi-structured interviews were conducted with academic, technical and part-time staff, demonstrators, and practice educators.

Addressing the concept of SMS in the curriculum

"I think by labelling it [SMS] better for everybody, for both students and staff alike, and calling out what it is, that could improve the visibility of it."

Increase patient voice in the curriculum

"We need to engage with patients within the programme and bring them into the programme more and more."

How students learn SMS skills

"... workplace-based environment and that sort of learning is probably the best way for them [students] to develop their skills in consulting with patients and counselling them on self-management skills..."

Concepts to be addressed in the curriculum

"...the emotional element ... because it's the hardest to simulate, ... [is] the hardest for students to deal with."

Assessment of SMS

"... it would be good to be able to do OSCEs [Objective Structured Clinical Examinations] in earlier years, and to do OSCEs over more types of situations."

Takeaway Messages

- SMS is taught and assessed throughout the MPharm. Of 43 modules, SMS is taught in 16 modules across five years.
- Interviews were conducted with 15 participants. Five themes associated with SMS teaching and assessment were identified (Figure).
- Educators identified increased patient representation, groupwork-based teaching, and roleplay-based assessment as means to enhance the teaching of SMS.

Embedding Sustainability Into The Education Of Health Professionals

Background

- Growing need for more sustainable health systems.
- We need to equip graduates with the “sustainability-related competencies needed for the transition toward more sustainable health systems” (Huss et al. 2021, p.196)
- The UNSDGs offer a framework around which curricular approaches to embedding sustainability can be structured

Method

- Using the ground-breaking SDG Curriculum [mapping toolkit](#) created in UCC by John Barimo and colleagues, the General Nursing BSc programme was mapped.
- Each module across the four-year programme was examined for content and/or learning outcomes that related to each of the 17 UNSDGs and scored with a value of 0-5



Results



- Goal 3 features strongly across curriculum in all years, as does Goal 10 (Reduced inequalities) and Goal 17 (Partnership)
- Goal 5 (Gender equality) doesn't feature after year 2.
- Goals 6-9 and 11-15 receive little mention (apart from minimal reference in year 1)
- Diversity of inclusion of SDGs reduces significantly from year 1 (broad inclusion) to year 4 (minimal).

Conclusions

- The curriculum fails to explicitly illustrate the broad interconnections between all 17 SDGs and health
- The wider recognition of SDG connections with nursing needs to be sustained throughout the 4 years of the programme
- A measurable mapping of SDGs in curriculum is valuable

Implications

- Nursing practice already contributes to achieving UNSDGs and education needs to reflect this.
- It will be difficult to measure the impact of the embedding of SDGs into our curricula
- The nursing profession must explicitly record the actions it is taking towards the reaching of these goals

References

1. Huss, N et al (2021). Embedding Sustainability in the Nursing Curriculum. In: Darmann-Finck, I, Reiber, K. (eds) Development, Implementation and Evaluation of Curricula in Nursing and Midwifery Education. Springer, Cham. https://doi.org/10.1007/978-3-030-78181-1_11
2. SDG Curriculum Toolkit by John Barimo, Catherine O'Mahony, Gerard Mullally, John O'Halloran, Edmond Byrne, Darren Reidy, Maria Kirrane [Creative Commons Attribution-NonCommercial 4.0 International License](https://www.ucc.ie/en/sdg-toolkit/) <https://www.ucc.ie/en/sdg-toolkit/>.

Redemption scripts: supporting artist-teachers to use SoTL to educate for desistance in the context of incarceration

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Project Zero researcher Shari Tishman offers “slow looking” — the practice of observing detail over time to move beyond a first impression and create a more immersive experience with a text, an idea, a piece of art, or any other kind of object. My “slow looking” rubric, designed as a performance of understanding, features three dimensions for understanding:

- 1) *Inquiry*: posing open-ended questions without either right or wrong answers;
- 2) *Access*: appealing to a wide range of learners;
- and 3) *Reflection*: providing opportunities for thinking about one's own thinking.

Making thinking visible: student response to [Paul Henry A Connemara Village](#), 1933-34, on creativity as freedom. In the student's visual response, the index finger melting the liquid prison widow bars acts as a metaphor expressing the transformative capacity of creativity as a form of resilience. This is visually communicated by means of a landscape collage assembled to evoke the student's memories of a secure childhood beyond a threatening urban environment. The mathematical symbols evoke his childhood memories of success at school.

Critical criminologist, Shadd Maruna (2001), argues that self-agency through promotion of “redemption scripts” is central to promoting desistance from crime. The redemption script includes three important elements: assertion of a good “core self”; a sense of control over and hope for the future; and the desire and effort to give something back to future generations. The visual arts used intentionally in the context of incarceration can scaffold redemption scripts because the visual arts address the affective domain and promote agency and self-authorship.



Making thinking visible: student response to [Harry Clarke The Eve of St. Agnes](#) (1924) using windows as metaphors to express tensions between imagination (stained glass) and imprisonment (prison window and razor wire). This student reflects on building personal resilience by fostering effective communication strategies. The lesson is that communication diffuses tensions in prison. The student's text reads: “Tensions are High; Communications are Low”.



Social Entrepreneurship Experience

Training to seek social impact applying SDGs

Global Citizenship - Internationalisation at Home

- Collaborative space for social innovation
- Students (multi-discipline) work together
- Challenge social & environmental issues
- Impact local & global community

4 Pillars

Social: Society in every challenge

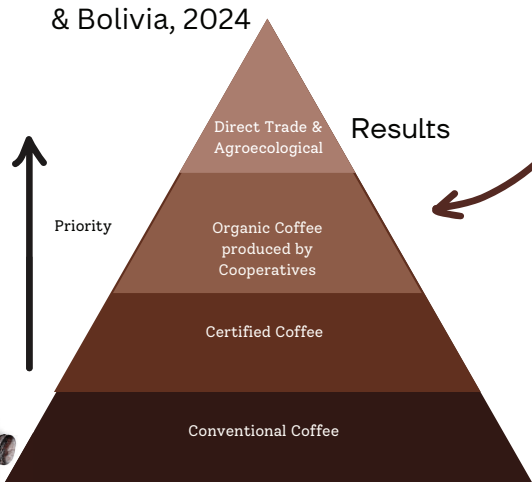
Fellowship: Training platform for social entrepreneurship

Responsibility: fostering SDGs

Action: Multidisciplinary ecosystem & knowledge transfer

Methodology

- **Teams** of 4 Students & Tutor
- **4 months** of interactive online work
- **15 Countries**
- **Spanish** Language & Intercultural Experience
- Applying **SDGs** for Global & Local impact
- **Trip to Finals** in Mexico, 2022, Costa Rica, 2023 & Bolivia, 2024



Coffee Consumption Hierarchy

Activities:

- Interview Latin America farmers & Irish consumers
- Literature review to identify environmental, social & economic issues
- Systems thinking theory & map of trading system Latin America to Europe



Sfera Experience 2023
Costa Rica

UCC Team 2023

Irán & Jesus (Mexico), Gessica & Abimael (Brazil)

The Coffee You Drink Matters

An initiative to address inequalities for coffee farmers in Latin America producing coffee consumed in Ireland



Interviewing coffee producers
Mexico

Recommendations for coffee consumers:

Buy Direct Trade Coffee from small producers protecting biodiversity - best options identified:



Ethical Origin
ethicalorigin.ie



Bean Inspired
beaninspiredcoffeeroasters.com



Red Strand Coffee
<https://redstrandcoffee.com/>

Cliona Maher*, International Office
Students interested in SFERA 2024
Contact: Cliona.Maher@ucc.ie



Academic and clinical partnerships in assessment development in MSc Radiation Therapy

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1. Discipline of Medical Imaging and Radiation Therapy, School of Medicine, University College Cork, Ireland

2. Radiation Oncology Department, Cork University Hospital, Cork, Ireland

3. Bon Secours Radiotherapy in Partnership with UPMC Hillman Cancer Centre, Cork, Ireland

Project Overview

Objective structured clinical examination (OSCE) is an integral component of assessment in healthcare education¹. This study explores the collaborative process of OSCE development for a pre-registration MSc Radiation Therapy programme to assess knowledge of oncological management, patient management skills and image review.

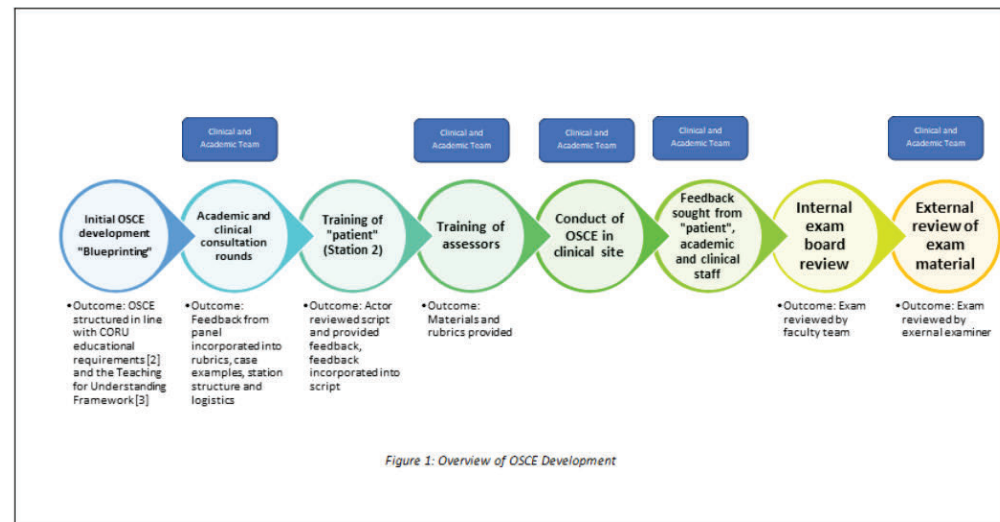
Process

Faculty team members collaborated to develop an OSCE in 2022. The assessment was related to CORU Standards of Proficiency², the module learning outcomes and the Teaching for Understanding framework³. Three areas of assessment, oncological management, communication and image review, were identified at the “blueprinting” stage. Consultation with a group of academics and clinicians informed the structure, case examples and rubrics (**Figure 1**). An actor played the role of “patient” to assess communication skills. The OSCE was conducted at a clinical site, with trained clinical and academic assessors. A clinical subject matter expert reviewed exam rubrics as part of rigorous quality assurance processes. The process included ratification and validation by a clinician with vast experience in the scholarship of teaching and learning.

Findings

The project demonstrated:

- Feasibility of academic and clinical staff working together to design, develop and implement assessments.
- Development of collaborative partnerships for sustainable assessment practices.
- The OSCE is a robust and feasible “real world” assessment tool informed by the Teaching for Understanding framework.



References:

1. Harden RM, Stevenson M, Downie WW, Wilson GM. Assessment of clinical competence using objective structured clinical examination. *BMJ*. 1975;1:447–51.
2. Blythe, T., & Teaching for Understanding Project. (1998). *The teaching for understanding guide (First ed.)*. Jossey-Bass Publishers.
3. CORU. Radiographers' Registration Board Criteria and Standards of Proficiency Education and Training Programmes. <https://www.coru.ie/files-education/rrb-criteria-and-standards-of-proficiency-for-education-and-training-programmes.pdf>

Work-Integrated Learning

Quality Enhancement Project

Definition of Work-Integrated Learning

“An educational approach involving three parties - the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students’ discipline of study and/or professional development.” (International Handbook for WIL 3rd edition 2023).



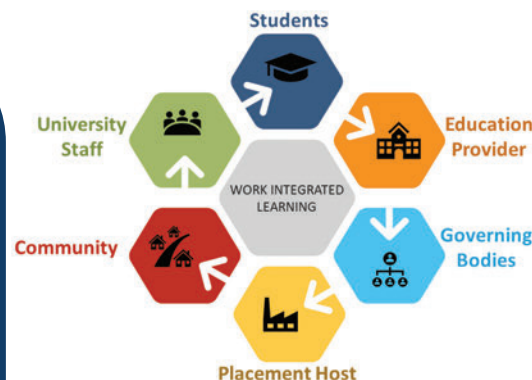
Thematic Review of Placement by Quality Enhancement Unit 2020

- Commissioned by the Deputy President & Registrar and the Director of the Student Experience.
- Six commendations and 14 recommendations.
- First seven recommendations to be prioritised.
- Promoting digital literacy, self-development and employability skills.
- Official launch of Work-Integrated Learning Project 18th January 2024.



Why should UCC support Work-Integrated Learning?

- WIL supports Goal 2 of UCC’s Strategic Plan 2023-2028 towards student success through the connected curriculum.
- WIL supports the “National Strategy for Higher Education to 2030” (HEA, 2017) in engaging with wider society, enhances the teaching and learning experience and transitioning to the world of work.
- WIL can contribute to the European Higher Education Area and their strategies “to facilitate employability”.
- WIL supports (UNESCO’s) Future of Education in assisting with the “school-to-work transition” and ensuring “students are exposed to the world of work in a range of occupations” & “integrate opportunities for work-based learning”.

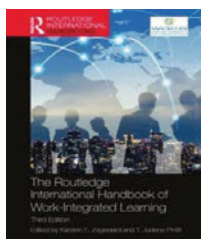


Fields of Work-Integrated Learning

- Industry placement
- Service learning
- Community and industry research project
- Non-placement WIL
- Mandatory professional practicum /Clinical placement
- Entrepreneurship
- Internship
- Apprenticeship

Within the Curriculum

- Not extra-curricular.
- Students & industry are partners in the design of WIL curriculum.
- WIL should provide inclusive, equitable and accessible experiences.





Further info: www.unic.eu/en

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RE-DRAWING THE BOUNDARIES OF EUROPEAN HIGHER EDUCATION: **The UNIC Experience**

The European University Initiative has its origins in the Civic University (Arnaldo Valdés et al, 2022), but with a focus on enabling transnational cooperation.

Since 2018 more than 41 European University Initiatives have emerged involving 280 Higher Education Institutions representing almost seven million students.

The goal is to enable students to study across the EU countries, and to engage in a personalised, flexible curriculum. The pilot phase is now complete, and the second phase sees a greater emphasis on European Universities acting as 'drivers of educational innovation' (Macron, 2017).

This poster explores UCC's engagement in the UNIC European University Initiative, and considers the proposed teaching and learning activities using Boyer's model of scholarship.

UCC is part of the UNIC alliance and is linked with 9 other Higher Education institutions in post-industrial cities. These are, as the UNIC alliance contends, all dealing with the challenges of super-diversity.

Engaged research was to the fore in phase one of UNIC. Innovations in virtual and physical mobilities were also promoted and practices collated and shared through staff development activities.

In phase two, the emphasis shifts towards challenge-based learning aligned with the new knowledge and partnerships emerging from the 7 thematic lines; themselves interdisciplinary in design.

Boyer's model of scholarship seeks to explain the multifaceted roles of academic staff. Phase 2 of UNIC sees the intertwining of research and teaching oriented towards ensuring positive social impact, and teaching that steps beyond disciplinary and academic boundaries.

Boyer's model (Fig. 1) provides a map and shared language to explore this new terrain; to develop teaching and advance student learning.

UNIC is an ambitious initiative requiring cooperation across the UNIC alliance, all areas of UCC, and partnership with our students and civil society.

Please join us as we figure out the next steps together.

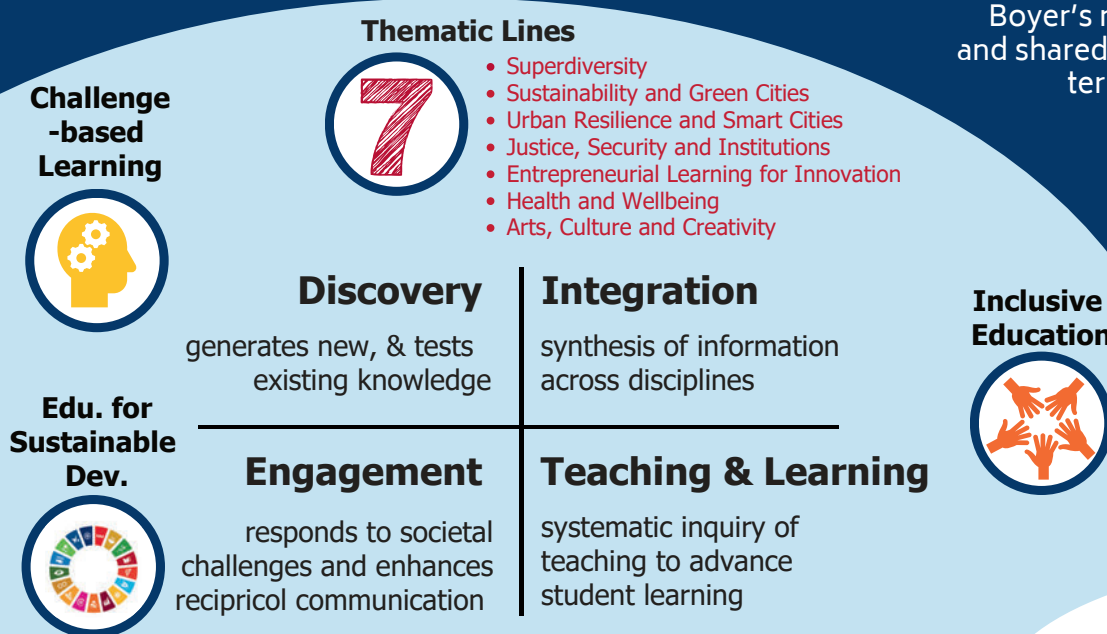
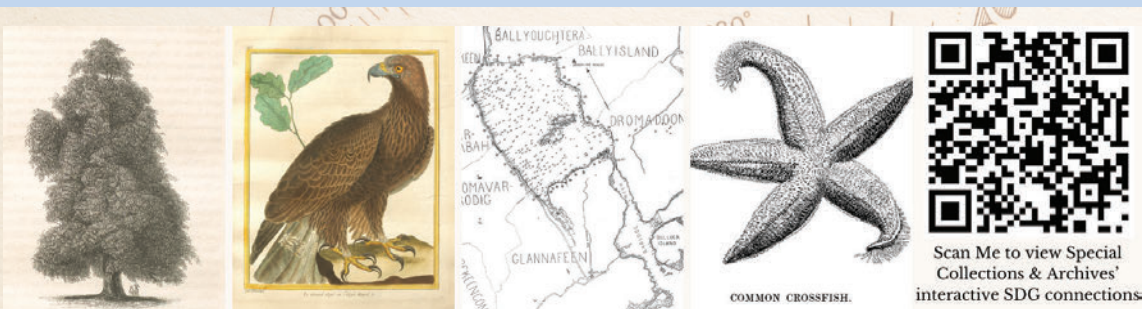


FIG 1: BOYER'S MODEL OF SCHOLARSHIP (1990) & UNIC

Uncovering the Depths: Educating with the SDGs in Special Collections & Archives

Context

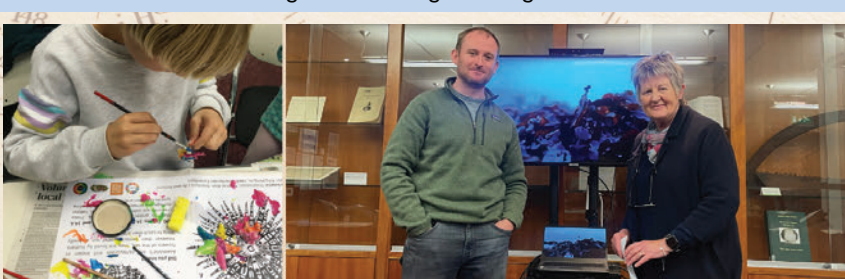
UCC is recognised as a world-leader in Sustainable Development Goal (SDG) initiatives and UCC Library has been at the forefront of this work. Special Collections & Archives believe that addressing 'wicked' problems requires multiple perspectives and have used UCC's SDG Toolkit to implement various initiatives facilitating learning & teaching opportunities where all can be considered the 'student'. These initiatives include public engagement programmes: two in-person & online exhibitions focusing on SDG 14 and SDG 15 linked to national/international themed events; and one collection-based activity mapping each collection to the SDGs. We undertook these activities both to demonstrate the continued relevance of historical items in UCC Library's collections to current research and global challenges, and through outreach activities we match SDG Target 4.7 'educating for sustainable development.'



Student Reflection: Tadhg Dennehy
Working on this project was an incredible opportunity for me to engage in a meaningful and creative way with Special Collections. I was tasked at creating an audio-visual installation inspired by items from Special Collections relating to UN SDG 14 Life Below Water. Where Renouf surveyed Lough Hyne and its surrounds for species of lichen and other forms of aquatic life. I gleaned images and sounds from this beautiful and varied landscape. This unique opportunity to work and engage with items from Special Collections proved a thoroughly fulfilling creative endeavour.

Enhancing Exhibition/Events

We launched *Life on Land: Birds and Trees from the 17th–21st Centuries* exhibition (July 2022) which included only visual and textual elements, and most importantly lacked student input. *Our Evolving Relationship with Life Below Water* interactive event incorporated textual, visual, audio and tactile elements created by undergraduate and PhD students Katie McShane and Tadhg Dennehy (September 2023). Furthermore, Tadhg and Katie shaped the Culture Night interactive event. Tadhg selected LPW Renouf's *Preliminary Work of a New Biological Station* and used a hydrophone mic to create underwater recordings. This inspired Elaine to create an exhibition section focusing on UCC's activity near Lough Hyne. Following the SDGs' principles, Katie suggested limiting the production of plastic for the interactive elements and linking the colouring sheets to the SDGs. Katie & John identified how each colouring sheet image matched the SDGs and provided a fact about that image. Together all elements of *Life Below Water* deepened our understanding of the invisible and of the global challenges facing all.



Collection/SDG Mapping

Elaine and Emma used UCC's self-evaluation tool to assess SDG coverage in Special Collections & Archives' collections mapping each collection as if it were a module. We then visualised the coverage and gaps. When contacting UCC's academics about using Special Collections & Archives for 2023/2024 classes we noted how our diverse 132 collections can support learning and teaching: how we are connecting our collections to the SDGs paralleling the mapping of modules and research across UCC. This initiative develops the SDG learning and teaching environment, and will lead to facilitating the acquisition of new skills and developing existing ones.



Lessons Learned

These initiatives emphasised education for all as 'student'. Changes to the exhibition model delivered a 400% increase in event attendance. By including Katie's expertise about water we added a dimension of learning through play, creativity and curiosity. Tadhg's sound installation created a conduit between the in-person exhibition and interactive elements staged across the Library. John and Elaine adapted the exhibition content to explicitly link with SDG 14's goals and targets. Through National Heritage Week, Water Heritage Day, Culture Night and European Sustainable Development Week we connected with wider audience and like ripples on a pond this broadened the concept of who was the 'student'. The next steps are to continue mapping collections to the SDGs, to consider how multiple SDGs interplay in an exhibition and how younger audiences can learn from the exhibition series.

Acknowledgements

We would like to thank students Katie McShane & Tadhg Dennehy; Kathy Bradley & Dr Eadaoin Regan (Skills Centre); and UCC Library staff particularly William Ruane.

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Overcoming challenges in delivering community engaged learning for planning students

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Introduction

This is a study of and reflection on the challenges and learnings from five Community-Engaged Learning (CEL) projects over a five-year period. Each academic year a 'live' community project was undertaken as part of PD6113 Information and Engagement Skills, a core first year module on the two year Masters in Planning and Sustainable Development (MPlan) in University College Cork (UCC), Ireland.

Here you will find an overview of the projects, identification of a selection of the challenges encountered and lessons learnt. Student reflections excerpts illustrate the richness of learning experience.

Why Community Engaged Learning (CEL)?

The MPlan programme has dual accreditation with the Irish Planning Institute and the Royal Town Planning Institute. This results in a full curricula of competencies, knowledge and skills for students to attain.

As CEL is time-consuming, its value must be evident and impactful, otherwise it would be easier for academics not to engage in CEL and instead, describe case studies of engagement and best practice scenarios in the classroom. However, learning through doing brings students' skill development and knowledge to a deeper level, albeit, it takes time, commitment, partnerships and skills.

Real-life projects underpinned by the Sustainable Development Goals such as these have long-lasting, impactful outcomes, and substantially increase the quality of student learning through co-creating knowledge with students, and creating connections with societal partners.

MPlan CEL Projects 2019-2023

Place	When	Partners	Outputs
Glounthaune Village within greenbelt of Cork City	2019	Glounthaune Community Association	- Community Engagement workshop - Summary Report of the project findings
Blarney Heritage Town north west of Cork City	2021-23	Heritage Council Cork City Council Community groups	- Collaborative Town Centre Health Check report, which included data collection such as: land use surveys, pedestrian counts, place observations, business surveys and findings from a community engagement online webinar - Summary report of the webinar was submitted to the Cork City Draft Development Plan review
Tower & Clogroe Commuter town and satellite village north west of Cork City	2021-23	Heritage Council Cork City Council Tower Tidy Towns	- Collaborative Town Centre Health Check report, which included data collection such as: land use surveys, pedestrian counts, place observations, business surveys and findings from a community engagement online webinar - Summary report of the webinar was submitted to the Cork City Draft Development Plan review
Shandon Historic inner city neighbourhood	2022	Cork City Council	- Data collection: land use & vacancy survey - Community Engagement event - Summary report of findings
Blackpool Historic inner city neighbourhood	2023	Cork City Council Blackpool Regeneration Group	- Data collection: land use & vacancy survey - Community Engagement event - Place-making community mapping exercise - Summary report of findings

Challenges of CEL & Lessons Learnt

Establishing Partnerships & managing the expectations of all the stakeholders

- Ongoing collaboration with existing partners can lead to good communication and understanding on what can be achieved in the timeline. The Cork City Council Social Inclusion Officer was a partner on multiple projects with different community groups.
- Snowball effect - one project can lead to another. A Blackpool community member attended the Shandon engagement event and approached us afterwards.
- Stakeholder briefing meetings early in the process sets out who does what in the project and what to expect. The community assist by booking a venue and spreading the word.



Preparing the students

- To avoid 'helicoptering in' students, the students spend time getting to know the place and the community through talks, survey work and walking tours led by the community.
- Theory of community engagement is learned in class.
- Learning to listen and facilitate through a role play of the event in the classroom.
- Students gain ownership of the process through meeting the community and preparing the engagement event materials.

"This is where the community led walk was truly beneficial, as it gave me both a sense of what topics were contentious for the local people, and allowed me to better visualise what people were talking about during the engagement."
Student, 2023

Ensuring the community benefits

- Production of a report of the findings by the project team for community use
- Shared learning experience, the community learn as well as the students

"When communities see students on the ground recording data, even for a few days, they experience people engaging with their place. They feel the students are there to listen and are on the community's side. Due to the student's involvement different people were engaged in these projects compared to the usual people who are involved. It attracted new voices."
Cork City Council Social Inclusion Officer



Key impacts of the CEL projects

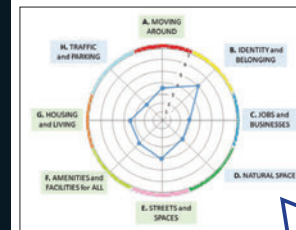
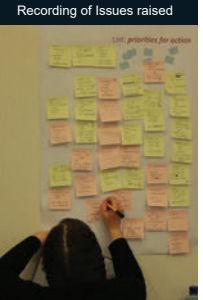
- For the student learners: they develop the skills of a planner, increase in confidence and see the effect of engaging with communities and civic partners. They learn that the community know a lot about their place and that planners can learn from the locals.
- Other stakeholders: see the value of student work in engagement and gain knowledge. The City Council gained valuable data collected by the students.
- Academic Staff: learn year-on-year what works and does not work for students and communities. They develop good working relationships and earn respect from the outreach projects.

"I was taken back by just how involved the community were in the discussion and how willing they were to engage in comprehensive conversation about the various themes that we had in the different groups on the night."
Student, 2019

Spotlight on the Place Standard Tool

In each CEL project a version of the Place Standard Tool was used. The Place Standard Tool is a framework that can be used to structure conversations and invoke discussions on various themes. It can be adapted to each place and project. It was originally designed in Scotland and is an award winning methodology. The tool is framed by the overall question "What is good about this place?" with a series of themes and prompt questions to facilitate conversations.

Students record the conversation points on post-it notes and facilitate a community rating of the question on a sliding rating scale, the rating is recorded on a circular compass. All the key issues are recorded on post-it notes and at the end of the event the participants can 'vote' on which issues they agree with (green stickers) or disagree with (red stickers). This aids the students in understanding if a particular viewpoint was deemed popular or contentious.



Ratings used	
7	Doing really well
6	Doing quite well
5	Doing well enough
4	Doing ok
3	Weak-ish
2	Quite weak
1	Very weak

Each project finished with a diagram where the rating of each theme is recorded.

More information on the Place Standard Tool is available at <https://placesstandard.scot/>

"Overall the whole experience was a really positive way to learn about the place standard tool and how it can be used to engage and communicate with a community when dealing with planning issues and development plans. It was my first time having to apply the knowledge I learned in class to a real-life situation and it was very rewarding how it turned out."
Student, 2019

Funding and award received

This project was supported by the UCC Strategic Alignment of Teaching and Learning Enhancement fund which is a National Forum for the Enhancement of Teaching and Learning in Higher Education/Higher Education Authority award. This funding supported Jeanette to present the findings of reflections and findings of this research at the Association of European Schools of Planning (AESOP) Annual Congress in Lodz, Poland in July 2023.

The Glounthaune CEL project won a Highly Commended at the AESOP Excellence in Teaching Awards in 2019.



FIRST STEPS IN LEARNING & TEACHING FOR SUSTAINABLE DEVELOPMENT

Catherine O'Mahony, Maria Kirrane*, John Barimo, Niamh Guiry, Ger Mullally, Edmond Byrne, Darren Reidy, and John O'Halloran



BACKGROUND

Higher Education is a crucial partner in responding to global challenges such as migration and climate change. There is a moral imperative for Higher Education to bring a sustainability focus to its activities, and to be an active partner in responding to Target 4.7 of the Sustainable Development Goals.

While research can provide insights into the causes of some of the world's complex and uncertain problems, and propose solutions such as technological innovations, policy recommendations etc. Teaching and learning can equip learners with the knowledge, skills and dispositions to respond to these challenges in partnership with students, civil society and employers.

All educators are encouraged to attune teaching so that students connect their learning to broader environmental, economic, and social challenges. ESD promotes learning that cultivates care for people, prosperity, planet, strengthen peace and partnership, and encourage assessments that develop students' skills and insights so they can *"take informed decisions and make responsible actions"* (ESD 2022).

UCC & EDUCATION FOR SUSTAINABLE DEV.

UCC's Connected Curriculum provides a roadmap for ESD. Many of its elements foster the knowledge, skills and attitudes required in ESD such as:

- bringing contemporary **research** into teaching and fostering students' inquiry and critical thinking

- attuning students to **global perspectives** and encouraging intercultural learning
- connecting to other **disciplines** to prevent siloed thinking
- highlighting **career paths** and how students can continue to act as catalysts for change in their future roles

THE SDGs AND HIGHER EDUCATION

The Sustainable Development Goals are a commonly agreed international framework to support progress towards a more sustainable future. The 17 goals are highly interconnected and interdependent with 169 underlying targets. Higher Education is a partner in working towards the SDGs. It also provides a critical lens on the SDGs and can propose future improvements in terms of process, policy and implementation.

FIRST STEPS

UCC has created a short course on **Learning and Teaching with the SDGs** which supports participants to make small changes in their teaching in partnership with students to further education for sustainable development. Below are some **first steps** you can take to integrate the SDGs in your teaching. **Enrol** in this short course and hear from colleagues and students across the university as they share their approaches and perspectives.

1 MAPPING

Map your discipline, subject or professional area to relevant SDGs and targets, or do this with students.

2 HEAD, HEART, HANDS

Design learning that supports interdisciplinary insights, tangible skills development and actionable outcomes.

3 CONNECT

Tell us what you are doing your teaching. Connect with us to access further supports and meet others.

ENROL IN THE
SHORT COURSE



<https://shorturl.at/aewlQ85>

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CONFERENCE PROGRAMME

TUESDAY 05 DECEMBER 2023	
10h 00 - 10h 10	OPENING ADDRESS AND WELCOME - G05, Western Gateway Building <i>Dr Laura Lee, Learning Enhancement Project Manager, CIRTl, University College Cork</i> <i>Professor Paul McSweeney, Vice President of Learning and Teaching, University College Cork</i>
10h 15 - 11h 00	KEYNOTE PRESENTATION - Professor Randall Bass, Georgetown University, USA <i>"The Forking Paths of the Learning Paradigm - What is the role of Education in a Transformative Future?"</i>
11h 30 - 12h 30	LIGHTNING TALKS - G05, Western Gateway Building Jerry F. Reen, Microbiology Loretta Goff, Skills Centre; Marie Ryan, Economics; and Rebecca Leigh, Student Records and Exams Samantha Williams, Law Uschi Linehan, German Bonnie, Mullinix, Sharon Ultsch, Anna Santucci, CIRTl; Ciara Staunton, ACE; Joao Costa, Education; Linda Murphy; Dave Otway, Chemistry; Nuala Walshe and Clare Crowley, Nursing and Midwifery; and UCC students Alyson O'Kelly-Lynch, Alexander McSweeney, Asma Zulfiqar, Noah Helder, Michael Dowling, Khaled Alwisi, Abigail Foley, Chidozie Okorie, and James Coakley <i>Connecting the Curriculum & its Hidden Concepts: A student-partnered journey best seen through the UDL lens</i> <i>Academic Integrity in Practice</i> <i>Social justice 'live client' clinical legal education and critical lawyering skill development</i> <i>Enhancing student engagement using Microsoft Whiteboard as a scaffolding tool</i> <i>Designing Teaching & Learning Experiences that Foster Inclusion and Equity by Elevating Student Perspectives</i>
12h 30 - 14h 00	INTERACTIVE POSTER SESSION* - G14 and Atrium, Ground Floor, Western Gateway Building
14h 00 - 15h 00	PANEL A: DISCIPLINARY APPROACHES TO THE DEVELOPMENT OF CURRICULA, ASSESSMENT AND LEARNING SPACES - G05, Western Gateway Building Niall O'Leary, Microbiology Dave Sammon, Business Information Systems Samantha Williams, Law Orla P. Barry, Pharmacology and Therapeutics David Fitzgerald, History Mohit Tunwal, Geology <i>Virtual Industrial Site Training Access</i> <i>Simple Hermeneutics-inspired Learning Analytics Model for Modules</i> <i>Student Led Co-Design of a pilot 'Courtroom Ethnography' Module</i> <i>Exploring Pharmacology Assessment: A Legitimation Code Theory Analysis</i> <i>Mainstreaming Active Teaching and the Craft of History</i> <i>Towards open access, fully inclusive geoscience and marine virtual field trips for education and research collaboration</i>

	PANEL B: MULTI AND INTERDISCIPLINARY APPROACHES TO LEARNING AND TEACHING ENHANCEMENT - G05, Western Gateway Building Guangbo Hao, Electrical and Electronic Engineering <i>The Fold as a Living Lab for innovative, materials-led, transdisciplinary teaching and learning</i> Margaret Bermingham, Pharmacy <i>Mapping Inclusion in Health Professions Education</i> Katy Dineen, CIRTl <i>Postgraduate Students as Partners: Developing a toolkit for supervision</i> Loretta Goff, Skills Centre <i>Artificial Intelligence and Academic Integrity: ChatGPT in Learning and Teaching</i> Ruth Hally, Community Engaged Learning Officer <i>Develop and Document Community-Engaged Learning modules in UCC</i> Stephanie Chen, UCC Library <i>Open educational practices: establishing a framework for UCC</i>
15h 30 - 16h 30	LIGHTNING TALKS - G05, Western Gateway Building Marnina Winkler, German <i>Student Engagement and Things: Using Object Based Learning to Encourage Student Critical Thinking and Analysis</i> Diarmuid Lester and Conor Philpott, Education; <i>Practice what we teach - The role of our community partners in supporting the development of student teachers</i> and Paul Ryan, Irish Wheelchair Association Mike Murphy, Management and Marketing <i>Migrating to On-campus Online Examining: Experiences to date using Canvas online examining on-campus and a trial of web-blocking software (Respondus)</i> Kieran Fionn Murphy, English <i>Sit Down and Speak Up! Encouraging discussion in the creative writing workshop</i> Niamh O'Mahoney, Chemistry <i>Creating a Neuroinclusive Campus</i>
16h 30 - 16h 40	CLOSING ADDRESS - G05, Western Gateway Building Dr Catherine O'Mahony, Director of the Centre for the Integration of Research, Teaching and Learning, UCC
17h 00 - 18h 30	PRESIDENT'S AWARDS FOR EXCELLENCE IN TEACHING - Aula Maxima, Main Campus, UCC