Students as Partners in Innovation and Change Fellowship Programme Guide

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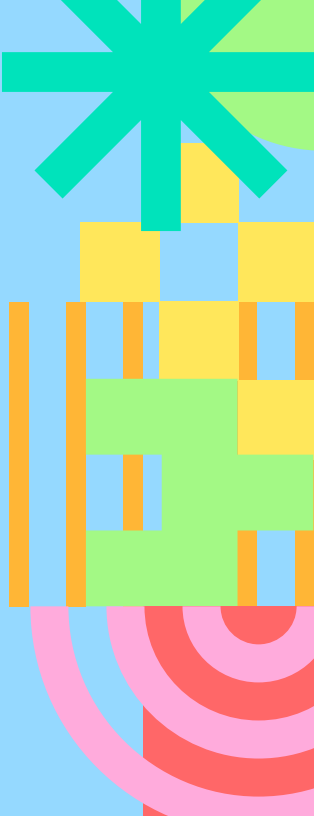
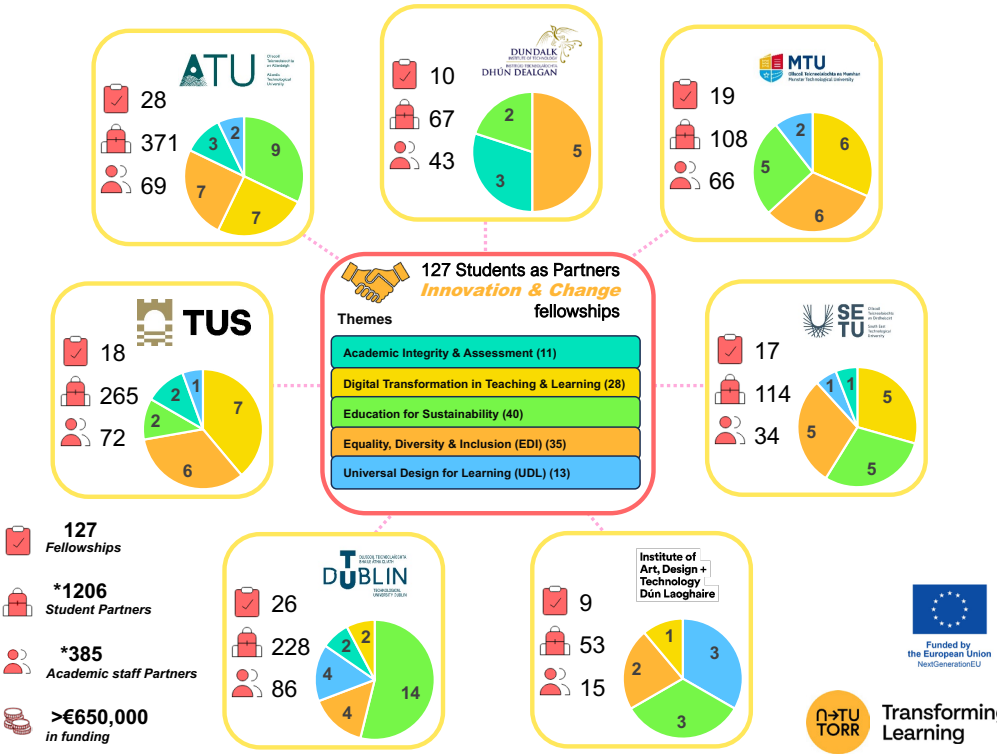
PARTNER INSTITUTES

127
Fellowship Projects in **5** Technological Universities and **2** Institutes of Technology

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*Estimated figures as of 15.03.2024
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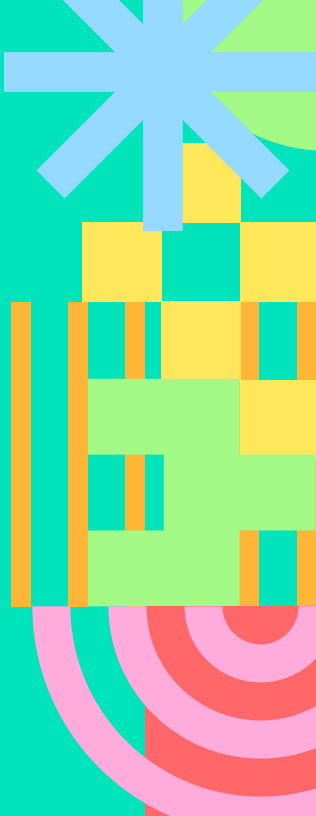
Academic Integrity



Transforming Learning

Triangulation Of Assessment Students, Tutors, Educators, Engagement (TOASTEE)

Student Partner(s): Early Childhood Education and Care students years1-4 Galway & Mayo campus (105 students)
Staff Partner(s): Rita Melia, Mary Skillington, Joanne Doherty, Caithriona Ryan

Project lead

Rita Melia

Fellowship theme

Academic Integrity & Assessment

Students undertaking the BA Early Childhood Education and Care programme in ATU Galway & Mayo are required by the Professional Awards Criteria for Initial Professional Education (DES 2019) to complete a minimum of 35% duration of the overall duration of the programme on practice placement.

The aim of this project is to develop an assessment strategy with associated documentation to provide for the triangulation of assessment from students (Self-Assessment), Early Years Educator mentors and the lecturer. This will include assessment documentation for each of the three stakeholder, implementation of the assessment into practice and evaluation by all stakeholders of the implementation.

Transforming Learning

“A robot ate my homework!”: A student led approach towards finding solutions to the emergence of essay mills and AI technology in academic writing

Student Partner(s): Undergraduate students in the Department of Sport, Exercise & Nutrition at ATU Galway (20 students)
Staff Partner(s): Robert Mooney

Project lead

Robert Mooney

Fellowship theme

Academic Integrity & Assessment

Undergraduate and postgraduate students at ATU and beyond are assigned academic writing tasks frequently as part of their assessment schedules. In recent years, the use of essay mills by students has expanded rapidly in Ireland. These essay mills involve students paying a company to write an essay for them, through a network of freelance writers worldwide. Moreover, recent technological advances in artificial intelligence (AI) have seen the emergence of automatic, software derived, academic writing services that students have now started to exploit in great numbers. Detection of this form of cheating and plagiarism is extremely difficult and time-consuming for academic staff, and often difficult to prove.

This aim of this project is to develop novel, student led solutions to combat the emergence and increased use of essay mills and artificial intelligence (AI) engines by students for completing academic writing tasks. By empowering ATU students to come up with their own solutions to this growing problem, it is hoped to lead to long lasting behaviour change and help to maintain the academic integrity of assessment strategies into the future.

Transforming Learning

Student Entrepreneurship SIG

Student Partner(s): BSc in Computing and Digital Media Y3(22 students), BSc in Computing and Digital Media Y4 (10 students), BEng in Mechanical Engineering Product Design Specialisation Y4(18 students), BEng in Manufacturing Engineering Design Y4 (14 students)
Staff Partner(s): Mark Campbell, Eveanne Mccarron, David Keary

Project lead

Mark Campbell

Across the 9 ATU campuses, entrepreneurship modules give students an appreciation for theoretical entrepreneurship. This learning rarely extends to beyond the classroom and there is a significant gap in terms of the student experience in terms of real-world entrepreneurial activity.

We want to bring ATU staff, students, innovation centres and external industry mentors interested in participating in entrepreneurship under a special interest group and to build-in the start-up business model into the assessment of how entrepreneurship is taught across ATU through a range of entrepreneurship activities.

Fellowship theme

Academic Integrity & Assessment

Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Simulation in Nursing

Student Partner(s): Kirsten Murray, Robyn Sullivan, Orla Sheridan, Anna Hughes, Joanne Woods, Faith Olufemi-Ojo, Jade Mc Faul, Sandra Amadi, Immaculate Izunyon, Luke Copeland, Ellen Tester, Katie Anderson, Zoe Nelson
Staff Partner(s): Ann Everitt-Reynolds, Madeline Colwell, Joe Treacy, Elizabeth Murphy, Siobhan Agnew Wills, Patricia Suresh

Project lead

Ann Everitt Reynolds

Fellowship theme

Academic Integrity & Assessment

As we look towards increasing simulation within our nursing programmes this project provides opportunities for meaningful student-staff engagement and authentic dialogue to share opinions and experiences of simulation.

In line with the theme of Academic Integrity, the key outcomes of this project are:

1. To review how clinical skills are approached on all undergraduate nursing programmes to enhance learning from the perspective of students.
2. To generate recommendations, some will be immediately actionable e.g., changes to clinical skills experiences for students.
3. Other recommendations may be implemented as part of the programmatic review process.
4. Design resources by students for students that would enhance and support students in the development of clinical skills.

Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

The co-creating of a Journal Club and workshops for postgraduate research students to promote academic integrity and assist in assessment

Student Partner(s): Clare Carvill, Lane Galvin
Staff Partner(s): Áine Mc Hugh, Anita Byrne

Project lead

Áine Mc Hugh

Fellowship theme

Academic Integrity & Assessment

This initiative will assist our postgraduate research students to improve their academic writing, critical thinking and guide them in disseminating their research while working collaboratively with their peers and academic staff while underpinning the Fellowship theme of Academic Integrity in their activities.

While our postgraduate students examine diverse topics, they all fall under the health and science umbrella where commonalities in research processes exist.

Engagement with a journal club can promote and deepen the postgraduate students' knowledge and critical thinking (Carragher and Brereton 2022).

The workshop strand proposes to support the postgraduate students' academic writing skill and confidence through exposure to academic writers and reviewers for journals and conferences.

TU TORR Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Understanding the value and practice of Academic Integrity in professional nursing and midwifery undergraduate programmes

Student Partner(s): Tara Costello, Jade Gorham, Jessica Murray, Kamile Salamanaviciute, Lindsey Adie, Michelle Agbolade- David, Victoria Dada
Staff Partner(s): Joe Treacy, Ann Everitt Reynolds, Madeline Colwell, Elizabeth Murphy, John McDonald, Briege King, Jean Carragher, Patricia Larkin

Project lead

Joe Treacy

This project's focus is to explore students, lecturers and academic support staffs' understanding of the value and practice of Academic Integrity in nursing and midwifery undergraduate programmes.

There is sufficient evidence that academic integrity presents challenges to both students and staff however these issues may be understood and experienced differently by both parties.

This student - staff partnership will generate obtainable recommendations, some of these will be immediately actionable, e.g., review of the usefulness of student resources, review aspects of assessment (staff consistency in messaging).

Fellowship theme

Academic Integrity & Assessment

Transforming Learning

Can Artificial Intelligence Complete My Assignment? A Student Led Initiative to Stress Test the Academic Integrity of 3rd Level Course Work Using AI

Student Partner(s): Pavol Pakes , Marcin Sobilo, Wesley Demaine, Conor Walsh, Conor Daly, Sarah Hogan, Alex Byrne
Staff Partner(s): Aidan Duane

Project lead

Aidan Duane

Fellowship theme

Academic Integrity & Assessment

Significant advances have been made in generative Artificial Intelligence (AI) in recent years.

Tests at the University of Pennsylvania's Wharton (2023), revealed that ChatGPT outperformed students on the Operations Management module on their prestigious MBA, receiving a B to B- grade.

This student-driven study explored the ramifications of AI for academic integrity by stress testing assessments, essays, projects, and assignments examined previously during 2020-2022.

The AI generated tests were administered by students, and the solutions were submitted to academic staff for grading and commentary, ensuring an appropriate benchmarking test to assess AI challenges for academic integrity.

Transforming Learning

Academic Integrity (School of Enterprise Computing and Digital Transformation)

Student Partner(s): Csanad Alattyanyi, Jorge Jimenez Garcia, Anthony Kuznetsov, Conrad Marais, Cianan Nicolai, Andrzej Zero
Staff Partner(s): Keith Quille, Ciarán O'Leary, Róisín Faherty, Keith Nolan, Damian Gordon, Markus Hofmann, Svetlana Hensman, Miriam Harte
External Staff Partner: Brett Becker (UCD)

Project lead

Keith Quille

Fellowship theme

Academic Integrity & Assessment

This project will develop a set of guidelines for staff and students on the use of ChatGPT and other Large Language Models in higher education. Importantly, these guidelines will be compiled based on evidence collected from a study carried out for the most part by undergraduate students, who will be supported by artificial intelligence researchers and educational researchers in the Faculty of Computing, Digital and Data in Technological University Dublin.

In addition, to foster student confidence in embarking on applied (tangible) research, a secondary outcome will be the submission of the study to an ACM computing education conference.

Transforming Learning

Redesigning Year 1 Chemistry Tutorials Using a Partnership Approach

Student Partner(s): Sumana Amir, Ladan Mahdi, Alexa Magallones, Liadain McSweeney, Eileen Foley, Sarah Rogers
Staff Partner(s): Claire McDonnell, Sarah Rawe, Gavin Sewell

Project lead

Claire McDonnell

Fellowship theme

Academic Integrity & Assessment

Our motivation is that the current year 1 chemistry tutorial format is not achieving its potential. It will be redesigned in partnership with students to develop (i) low stakes assessments used during tutorials that facilitate provision of feedback and encourage participation and learner collaboration and (ii) online pre- and post-tutorial supports and activities. It is anticipated that the in-class activities will include escape room puzzles and polls/quizzes.

The process will begin with gathering feedback from students who completed year 1 in 2022-23 on what is effective and what could be improved. Input from student partners, academic staff and learners will be incorporated on an ongoing basis.

Transforming Learning

TUS

Exploring the potential of computer-based assessments in Accounting at tertiary level

Student Partner(s): Oisín Gately, Tikambechi Mwalughali, Lucy Sheridan, Kacper Gawalkiewicz
Staff Partner(s): Orlaith Kelly, Luke Fannon, Brendan McLarney, Tao Cui
Industry Partner(s): Gerry Fahy, PAT Business School

Project lead

Orlaith Kelly

Fellowship theme

Academic Integrity & Assessment

This project will explore the potential of Computer Based Exams (CBE) within an undergraduate accounting programme, by incorporating a CBE within a financial accounting module as part of the continuous assessment for that module.

Both graduate and industry feedback to the accounting programme team within TUS Athlone have consistently highlighted the importance of graduates having strong spreadsheet and computer skills.

The project team will collaborate with PAT Business School to introduce students to CBEs, which will support completion and success in professional accounting exams in the long-term, while also providing them with digital workplace skills. In addition, this will align module assessment with industry standards and professional accountancy bodies.

Transforming Learning

TUS

Promoting academic integrity in the context of disruptive technologies

Student Partners: Erin Mc Neill, Brian O'Keeffe, Alzbeta Barisova, Maurice Barry
Staff Partners: Lisa O'Rourke Scott, Sarah O'Toole, Alan Carr

Project lead

Lisa O'Rourke Scott

Fellowship theme

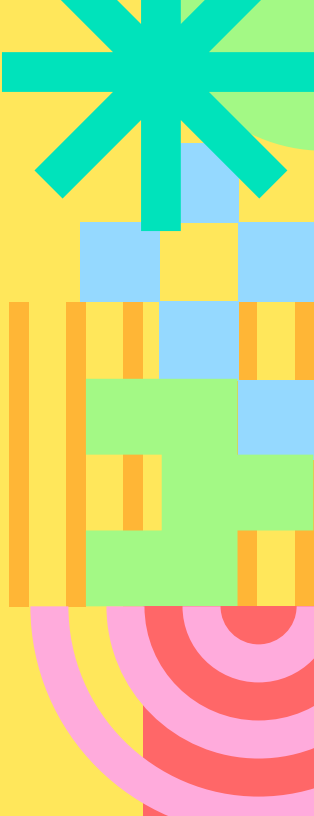
Academic Integrity & Assessment

The advent of Chat GPT and other forms of AI tools has raised concerns in the academic community in relation to learning and teaching as well as academic integrity.

This project, involving a collaboration between academic staff and undergraduate students on the BSc in Applied Psychology at TUS Midwest, will explore the impact on, and potential for use of, Chat GPT as a tool for learning and teaching in undergraduate psychology.

It will assess how this tool impacts on research integrity and explore potential for learning and teaching in psychology education.

Digital Transformation in Teaching & Learning



TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Implementing and evaluating project-based learning (PBL) in undergraduate introductory statistics modules at ATU Sligo – A Pilot Study

Student Partner(s): Lauren Gilroy, David Burke, Jagoda Skender
Staff Partner(s): Akinlolu Akande, Syam Kumar, David Obada

Project lead

Akinlolu Akande

Fellowship theme

Digital Transformation in Teaching & Learning

Most, if not all, programmes at the undergraduate level have recognized statistics as a necessary component required for data collection, organization, analysis, and interpretation in our data driven society. This project will implement and evaluate Project Based Learning (PBL) method in two introductory statistics modules in the School of Science, ATU Sligo.

PBL will use real-world projects pertinent to the students' course of study to improve their learning experiences and boost their motivation and interest in the study of statistics. The implementation of PBL will lead to the development of a collection of targeted, practical, and long-term resources for projects that teach statistics, support innovation in current teaching techniques, and inform best practices in teaching and learning.

Transforming Learning

My Stats One-Stop Shop - A resource-based portal for statistics support for students and staff

Student Partner(s): Kristian Mallon, Matthew Skerritt, Tuhin Batra
Staff Partner (s): Richéal Burns, Padraig McGourty, Martin O' Neill, Ellen McCabe, Fionn Downes, Saritha Unnikrishnan

Project lead

Richéal Burns

This project will deliver an open-access, resource-based portal focusing on statistics supports for beginners, available to all ATU staff and students, including both undergraduate and postgraduate learners. The statistical knowledge and skills platform will primarily be directed at those at beginner level and aims to introduce the basic principles of statistics providing an overview of the most common types of analyses required in current research projects and modules. The materials taught using a range of blended techniques, will also be relevant for general use and applicable to any area or discipline.

Fellowship theme

Digital Transformation in Teaching & Learning

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

4th Year Digital Media E-Portfolio and Podcast Project

Student Partner(s): Minh Tran and Erica Odeje (students from B.Sc. in Computing & Digital Media Year 4)
Staff Partner(s): Annette Cosgrove

Project lead

Annette Cosgrove

Fellowship theme

Digital Transformation in Teaching & Learning

This project will enable 4th year Digital Media students to develop a Website/SharePoint space (a sustainable space that can be used and updated into the future) where students can access relevant resources (guest/graduate talks, etc.) and build their own personal e-portfolio from a modern e-portfolio tool. This site will also contain a podcast series of past graduates' interviews.

The objective of this project is to provide an online space containing educational resources chosen by the students (peer reviewed) against several criteria, and the development of an advanced e-portfolio template and guidance via video instruction. This reusable digital portal will provide the students with a valuable repository of useful reusable resources, a podcast series and the opportunity to create a graduate e-portfolio that will allow them to prepare for graduation and improve their employability prospects.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

A Digital Careers Information and Resource Screen

Student Partner(s): Erica Odeje, Christoph Brink, Ontiretse Ishmael
Staff Partner (s): Fiona O'Donnell, Sally Reidy

Project lead

Fiona O'Donnell

Fellowship theme

Digital Transformation in Teaching & Learning

The aim of this project is to create a centralised digital Information screen, where all students can access information in relation to careers events, resources, job and placement opportunities, employer engagement and support services. The project will create a digitally enabled repository, resulting in a media centre for careers resources. It will add another method of how we communicate with students.

Students working on the project will get the opportunity to re-frame materials into student friendly terms, to be shared on the screen with the ATU Galway student body. Students will be actively engaged in the information being delivered from the Careers Service to their peers. They will work collaboratively with staff to design initiatives, developing skills such as leadership, creativity, time management, research, communication and marketing.

N→TU TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Trialling visual learning techniques for practical construction stage solutions

Student Partner(s): Students of Y4 BSc. (Hons) Construction Project Management (11 students)
Staff Partner(s): Maria Holmes, Daniel Clarke Hagan

The project has established a new approach to learning in the area of digital construction, converting the existing process from mainly written, theoretical and demonstrative in nature to a very hands-on application of software and technology including virtual reality. The project involves practical workshops and assignments to facilitate a student-led experience in providing modern day problem solving for modern day construction issues.

New classroom resources secured through the N-TUTORR initiative combined with a redesign of the pedological approach have been fundamental to providing students with a more modern and inclusive learning environment. The intended outcome is for the enhancement of the student experience beyond the static learning environment, and so skills learned in the classroom can be brought forward to the industry to have a transformative affect with a focus on Sustainable Development Goals.

Project lead

Maria Holmes, Daniel Clarke Hagan

Fellowship theme

Digital Transformation in Teaching & Learning

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Digital transformation in teaching of authentic forensic science casework while working with a forensics professional body allowing undergraduate students to work with industry before graduation – A Pilot Study

Student Partner(s): Aoife Brennan Grennan, Joshua Gallon
Staff Partner(s): Geraldine Dowling

Project lead

Geraldine Dowling

Fellowship theme

Digital Transformation in Teaching & Learning

Analytical techniques not available at the Atlantic Technological University (ATU) Sligo but used widely in forensic, health, nutrition and pharma industries globally will be introduced to forensic students through new digital resources (sharing a myriad of spectra and databases) allowing sharing of analytical data remotely thus giving ATU students the opportunity for the first time to have access to authentic forensic casework from professionals globally.

Students will work with a professional body charity (The International Alliance of Clinical and Forensic Toxicologists IACFT) to create content and share peer reviewed casework for website and the IACFT Gazette, a global digital professional magazine for clinical and forensic toxicologists sharing forensics data worldwide.

Students as learners at all stages of their learning, selected staff (academic, professional, support, business and enterprise in region, community partners, higher education partners nationally and internationally) will be introduced to digital resources eg professional magazine and novel forensic data etc for selected projects.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Development of a digital badge to enable flexible, independent learning of animal cell culture techniques

Student Partner(s): Pooja Verma, Helen Herbert, Kris Odowd, Christopher Golden
Staff Partner (s): Roisin Atcheson, Eva Campion, Tony McCabe, Siobhan OConnor

Project lead

Roisin Atcheson, Eva Campion

Fellowship theme

Digital Transformation in Teaching & Learning

Meaningful integration of digital training tools in teaching has the potential to improve accessibility, flexibility, and to foster learning in an inclusive, empowering manner. This project will develop a digital badge to guide students through best practice animal cell culture techniques, using virtual tools to facilitate self-paced learning. The overarching aim of this work is to provide a platform for online learning that will complement and add value to existing courses. The resource materials will include systems of assessment and feedback which will be embedded into the Virtual Learning Environment (VLE) and allow tracking to pinpoint student progress and achievement.

Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

Exploring tools to help focused attention on study material: An exploratory experimental study

Student Partner(s): Anamarija Kuran, Cormac Lalor, Joe Eustace, Natasha Cloran
Staff Partner(s): John Greaney, Marian McDonnell

Project lead

John Greaney

Fellowship theme

Digital Transformation in Teaching and Learning

Students have many competing demands on their attention, and this project investigated the potential of different methods for helping students manage their focus. We looked at how to help students to engage in a 'flow' a state of deep immersion. The flow state is associated with increased creativity and enjoyment and can help buffer students against the siren calls of distraction. Although all students benefit from periods of focused attention, there are many who have difficulties in attending to study material. This can have a significant impact on learning since sustained attention is a critical cognitive ability for engaging with education.

This project looked at the utility of several tools for engaging in flow and managing distraction. The following evidence-based tools were used: the 'pomodoro technique' in conjunction with 'implementation intentions' and writing down distractions. The effectiveness of these techniques was explored during an experiment in a naturalistic class setting where students read a paper on reflection. The initial results of the study will be presented at the National Conference and Showcase.

TORR Transforming Learning

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Reconnect Peer to Peer

Student Partner(s): Alexandru Oltean, Adam Asare, Chinaza O, Caoimhe Moore
Staff Partner (s): Oonagh O'Brien, Catherine Murphy, Ted Scully, Colin Manning

Project lead

Oonagh O'Brien

Reconnect is an MTU wellbeing workshop currently delivered by academic staff to students. The workshop was developed in response to findings in published research in MTU, where 70% of students assessed their physical and mental health as negatively affected by their internet use.

Reconnect gives students an opportunity to reflect on the research findings on the links between wellbeing and technology use and their own digital habits, thus creating awareness. In the workshop students are empowered with the tiny habits model, to enable those who choose to, to make positive changes to their habits.

Students and staff collaborate to develop and deliver a Reconnect training program for students so that they become facilitators of Reconnect. This has enabled Reconnect to be delivered by students to students in a peer-to-peer engagement.

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Digital Onboarding Process Streamlining

Student Partner(s): Monika Dukarska, River James
Staff Partner (s): Laura Rafferty, Susan Horgan, Colin O'Brien

Project lead

Laura Rafferty

Fellowship theme

Digital Transformation in Teaching & Learning

First impressions matter and one of the first impressions the students get is the onboarding process which sets the tone for the future relationship.

Here are some of our project achievements so far:

1. Ran a number of student focus groups across schools/departments and North/South Campus.
2. Designed a custom Canvas module that pulls together information from various sources into one place, using data from focus groups.
3. Got BSR approval to integrate Atomic Search into Canvas on a 6-month trial beginning Academic Year 2024. This will add a search feature to the Canvas dashboard and modules.

TORR Transforming Learning

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Co-creating a Computer-Based Mathematics Curriculum for Engineering Education

Student Partner(s): Electrical & Electronic Engineering Y1 (40 students)
Staff Partner (s): Tom O'Mahony, Martin Hill

Project lead

Tom O'Mahony

Fellowship theme

Digital Transformation in Teaching & Learning

This project proposes to engage students as curriculum co-creators to re-design the first-year mathematics curriculum for Electrical/Electronic Engineering students at MTU.

The project team included staff and students from the BEng in Electrical Eng. and the BEng in Electronic Eng. Electrical & Electronic Engineering students find the first year Maths curriculum at MTU particularly challenging and perhaps less engaging than other modules. This project focused on enhancing engagement by identifying and strengthening links between maths and other modules delivered in parallel, and by redesigning the maths module to make it more computer-based and project-based.

The lecturing team met once a week to explore connections between maths and other modules. Similarly, all first-year students were involved as curriculum co-creators to identify and explore connections between maths and other modules. The outcome is that the two first-year maths modules have been redesigned and one of the re-design curricula is being implemented this semester.

TORR Transforming Learning

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Supporting students develop a bespoke e-portfolio using the platform "Portfolium" incorporating the principles of Universal Design, to help all our students

Student Partner(s): Nodhlaig McCarthy, Shannon Morrissey
Staff Partner (s):Thomas Broderick, Eimear Kelly, Darragh Coakley

Project lead

Nodhlaig McCarthy, Shannon Morrissey

Fellowship theme

Digital Transformation in Teaching & Learning

This fellowship will allow a group of students to collaborate with both lecturing and technical staff within the University to achieve the following:

1. Create a step-by-step interactive manual, developed using the principles of Universal Design, to help all students develop a bespoke e-portfolio using the platform "Portfolium".
2. Support fellow students with specific e-portfolio examples on "Portfolium" relevant to our course so our students can share their work with potential placement settings and employers.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

BIS Placement Interviews Exemplars

Student Partner(s): Aoife Harte, Hollie Forde, Harry Buskiewicz, Rebecca Walsh, Darragh O'Leary
Staff Partner (s): Denise McSweeney, Catherine Murphy, Caitriona Horgan, Shane Cronin

Project lead

Denise McSweeney, Catherine Murphy

Fellowship theme

Digital Transformation in Teaching & Learning

This project developed reusable videos simulating actors performing at various levels of proficiency, in BIS placement interviews.

The co-creation of exemplars involved students and staff collaboratively designing and portraying sample answers to interview questions.

Students "performed" in the role of interviewees and interviews represented examples of both poorly and well delivered answers.

Second year BIS students were shown the videos and asked to critique the answers given by the actors in each video.

There was a marked improvement in confidence levels of students in understanding the requirements and expectations for successful placement applications.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Improving the student experience of asynchronous online Mathematics support through student staff partnership

Student Partner(s): Veaceslav Storojuc, Oonagh Nwankwo, Chelsea Jones
Staff Partner (s): Deirdre Casey, Julie Crowley, Declan Manning

Project lead

Deirdre Casey

Fellowship theme

Digital Transformation in Teaching & Learning

The aim of this project is to improve student experience of the Asynchronous Maths support module 'Maths online'.

Previous research on our Asynchronous Maths supports has found that while the resources on the Maths support module are of high-quality students have difficulty finding the resources which are most relevant and timely for them. Research clearly highlighted the need to streamline the navigation within the module and make it easier for students to use.

Key outcome of this project includes a user experience report which will recommend changes to the design of the module. This in turn will lead to improved engagement and success for students in Mathematics modules.

TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

Digital Storytelling as a Reflective Process: Using DST to develop reflective thinking

Student Partner(s): *Jessica Moore, Jomar Francis, Ciaran Frisby, Gleb Lykov, Yoma Okakri*
Staff Partner(s): *Karolyn McDonnell*

Project lead

Karolyn McDonnell

Fellowship theme

Digital Transformation in Teaching & Learning

Digital Storytelling (DST) is a form of digital media production allowing people to create and share short stories online. The process of story work has an educational, reflective and often therapeutic effect on creators.

This project uses storywork to practice reflection as a personal and professional skill. Underutilised as a teaching methodology, DST facilitates focus, reflection and deeper learning.

Students are encouraged to deeply reflect on their personal experiences in a supportive environment and to learn digital skills. Their stories may be shared in a digital repository as a learning resource for other students.

Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Fostering Engagement through Virtual Worlds

Student Partner(s): Frank Donnellan, Caroline Daly, Daniel McGinley, Eoin Fennessy
Staff Partner(s): Neill Wylie, Christa de Brun, Colm Dunphy

This project builds upon the SETU community's learnings from pandemic by acquiring a paid version of Gathertown so that it can be integrated in SETU modules where student online interaction takes place in order to facilitate digital transformation in our community.

It has involved a broad audience, encompassing students and staff from the fields of Education, Humanities and Computing in a collaborative environment, where the opportunity to participate and influence has enhanced the ability of all partners to navigate decision-making processes and develop a sense of responsibility.

Acquiring a paid version of Gathertown includes multiple benefits including access of up to 500 participants, Outlook integration, advanced map editing, meeting recordings, Slack integration, space design assistance and onboarding and a massive number of pre-generated virtual environments to choose from as well as dedicated customer support.

Project lead

Neill Wylie

Fellowship theme

Digital Transformation in Teaching & Learning

TU TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Co-design of a sustainable framework to integrate Capture the Flag (CtF) as part of the teaching, learning and assessment of an undergraduate computing programme.

Student Partner(s): Andrew Currie, Daniel Vetrila, Peter Hyland
Staff Partner(s): Michael Gleeson

Project lead

Michael Gleeson

Fellowship theme

Digital Transformation in Teaching & Learning

Capture the Flag (CtF), a blend of game-based and problem-based learning, allows students to engage in a series of challenges to solve a variety of computer-related problems. CtFs provide team based, hands-on learning experiences that allow students to explore new concepts, theories, and skills in a supportive environment.

This project originated from observations in academic, lab-based environment where student motivation issues were evident, juxtaposed with positive student engagement observed in non-academic, extracurricular CtF events.

Key stages and aims of the Fellowship:

1. Initial study to explore student perceptions of learning, teaching assessment via CtF, in order to inform further research in the domain
2. Next step is to examine problem based learning and authentic assessment as experienced through CtF type exercises/events.
3. Final step is to incorporate this insight and form an inclusive student/lecturer team to co-design a sustainable framework to integrate CtF into an undergraduate computing programme.

Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

Student & Staff collaboration as part of Curriculum & Graphic design and Individual Project work

Student Partner(s): Itziar Lasa, James Redmond, Vincent Murphy, Laszlo Zsikai, Eoin Martin, Mark Cooper, Marcin Boroch, Keith Tracey

Staff Partner(s): Nataliya Romanyatova, Conor O'Neill

Project lead

Nataliya Romanyatova

Fellowship theme

Digital Transformation in Teaching & Learning

The project is improving collaboration quality, encouraging dialogue and discussion between staff and students.

It is allowing them to build trust and learn from each other with the help of educational infographic technology and in the context of 3D Printing and Additive Manufacturing.

The success of the project will mean that the learners can use infographic design successfully during the programme of study and as a skill for life and work, and the staff can experiment with the teaching strategies and learning activities in a more engaging and creative way.

All learners will have the same chance to participate in the project as part of recruitment and training and get individual help and support.

Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

OPTIMISE: Partners in Design

Student Partner(s): 8 Students
Staff Partner(s): Fionnulla Brennan, Neill Wylie, Cathal Ryan

Project lead

Fionnulla Brennan

Moodle is a little confusing', 'Moodle is hard to navigate', 'Moodle is just frustrating to use'. This is recent student feedback from the Higher Certificate in Custodial Care (HCCC) and reflects staff sentiments at times too!

The HCCC is a two-year entry level programme for all Irish Recruit Prison Officers. Students are mature learners and non-traditional entrants to higher education with varied digital skills.

Staff and students on this project are working together to design a HCCC programme template for Moodle that makes it easier for staff to use as an enabling teaching tool, and students to use as an empowering learning tool.

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

Development of a Multi-Campus, Multi-Modal Extended Induction Programme

Student Partner(s): Eric Peakin, Marco Nocerino
Staff Partner(s): Ciarán O'Leary, Melvin Bendera, Marie Brennan, Patricia Magee, Tania Malik, Paul Molloy, Keith Nolan, Tom Nolan, John O'Carroll, Mariana Rocha

Project lead

Ciarán O'Leary

Fellowship theme

Digital Transformation in Teaching & Learning

An Extended Induction programme enables students to learn about the supports and services available to them in Higher Education and acquire some of the knowledge and skills required to be successful in their studies.

Importantly, and unlike an Orientation programme, Extended Induction takes place over the first 4-7 weeks that a student is studying on their programme in Higher Education.

For this project, the Faculty of Computing, Digital and Data will develop an Extended Induction programme that meets the needs of its new students (at all levels) while making effective use of digital technology to engage and empower all participants.

Transforming Learning

Dynamic Digital Heritage Tourism Expedition

Student Partner(s): BA in International Hospitality and Management: 4th year Class of 2023/2024 (9 students)
Staff Partner(s): Owen McFadden, Aine Conaghan

The Digital-T-Student Module has incorporated innovative Blue-Sky-Thinking, in bringing 4th year students on an annual Dublin mountains hike, that ties into a Heritage Tourism Report, a dynamic digital presentation as well as personal & professional development outputs.

This Fellowship looks to push the boundaries of the keystone TDTS module, to further enhance the bridging between Academia and Career, by integrating the core philosophies of the module with a partially funded cultural expedition that will focus on the tenets of Inclusiveness, Digital learning as well as Sustainable Tourism in the Arts, Culture & Heritage.

This project looks to change the paradigm of the final year student environment by embodying & embracing heuristic methodologies with heuristic contemporaneous outputs.

Project lead

Owen McFadden

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

TUS

A Collaborative and Inclusive Hybrid Workspace for Agile Teams

Student Partner(s): MSc. in Applied Software Engineering 23/24 (25 students)
Staff Partner(s): Mary Giblin, Karol Fitzgerald, Sheila Fallon

Project lead

Mary Giblin

Fellowship theme

Digital Transformation in Teaching & Learning

The software industry employs Agile Methods to deliver complex products. Pre-pandemic Agile team members were typically co-located. The workflow, environment and technologies have evolved towards a hybrid model. Some team members now work from the office while others are remote.

This project aims to provision and evaluate an inclusive hybrid workspace for software engineering students. State of the art technologies and software will both allow learners to collaborate on group activities in an effective and inclusive hybrid environment whilst eliminating linguistic barriers. The goal is to ensure that collaboration is easy, enjoyable, and immersive irrespective of each learners' physical location.

Transforming Learning

TUS

Evolution of Digital Technology in Dispensing Techniques for Pharmacy Technicians: MyDispense

Student Partners: *Linards Urts, Zak Alahamd, Kirsty Fivey, Sarah O'Connell, Maria Hynes, Chantelle Middleton, Rahima Kalsoom, Diana Akenbor*
Staff Partners: *Diane Patterson, Eileen Lane, Karen Mealiff, Gilberto Bezerra*

Project lead

Diane Patterson

Fellowship theme

Digital Transformation in Teaching & Learning

The requirement to combine academic training with practical skill development is one of the challenges of training pharmacy technicians. MyDispense, a virtual pharmacy environment with interactive dispensing stimulus is utilised in this situation. MyDispense helps students develop the professional pharmacy's skills, in a fast, safe, and virtual setting.

Qualified Pharmacy Technicians completing our BSc Pharmacy Technician level 7 and practicing in pharmacy will create scenarios for use by all our students. These students are at the heart of pharmacy practice and are best placed to design the scenarios under the supervision of a registered pharmacist.

Transforming Learning

TUS

Transforming the Student Experience Through Learner Empowerment Via Discord

Student Partner(s): Alexander Ciszewicz, Denis Hardi, Dylan Pearson
Staff Partner(s): Mairead Dennehy

This project faces the issue of miscommunication between college staff, class representatives, and corresponding college supports.

To combat this issue, we began by asking the question of 'what is the most convenient, informative, and readily available platform we can work with?' After researching the possible media which student and staff could use to communicate in a controlled environment, we decided that 'Discord' would be the best fit for the project.

The goal of this project is to establish a reliable and safe environment for students as well as staff.

Project lead

Alexander Ciszewicz

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

TUS

Digitalised rehabilitation programmes

Student Partner(s): Year 3 Athletic Rehabilitation Therapy students (22 students)
Staff Partner(s): Lynn Allen, Michael O Donohoue, Marese Gilhooley, Anna Postawa, Chris Coombs

As part of the BSc (Hons) Athletic and Rehabilitation Therapy programme in TUS Athlone, our students gain clinical hands-on experience in our student-led clinic, supervised by Certified Athletic Therapists and Chartered Physiotherapists. The Athletic Therapy students assess, diagnose, treat and implement rehabilitation programs for staff, students, collegiate athletes and local external sporting clubs and organisations. This is a fully operational clinic, providing students the opportunity to put their theoretical and practical skills into practice.

Many patients struggle to adhere to their home exercise rehabilitation programs. The aim of the project is to create and produce a digital suite of exercise prescription videos that athletic therapy students and clinicians can use with their patients in our clinic. This will allow all students to be actively involved in producing and tailoring individualised and specific digitalised videos for their patient's rehabilitation and injury management. This will provide students a unique way to be co-creators of their learning, aid in their digital literacy, and develop a very useful and meaningful resource for patients.

Project lead

Ms Lynn Allen

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

TUS

Enhance audio quality of the teaching and learning experience

Student Partner: Billy Shu Hieng Tie, William Morgan
Staff Partners: Shane Byrne

Since the onset of COVID-19, online education, seminars, and meetings have become the new standard, but issues such as low volume, muffled audio, and unpleasant audio persist. The project aim is to create a streamlined solution that improves the audio quality of speakers during an online class/meeting/seminar.

The project investigates the comparison of attention & performance of students under different audio quality settings, the time required for users to set-up the audio devices, and the customisation of all-in-1 audio toolbox that could be set-up instantly through plugging in an USB cable to the computer. This project seeks to elevate the digital teaching and learning experiences for educators and students, facilitating improved virtual communication and enhancing overall efficiency in our lives.

Project lead

Billy Shu Hieng Tie

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

TUS

An Enhanced Hybrid Learning Multimedia Installation

Student Partners: Adeyemi James Afowowe, Rakesh Srivatsav Velluvayala
Staff Partners: David Leonard, Fiona McKie

Project aims to create a more inclusive hybrid learning environment that shifts emphasis from the current strategy of retention (passive) to participation (active).

To achieve this a plug and play installation will be created in a designated classroom consisting of the following equipment:

1) SMART TV for classroom attendees to be always able to see and interact with the Teams user interface and participants.
2) Microphone to pick up the voices of students in class to be heard on Teams.
3) Speakers for students on Teams to vocally contribute in a seamless fashion.
4) Necessary wiring to tie everything together.

Project lead

David Leonard

Fellowship theme

Digital Transformation in Teaching & Learning

Transforming Learning

TUS

Enhancing students understanding, knowledge and skills of traditional SEO output compared with appropriated prompt AI (Chat GPT) output

Student Partner(s): 9 students from the MSc in Digital Marketing Level 9 Y5
Staff Partner(s): Dr Aisling Keenan

The outcome of this project is to enhance student's digital transformation skills of AI in digital marketing. Students will learn the skill of interacting with AI through appropriate prompts with AI tools such as Chat GPT and Jasper AI. Students will develop expertise with using clear searchable skills with using strong prompts for the purpose of achieving valuable content output. The changes the students will incur will be valuable. Students will be abreast with the emerging AI trends that is happening in digital marketing today and for the future. With this authentic project, there are many benefits that students will receive, primarily problem solving and analytical skills with the digital transformation of SEO traditional outputs compared to AI outputs.

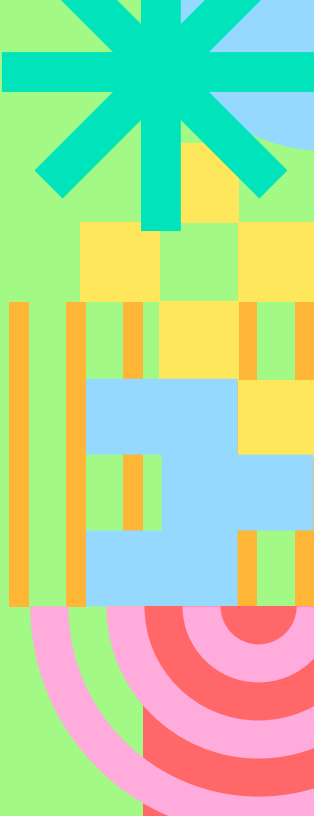
Project lead

Dr Aisling Keenan Gaylard

Fellowship theme

Digital Transformation in Teaching & Learning

Education for Sustainability



TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Language Provision at the TUs: Perspectives from the ATU's Students and Local Employers

Student Partner(s): Students from Heritage, Business, Law, Outdoor Education, Computing, Health & Nutrition, Agricultural Sciences, Counselling & Science
Staff Partner(s): Sarah Berthaud, Jacqueline Dempsey, Eloïse McGinty, Juan Manuel Real Espinosa

Project lead

Sarah Berthaud

The project aims to collect the views and feedback from ATU students and local employers on current and future language provision by replicating a study previously conducted at SETU. To do so, an anonymous online survey will be disseminated to current ATU students (both enrolled & not enrolled in language courses) and local employers and will be followed up with interviews for 10 volunteers from each group. The results will be used to inform future development of language curriculum at the ATU and will be compared to the results of other TUs.

Fellowship theme

Education for Sustainability

Transforming Learning

University Greenhouse

Student Partner(s): Noemie Daiva Hubner, Grace Acedo
Staff Partner(s): Davy Walsh, Kevin O'Callaghan; Allan McGee

The plan is to build a university greenhouse so that students can grow and harvest fresh produce. The initiative brings together student from Outdoor Education, Social Care and Early Childhood Education and Care. The ATU Green Campus society will also play an active role in promoting the use of the greenhouse. With experienced students and staff, non-experienced growers can gain first-hand experience when it come to growing and managing food production. Once students realise how easy it is to grow their own food, the expectation is that they will grow their own and pass on the skills to others.

Project lead

Davy Walsh

Fellowship theme

Education for Sustainability

Transforming Learning

Sustainathon (Sustainable Consumption on Our Campus)

Student Partner(s): Dhanushi Rodrigo (PhD student) & 3rd Year Bachelor of Business in Marketing & Sales: Lucia Balazova, Jack Blake, Roisin Brogan, Auguste Buliauskaite, Naoise Burke, Hazel Collins, Aaron Crowe, Katie Cunningham, Samanta Dobrenko, Kian Donohoe, Rebecca Dowler, Siofra Fitzgerald, Eoin Gavin, Naoise Judge, Aisling Kenny, Saoirse Kirby, Lauren Mc Intyre, Davina Mc Menamin, Hugh Moore, Eoin Mulreid, Oisin O Connor, Roy Olusola, Leanne Pinder, Joshua Ramirez, Jane Regan, Nafeesa Saif

Staff Partner(s): Gabriela Gliga

Project lead

Gabriela Gliga

Fellowship theme

Education for Sustainability

The Sustainathon is a challenge-based learning intervention which aims to facilitate students actively engaging with the idea of sustainable consumption. The event is part of a Consumer Behaviour Module, which integrates the U.N. Sustainable Development Goals into the curriculum, with a focus on the UN Goal #12: Responsible/Sustainable Consumption.

The project moves beyond just ‘teaching facts on sustainability’ into involving the students in identifying issues and developing innovative solutions to sustainability challenges that affect them directly. The Sustainathon aims to help students become more empowered to be community engaged, ethically conscious, professionally competent, and ultimately lifelong sustainability advocates.

Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Developing Ocean Literacy & Connections in Early Childhood Education

Student Partner(s): Nicola Zoe Kelly, Lea Gueneugues, Funmilayo Akinwale, Mary Darcy, Andra-Marie Martin, Shannon Joyce, Destiny Facos Ogbemudia
Staff Partner(s): Caitríona Ryan, Rita Melia

Project lead

Caitríona Ryan

Fellowship theme

Education for Sustainability

The project will begin with students from the BA in Early Childhood Education and Care programme learning about the Ocean Literacy Framework. Using an inquiry-based learning approach students will share and apply their newfound knowledge in practice by working with an Early Learning and Care setting in the local community.

Students will learn to scaffold interactive learning experiences for preschool children, providing opportunities for the children to explore and investigate their wonderings and inquiries about the ocean and sea life on the shore. This project will be carried out in collaboration with Geraldine Doran; Galway Childcare Committee, Dr Noírín Burke (Head of Education at Galway Atlantaquaria) and Dr Róisín Nash (Lecturer and Researcher at Marine and Freshwater Research Centre, ATU, Galway).

Transforming Learning

Get Cycling

Student Partner(s): Isabella Oconnor, Cameron Ryan, Laoise Flanagan
Staff Partner(s): Orla Prendegast, Kevin Ocallaghan; Allan McGee

Project lead

Orla Prendergast

Fellowship theme

Education for Sustainability

This project aims to increase cycling among students though a small team of Student Cycling Ambassadors and through provision of bikes. The project will purchase 8 bicycles plus associated equipment. These bikes can then be rented at a nominal fee from the ATU Students Union on a semester or annual basis.

The Student Cycling Ambassadors will encourage cycling and help create a cycling community on campus. Students who may find it difficult to provide their own bikes will have the opportunity to use the 8 ATU bikes. Castlebar is a small town with no public transport. Most students live in Castlebar and commute by foot or car to college. The project will encourage a heathy activity, will assist in reducing car usage, and will encourage attendance in college due to quicker access times.

The project will deliver two workshops on basic bike maintenance to encourage student to have the confidence to start cycling. There will be two workshops on cycling skills to encourage students with no experience of cycling to get involved.

TORR Transforming Learning

ATU Ollscoil Teicneolaiochta an Atlantaigh / Atlantic Technological University

Stepping outside the box: The impact of experiential learning beyond the lecture hall

Student Partner(s): Sarah Ennaqui, Laurence Corcoran, Sophia Blyth, Fiona Claffey, Megan Cummins, Matthew Reihill (Bachelor of Business Marketing & Sales Yr4 students)
Staff Partner(s): Mary McCormack, Gabriela Gliga

Project lead

Mary McCormack

Fellowship theme

Education for Sustainability

This experiential event has the potential to positively impact both the student learning experience and teaching enhancement. By embedding module and programme learning outcomes within the theme of sustainability, students will have the opportunity to engage in active learning and develop transversal skills through a student-lecturer partnership.

This off-site experience is expected to enhance student engagement, confidence, and motivation, while also supporting their employability through extra-curricular activities. Additionally, the event will promote a sense of belonging to the ATU Marketing & Sales community/network and facilitate peer-to-peer learning and industry engagement. Overall, this event centered around sustainability has the potential to create a dynamic and immersive learning experience, for students and educators alike.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Meeting the Sustainable Development Goals through Education: A Showcase of innovative assessment and an SDG World Café event

Student Partner(s): Students are being recruited
Staff Partner(s): Carmel Heaney

Project lead

Carmel Heaney

Fellowship theme

Education for Sustainability

Organise and host a two-day Winterage event using the 17 Rooms methodology with embedded World Café events.
https://www.brookings.edu/project/17-rooms/

Students undertaking the programme will be invited to showcase and discuss their programme outputs and reflections to a live audience aligned to the programme themes of The Sustainable Development Goals, Partnership, People, Planet & Prosperity. Students and attendees will be asked to partake in a World Café model where they will exchange experiences and insights in an informal setting using the 17 rooms methodology. All students and attendees will have opportunity to participate in each of the thematic discussions across the two days. The attendees will be invited to attend a networking evening and dinner.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Empowering Students for Future Living

Student Partner(s): Eva Loli, Laura Duffy
Staff Partner(s): Kevin O'Callaghan

Project lead

Kevin O'Callaghan

Fellowship theme

Education for Sustainability

The project involves installing, operating, and researching a domestic sized biodigester in the Students' Union common area/kitchen on the ATU Mayo campus. The biodigester produces and collects biogas that can be utilised in a stove and will require 1.5kgs of material a day. The project will be established as a research piece recording of the type / weight of material input, in addition to the output and its variability. This engages students about resource conservation and provides opportunities for hands on engagement and activity which they may use post-graduation.

The project will involve students on the environmental management module from the BA in Outdoor Education and Leisure and the BA in History and Geography working collaboratively to manage and research the inputs/output of the biodigester and to publicise the project in collaboration with the Students' Union.

Transforming Learning

Sustainability in Action

Student Partner(s): Zoe Nagle, Tuan Macdara O Maoildhia, Shauna Kirwan, Shannon Crawford, Sarah Murray, Roisin Mc Nulty, Michael Kelly, Katie Monaghan, Katey Hayes, James Mc Govern, Jack Linnane, Hannah Plummer, Gillian Donnellan, Erin Mc Cormack, Eric Downey, Eibhlin Fahey, Cian Connolly, Chloe Walsh, Brian Daly, Ava Culhane, Aoife Costello, Aoife Donnelly, Aoife Lally, Aoife Meere, Andrew Burke, Aaron Fenlon
Staff Partner(s): Ellis McNulty

Project lead

Eilis McNulty

Fellowship theme

Education for Sustainability

A critical component of the National Strategy for Education and Training (NStEP) 2022+ is sustainability in action which is a concept that emphasises the need for practical, measurable and effective steps towards achieving a sustainable future. It requires an understanding of the interconnectedness between economic, social and environmental aspects of human activity, and the need to balance these elements to contribute to a more sustainable and equitable world.

It emphasises the need for a whole-system approach, outlining the importance of collaboration and innovation between all stakeholders, including lecturers, learners and industry partners.

A critical component of the assessment strategy will be designed to measure the progress of the SDG's and to identify areas for improvement, this will be brought to fruition through the collaboration of all stakeholders involved. Ultimately, Sustainability in Action's aim is to inspire and empower learners to become change agents for sustainability that will contribute to a more inclusive and sustainable society.

Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Enhancing Student Learning Experiences in Midwifery using the DELTA Framework

Student Partner(s): Sophie Murray, Eimear Hearty, Chloe McCrickard, Aoibhin O'Connor, Emily Boshell, Chelsea Farrell, Debbie Gaffney, Amy Boyle, Lillian Mudoti, Claire Farrelly, Charlotte Hanratty, Samantha Stewart, Sonia Fields
Staff Partner(s): Anita Byrne, Jill Atkinson, Jean Carragher, Deirdre O'Malley, Leasa Murphy, Lisa Brady

Project lead

Anita Byrne

Guided by the Fellowship theme of 'Education for Sustainability' this project aims to:

1. Collaboratively craft a staff-student statement about what student engagement and student success means and how it might be enhanced
2. Adopt a structured approach to evaluation of teaching and learning
3. Design effective and efficient digital learning environments
4. Actively engage students more in curriculum design and identifying additional learning supports
5. Involve students in planning how best to deliver assessment feedback

Fellowship theme

Education for Sustainability

Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

TikTok for the Sustainable Development Goals (SDGs)

Student Partner(s): Samuel Perpetuo Rodrigues, Caoimhe Sheridan, Clodagh King, Ebunoluwa Akano, Remember Roger Adjei
Staff Partner(s): Caroline Gilleran Stephens, Suzanne Linnane, Eamon Mullen, Leanna Morgan, Hammond Antwi Sarpong

Project lead

Caroline Gilleran Stephens

Fellowship theme

Education for Sustainability

Climate change is a global challenge, and the 17 Sustainable Development Goals (SDGs) have marked a way forward.

In the UNESCO Education for Sustainable Development roadmap #ESDfor2030, priority action area (PAA) 3 focuses on building the capacity of educators while PAA4 recognises young people as key actors in addressing sustainability challenges.

In this project, students from different disciplines will work collaboratively with staff to co- create a cross-curricular assessment for learning that will communicate the SDGs to both their peers and their wider communities in a creative and innovative manner by using the short video platform TikTok.

TU TORR Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

Researching and developing an ecological friendly Print studio to improve student accessibility

Student Partner(s): Moya Woods, Alice McQuail, Aveen McKernan, Bernadette Ryan
Staff Partner(s): Cora Cummins, Hanna Isseyeagh

Project lead

Cora Cummins

Fellowship theme

Education for Sustainability

The aim of this project is to set up a staff and student team to facilitate research into innovations in ecological non-toxic printmaking and to set up an ecologically friendly print studio.

The focus would be making improvements to the current studio at IADT, looking at ways to improve the accessibility of the studio while introducing new ways of working in a more environmentally friendly and sustainable fashion.

The outcomes will be a more sustainable print studio which is more environmentally friendly, with better accessibility, safer to use, therefore more accessible to a wider range of students.

TU TORR Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

An Ethical Guide for Sustainable and Inclusive Creative Practice – for Students of Creative Arts, Design & Media Technologies

Student Partner(s): Heitor Laforga de Araujo Monteiro, Claire Long, Evan Tobin
Staff Partner(s): Hillary Kenna

Project lead

Hilary Kenna

Fellowship theme

Education for Sustainability

Students of the creative arts are studying during a time of unprecedented change in their creative practice. The emergence of AI, the depletion of our natural environment and increasingly diverse communities, necessitate young creatives understand the impact of their practice on society and the planet into the future.

This project aims to develop and pilot a module in *Ethics for Sustainable and Inclusive Creative Practice* along with an accompanying set of online learning resources for students.

Student researchers will lead the project, conducting stakeholder research and engagement using methods that are empathetic, democratic and inclusive.

TU TORR Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

IADT Campus Student Garden

Student Partner(s): Jessica Dunne, Livia Martin, Bryce Manoovaloo
Staff Partner(s): Eoin Hicks Smyth, Jerome Counihan, Ciana Connolly

The main outlines of my project are to create a student garden on campus making sure that students learn useful skills while also producing alternative food sources that people are able to access over the course of the academic year.

Students will be coming to the garden for rest and relaxation but also to help grow various fruits and vegetables so that students are not entirely reliant on the canteen or expensive alternatives. We want to provide sustainable food growth for students to use over many years as well as a place for relaxation between classes.

Project lead

Eoin Hicks Smyth

Fellowship theme

Education for Sustainability

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

“My Business Degree Pathway – Education for a Sustainable learning environment.”

Student Partner(s): Nicole Dowling, Veasceslav Sturojuc, Stephen O'Shea, Kornelia Cybul, Patrick Hegarty, Aaron Voss Whelan, Ciara LynchDunne, Meg O'Mahony
Staff Partner (s): Caroline O'Reilly, Trudie Murray

Project lead

Caroline O'Reilly

Fellowship theme

Education for Sustainability

The aim of the project is to enhance understanding and use of a virtual degree pathway space for students of the Bachelor of Business (Hons) degree programme.

Students will deliver training to other students, highlighting its benefits, ease of use and value of the space as they progress through their degree.

The Business degree student community will benefit significantly from the effective use of technology enhanced learning, increasing their professional and personal competences and confidence in the progression of their learning, while engaging with department support.

TORR Transforming Learning

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Developing graduate attributes through the co-creation of a sustainable professional medical science conference

Student Partner(s): Harry Tobin, Emma Kelly, Aleksandra Janowicz, Conor Goggin
Staff Partner (s): Lesley Cotter, Fiona O' Halloran

Project lead

Lesley Cotter

Fellowship theme

Education for Sustainability

The TIPToP(Transition in Progress to Professionalism) conference aims to develop transferable skills often called “graduate attributes” in the students of the BSc in Biomedical Science. Key activities would be as follows:

- Recruitment of students to the conference committee for TiPTOP 2024.
- Teambuilding to establish a trusting relationship between the peers and supporting staff.
- Organisation and execution of all aspects of the conference.
- Development of a student mentor role to support sustainability of the conference.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Education for sustainable development and global impact in nursing

Student Partner(s): Kingsley Onuelu, Sinead Barrett, Daniel McKenna, Ciara Brosnan, Mohamad Ayoub
Staff Partner (s): Gerardina Harnett, Sabina O Connell, Agnes Sheehy

Implementing the United Nations Sustainable Development Goals (SDGs) and sustainability generally within the healthcare context are core areas of engagement and learning for nursing students.

This project will involve collaboration between students, their teachers at the MTU, international collaborators, and registered nurses within the associated partner healthcare services.

The AIM of the first phase of the project is to broaden nursing students' and teachers' understanding of global health issues linked to the SDGs and how they are taught in other countries.

In the second phase of the project the aim is to learn about healthcare sustainability initiatives that are linked to climate change within the local region.

This project will empower students with the knowledge, skills, values, and attitudes to think about, respond to, and lead healthcare sustainability challenges whether they are working in Ireland or elsewhere across the globe.

Project lead

Gerardina Harnett

Fellowship theme

Education for Sustainability

TU TORR Transforming Learning

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Purchasing Hydroponic units to grow food on campus (Cork)

Student Partner(s): Danielle Slattery, Jane Moran
Staff Partner (s): Rachel Moloney, Breda O'Mahony

Project lead

Rachel Moloney

Fellowship theme

Education for Sustainability

Learning that by 2050 we may not have enough food to feed the world's inhabitants sparked an interest to apply for this funding. The funding will be used to purchase hydroponics systems which is one novel way of growing food sustainably.

This funding, would bring knowledge and skills back to our schools.

This would create a ripple effect where we can then teach the future about sustainable and innovative actions.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Enhancing Team Assessment with Tuckman's Model and SPARKPLUS software

Student Partner(s): Caren Karamagi, Michael Vieira
Staff Partner (s): Cathal Geary

Project lead

Caren Mbabazi

The project concept aims to enhance the fairness of assessment in team project-based modules by integrating Tuckman's Model with SPARKPLUS peer-assessment software to improve team communication and dynamics, ultimately leading to better team performance.

So far, the method has been successfully implemented in four modules in 2 classes, culminating in an open workshop to share their transformative findings.

Fellowship theme

Education for Sustainability

TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

Education Enrichment through Digital Information on Native Trees species in SETU West Campus, Carriganore, Waterford

Student Partner(s): Ewie Anggora, Peter Bolan
Staff Partner(s):Tom Kent, Yvonne Grace

SETU sport campus is one of the popular entrances to Waterford Greenway Walk. In this area, there are 30 species of Irish native trees planted in 2021. This plot has created a biodiversity that did not exist before the trees were planted.

This plot of Irish native trees has a huge potential to be a living laboratory for Forestry and Land Management students. Not only could they learn about 30 species of Irish native trees and their anatomy in detail, but they will also be able to learn about the soil and the biodiversity created in the area.

Many experiments and researches can be conducted in this area which later on can be updated and accessed by students.

Labelling and mapping would provide basic information on the native trees to the students. And digitising the detailed information and updates, including images and videos, would be a great tool for the students to learn about the tree species, pollinators and biodiversity in the area.

Project lead

Ewie Anggora, Peter Boland, Tom Kent, Yvonne Grace

Fellowship theme

Education for Sustainability

TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Integrating sustainability education into SETU programmes: exploring students' vision

Student Partner(s): Aoife Kelly, Ronan O' Brien, Olivia Podgorska, Christina O Reilly, Laura Izai, Aisha Lawal Usman, Ella (Changxin) Ren, Nadia Adbulal, Evelyn Cooper, Sarah Byrne, Miruna Teodorescu, Laura Cunningham, Caoimhe Naessens, Hanan Frih
Staff Partner(s): Elaine Mullan, Ailish O'Brien

Project lead

Elaine Mullan

Fellowship theme

Education for Sustainability

This project aimed to explore students' attitudes to sustainability, and their experience of sustainability at SETU, in the services (canteens, transport etc.) and in the programmes of study, across all SETU campuses, using an online survey.

The project was motivated by a lack of information about what sustainability content was covered in programmes, and whether and how students would like to receive such information. The survey was co-designed by two staff and six students, and during initial discussions we recognised the need to measure students understanding of the term sustainability, the value of sustainability education and action to them, and their perceptions of how sustainable are the services at SETU. An additional eight students helped promote completion of the survey and collected some additional qualitative feedback.

Early results show that students are interest in, motivated by and critical of the lack of sustainability in some areas of SETU. Most have not covered sustainability-related issues in their programmes, are interested in doing so and believe that an education in sustainability will help them in their career.

TU TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Headspace: Wellness Training for Apprentice Wellbeing

Student Partner(s): Jack Sweeney, Emilie Roche
Staff Partner(s): Karolyn McDonnell

Jack and Emilie are PhD students with the National Centre for Men's Health in SETU Carlow.

Their study – CAIRDE - is the largest research investigation ever conducted into mental health and suicide ideation of workers in the Irish construction industry.

Early findings suggest that our student apprentices might benefit from wellness supports to enhance their resilience and wellbeing.

A gap has also been identified to deliver targeted pastoral support for student apprentices in our University.

Their project will deliver a series of targeted workshops - Headspace - to student apprentices aimed at supporting their personal and professional development.

Project lead

Karolyn McDonnell

Fellowship theme

Education for Sustainability

Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Green Microcapsule Development

Student Partner(s): Laurence Ho, Miryam Castillo Espinosa, Eimear Larkin
Staff Partner(s): Tania Dey

The use of microplastic in personal care products has been banned recently, as the accumulation of microplastic (plastic particles less than 5 mm) is a major concern to marine life and food chain.

Yet polymer micro-encapsulation is an effective method to promote the delivery and release of active ingredients without any degradation and oxidation, and finds use in various fields such as pharmaceuticals, cosmetics, foods and textiles.

This project developed a sustainable eco-friendly alternative of these microplastic beads utilizing microalgae derived alginate biopolymer.

The student partners gained their first hands-on research experience leading to publication.

Project lead

Tania Dey

Fellowship theme

Education for Sustainability

TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Diversifying the Curriculum: The Literature of Family

Student Partner(s): Chika Dike, Graeme Murphy, Mariya Lyash, Emily Fleming
Staff Partner(s): Christa Debrun, Jenny O'Connor

The aims of this project are to revise the curriculum of a current third year module entitled The Literature of Family to include historically excluded stories from marginalized communities (because of dis/ability, race, sexuality or otherwise); to bring students' own cultures, languages, gender and perspectives into classrooms; to promote respect beyond tokenism; and to decolonize assessment by empowering students to demonstrate different forms of knowledge and expression.

Authentic staff-student partnership will be fostered through collaborative activities that ensure the principles of equity and inclusivity, not just for the working group, but for all future students of the English stream of the BA Arts programme at SETU.

Project lead

Christa Debrun, Jenny O'Connor

Fellowship theme

Education for Sustainability

TU TORR Transforming Learning

TU DUBLIN — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Improving the Water Quality & Enhancing the Environmental & Amenity Value of Local Urban Streams

Student Partner(s): Students of Year 1 & 2 BSc Electronic Engineering and BSc Pharma Science (34 students)
Staff Partner(s): Phil Anne Mulvaney, Maeve Scott, Martha Burton, Gerard Stockil

Project lead

Phil Mulvaney

Fellowship theme

Education for Sustainability

This project aims to improve the water quality and to enhance the environmental and amenity value of local streams on or near the TU Dublin Tallaght Campus. It comprises:

I. a citizen science project to examine levels of pollution, using a citizen science version of the Irish EPA Small Streams Risk Score (SSRS);
II. a 'cleaning-up project' to remove litter from the streams and plant orchids, carried out in conjunction with local community groups; and
III. a more scientifically advanced research project by Final Year Pharmaceutical Science students on water contamination, that will test the water for specific metals such as lead, BOD, COD and some high molecular weight organic contaminants. The project aligns with the Tallaght Village Tidy Towns project and the TU Dublin Green Campus application for Green Flag status.

Transforming Learning

Knowledge Graphs for Campus Sustainability

Student Partner(s): *Rosemary Bowser, Khushboo Jayan*
Staff Partner(s): *Bojan Bozic*

This project will provide a knowledge graph powered mobile app for students to facilitate learning about on-campus sustainability issues, actions and initiatives and explore use cases for the Semantic Web module.

Furthermore, the project will investigate how to integrate accessibility of information, inform students about equality and diversity in learning and create an inclusive way of sharing information.

This will be achieved by integrating toots from mastodon which are sharing information on the topics and engage in active discussions about the issues and how they can be solved.

Project lead

Bojan Bozic

Fellowship theme

Education for Sustainability

TORR Transforming Learning

TU DUBLIN — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Enhancing Community Development and Youth Work Practice through Sustainable Skills and Development Education

Student Partner(s): Valerie Farrell, Thomas Larkin, Georgina Keogh
Staff Partner(s): Georgina Lawlor, Shirley Donegan

This project aims to enhance the student experience and promote the development of professional practice skills in the Community Development and Youth Work programme in TU Dublin. Overall, this project has the potential to enhance the knowledge and skills of the students and educators and to promote sustainable and reflective practices in the field of community development and youth work.

Both students and educators from the CDYW programme take part in a two-night residential trip to an outdoor education centre.

This will allow students to engage in a range of activities that promote the development of professional practice skills with a focus on sustainable and developmental education.

The addition of talks from community development workers and youth workers working in local projects will further enrich the experience by making practical connections between the activities and professional practice. Students will have the opportunity to reflect on their learning and apply it to their fieldwork placements in preparatory fieldwork workshops.

Project lead

Georgina Lawlor

Fellowship theme

Education for Sustainability

TORR Transforming Learning

TU DUBLIN
OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

The Mindful Kitchen: Creative Food Sustainability

Student Partner(s): Anissa Mokhtari, Natasha Czophor, Diana Garin, Safiyah Hosein (BA in Botanical Cuisine); Daire Callaghan, Carlos Paileo (BA in Culinary Arts)
Staff Partner(s): Annette Sweeney, Niall Hill, Vourneen Hennesy

Project lead

Annette Sweeney

Fellowship theme

Education for Sustainability

The Mindful Kitchen Project at TU Dublin offers modules on 'Health and Wellbeing for Chefs'(2019) and Creativity & Social Gastronomy(2021). They focus on applied action and its impact on learning and future engagement with the topics in the workplace.

This fellowship will be used to co-create a new mindful-learning focused module, connecting chefs' creativity with engaged action to act with responsibility to embed sustainability best practice in a professional kitchen. Developing 'sustainability from within' and positive wellbeing is the starting point, promoting self-reflection for personal sustainability, empathy and applied learning. It seeks to empower action and foster a sustainability mindset.

Transforming Learning

A climate change atlas, recordings of climate change experiences by students of TU Dublin

Student Partner(s): Amber Thomas, Leonardo De Oliveira Alves
Staff Partner(s): Ken Boyle, Rebecca Flanagan

Climate change impacts may be seen as remote, something that happens to others in faraway places, something over which we have no control.

The project aims to gather stories of how climate change is now impacting on the lives of international students of TU Dublin where there are over 140 nations represented in the student body.

The project will create a collection of first-hand experiences from students that will be available online and in print.

The project finishes with a launch of the atlas in the spring of 2024.

Project lead

Ken Boyle

Fellowship theme

Education for Sustainability

Transforming Learning

Co-creation of Enactus supports and a digital badge with focus on creation of social impact projects

Student Partner(s): Sean Breen, Clara Fargas, Harsh Chandra, Givago Guimaraes, Keith Gore

Staff Partner(s): Dr Lucia Walsh, Paul O'Reilly

Project lead

Dr Lucia Walsh

Fellowship theme

Education for Sustainability

Enactus is the world's largest student-led and student-focused experiential learning initiative which connects 35 countries, 45,000 students, over 1,600 projects annually and 550 corporate partners.

Participating students use innovation and entrepreneurial skills to engage in activities that address the world's most pressing social and environmental problems. The entrepreneurial initiatives are directly connected with the UN SDGs with real positive impact locally.

The aim of this project seeks collaboration between the current student members of TU Dublin Enactus society, faculty advisors and TU Dublin GrowthHub to co-create a nurturing and supportive environment for creation and delivery of social enterprise projects which align with Enactus calendar. The project outcome will also include a digital badge that rewards those who participate in this experiential learning with a possibility of extra-curriculum university-wide module also being offered.

TU TORR Transforming Learning

TU DUBLIN — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Promoting Biodiversity through the Creation of Wildflower Meadows on Campus and in the Local Community

Student Partner(s): Students of Year 4 BA in Advertising and Marketing Communications (30 students)
Staff Partner(s): Phil Anne Mulvaney, Hilda Burton, Gerard Stockil

Project lead

Phil Mulvaney

Fellowship theme

Education for Sustainability

The aim of this project is to promote biodiversity, through the creation of wildflower meadows on the TU Dublin campus and in the local community. Students will gain understanding of the importance of biodiversity and of protecting the local natural environment, and the role of County Councils and local community groups in taking care of our natural resources.

The project will involve collaboration between TU Dublin and the Local Community, with students designing the details of the project. It will provide a very enjoyable learning experience and enhance the amenity and recreational value of our campus and our local communities.

N→TU TORR Transforming Learning

TU DUBLIN Ollscoil Teicneolaíochta Bhaile Átha Cliath / Technological University Dublin

Mapping Radical Architectural Pedagogies

Student Partner(s): 16 Students from 4th Year BArch 2022-23 and 2023-24
Staff Partner(s): Miriam Delaney

A group of eight 4th year architecture students were awarded funding under the N-TUTORR scheme for their Elective work on 'Radical Pedagogies for an Unknown Future'.

The group are mapping global examples of radical architecture pedagogies for the climate crisis. The students will present their work in progress at the AIARG conference 2023.

The funding award means the students' research can continue beyond the academic year and will be shared through an open-source website.

Project lead

Miriam Delaney

Fellowship theme

Education for Sustainability

TORR Transforming Learning

TUDublin — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Early Engagement of the Sustainable Development Goals

Student Partner(s): Martin Dillon, Erin Smith
Staff Partner(s): Liam McGlynn, Chris O'Ralaigh

Project lead

Martin Dillon

Fellowship theme

Education for Sustainability

This programme has the potential to enhance education for sustainable development (ESD) and an earlier introduction to SD and the SDGs. Creating more awareness and links to the university approach to SD with individuals/groups, students, staff and placement/future work opportunities.

Education for sustainability is crucial in TUDublin as a university and an institution. It is essential because of the strategic Intent 2030, which focuses on creating a better planet through these three pillars 'People, Planet and Partnership.'

These three pillars also align with three of the five pillars of the Sustainable Development Goals with the addition of 'Prosperity and Peace'.

N→TU TORR Transforming Learning

TU DUBLIN — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Sustainability for the Future

Student Partner(s): Ozeias Rodrigues da Rocha
Staff Partner(s): Lucía Morales, Cormac McMahon

Taking place in one of the poorest regions in the world, in the town of Turmalina in the Jequitinhonha valley, Brazil, the “Sustainability for the Future” project aims to reach 13 primary schools, disseminating knowledge about the SDGs to a target audience of 2,600 children.

The central idea of the project is to include topics on sustainability in the school curriculum and offer different activities on the subject for students.

With the support of N-TUTORR, the project’s initial needs, such as teaching material and basic structure (chairs, tables, computers) will be supplied, launching the initial milestone of this transformative project.

Project lead

Ozeias Rodrigues da Rocha

Fellowship theme

Education for Sustainability

TU TORR Transforming Learning

TU DUBLIN — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Reducing Cigarette Butt and Vaping Waste in Tallaght Village and TUD Tallaght Campus

Student Partner(s): Bachelor of Arts (Honours) in Advertising and Marketing Communications, Green Campus Students (24 students)
Staff Partner(s): Gerard Stockil

Project lead

Gerard Stockil

Fellowship theme

Education for Sustainability

The project aim is reduction of cigarette butt and vaping waste in Tallaght Village / TU Dublin Tallaght Campus.

TU Dublin students will work with the local Tallaght Village Tidy Towns group, to identify and quantify the location of these waste, participate in clean-ups and propose, implement and evaluate solution(s) for reducing waste.

Students contribute competency areas from some areas such as engineering, marketing, science, arts, project management, advertising, business, video promotion, report production and other areas.

The detailed specification of the project will be determined by students under supervisor guidance.

The Tidy Town Group has worked with the National Learning Network, local schools, businesses and industry and the students may form links with these and other groups.

Transforming Learning

Educational for Sustainable Development (ESD) for Arts and Humanities and Beyond

Student Partner(s): Martin Dillon
Staff Partner(s): Pat O'Connor, Brian Gormley, Margaret O'Donoghue

Project lead

Martin Dillon, Pat O'Connor

Fellowship theme

Education for Sustainability

The project aims to develop a module that can be delivered across Arts and Humanities programmes at TU Dublin.

The module will be developed with the purpose of creating tools and processes enabling validated representation of skills, knowledge, attitudes, values and behaviours gained in Sustainability to enhance Education of Sustainable Development in arts and humanities and beyond.

Collaborating with staff and students, engaging with global citizenship concepts, sharing knowledge, values and attitudes and working to address key global challenges such as inequality; climate change; poverty; and health and wellness, guided by the themes of Social; Economic; and Environmental factors.

Transforming Learning

D.E.S.I.G.N your future - Design stands for: Design Engineered Sustainable Interactive Garments Network

Student Partner(s): 'Smart Glasses': Johann Guzman. David Torres Lopez, Paul Gonzalez; 'Mechanical Wings': John Divinagracia, Joyce Husemann; 'Light Up Head Piece': Lauren Maguire, Isabelle Adgie; 'Flex Sensor Gloves': Eoin Butler Kampff; 'Knitted Conductive Thread Gloves': Rebecca Murphy; 'Count Down Timer T-shirt': Kamenyezi Fabrice, Darragh Mc Cormack, Tomas Ramzy, Abdul Rahman; 'Inflatable Swimsuit': Mohammed Al Farsi, Peculiar Uzoatuegwu; 'Light Up Suit':Okechi Chijioke, Joel Kottooran Jose,Thomas Cooper
Staff Partner(s): Jane Hanratty, Mary Looby

Project lead

Jane Hanratty, Mary Looby

Fellowship theme

Education for Sustainability

This D.E.S.I.G.N your future project aims to create a unique fashioneering/wearable tech engineering experience for current students and to attract potential students.

This initiative is based on creating an inclusive group collaboration project, where engineering design, meets innovation and sustainability. Lecturers together with a group of students will design and fabricate garments that will incorporate diverse and inclusive engineering concepts.

It is run as an extracurricular activity where the group meets once a week for 1 hour during a lunch break. At the end of the project the students are awarded STLR (student transformative learning record) digital badges based on the contribution level.

The students will also demonstrate their designs at an end of year showcase.

This project will encapsulate teamwork, creative thinking and the concept of infinitive possibilities within engineering.

TU TORR Transforming Learning

TU DUBLIN — Ollscoil Teicneolaíochta Bhaile Átha Cliath — Technological University Dublin

Sustainability Internship Project for Healthy Campus at TU Dublin

Student Partner(s): Laura Kestell, Sarah Healy
Staff Partner(s): Dr Teresa Hurley, Dr Daniel McCartney

Project lead

Dr Teresa Hurley

Fellowship theme

Education for Sustainability

This project enables the Healthy Campus Project at TU Dublin support two internship students from the final year of the Public Health Nutrition Programme to implement sustainable, health and wellness initiatives across the University for staff and students.

TU Dublin and the wider community will benefit hugely from this “Living Lab” Project as it aligns with the Strategic Intent for the University of “People, Planet & Partnership, UN Sustainable Development Goals, and progresses International Healthy Campus Accreditation for TU Dublin which includes substantial environmental components.

NTUTORR Transforming Learning

TUS

Creation of the Outdoor Classroom and Open access Education Space

Student Partners: Y4 Strategic Implementation, for the concept development; Y2 HC in Culinary Arts; Y2 HC in Arts Bar Supervision; Y2 BA (Hons) in Culinary Entrepreneurship, Y1 Certificate in Culinary Skills for project implementation (over 60 students in total)
Staff Partners: Gayle Tarmey, Cormac Cloonan , Patrick Moloney and 14 colleagues

Project lead

Gayle Tarmey

Fellowship theme

Education for Sustainability

The Department of Hospitality, Tourism and Leisure Studies, TUS – Athlone Campus, led by Project lead Gayle Tarmey and students, are delighted to receive funding awarded under the NTUTORR 'Partners in Innovation Fellowship' to support the creation of an Outdoor Classroom and Open Access Education Space.

The aim is to make the learning environment more innovative, interactive, diverse, and inclusive; the proposal of an outdoor educational space project will be a tangible legacy from the students and graduates of 2023 & 2024.

The application followed from student engagement and a desire to learn outdoors, promoting the use and development of unique spaces to support on-campus. The promotion of sustainability, energy conservation, water harvesting, soil studies, food-waste management and Open Educational Resource Pedagogy in underpinned in this unique and comprehensive Fellowship project.

Transforming Learning

TUS

A community of practice (CoP) for Post Graduate Researchers

Student Partner(s): Jenna Barry, José Fernandes, Claudine Donnellan; Leonardo Galli Engle
Staff Partner(s): Niall Corcoran, Dr Jeff Buckley

Project lead

Jenna Barry

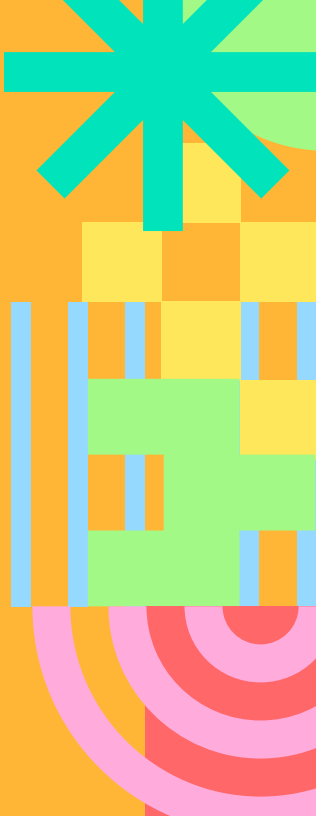
Fellowship theme

Education for Sustainability

The PhD journey can be socially and intellectually isolating, and research degree programmes traditionally have high attrition rates. With PhD student numbers at TUS growing, there is a need to find innovative ways to support students. Developing a research culture that works towards a connected and collaborative educational environment that is inclusive for all students is central to this.

This project will establish a dedicated, online community of practice in which students can find social and intellectual support from their peers across the multicampus University. Training on joining and participating in the community will be provided, making learning more accessible and promoting the benefits of online engagement, where digital interventions can promote learning in a new and exciting way.

Equality, Diversity & Inclusion



Transforming Learning

Development of a Pilot Peer Led Wellness Cafe Model in a 3rd Level Setting

Student Partner(s): Barry Breslin, Craig Jennings, Conor Dunne, Immanuel Chirwa, Agni Paul, Kevin Sweeney, Brian Herron, Melanie Baxter, Joanne Steede, Ciara Mc Laughlin, Jerry Drumm, Martyna Sikora, Eimear Kelly
Staff Partner(s):Sharon Ferguson, Sinead Campbell, Eilis Boileau, Simone Haessler, Sharon Mc Laughlin

Project lead

Sharon Ferguson

Fellowship theme

Equality, Diversity & Inclusion

In the context of student mental health, this project will explore the potential of a peer-led wellness café in creating a whole campus approach to mental health and wellbeing, as advocated in the National Student Mental Health and Suicide Prevention Framework 2020-2024 and in the Healthy Campus Framework.

The objective of the project is two-fold: (1) to examine the role of a peer-led wellness café in fostering a campus environment that is safe, nurturing, inclusive, and compassionate, in creating a campus culture of mental health awareness and recognition; and (2) through evaluation, to provide recommendations for improving student mental health.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Student Informed Self-Regulation Program

Student Partner(s): Jamie Clarke, Liam Coulson, Rye Daly (Ryan), Kate Dowling, Maria Casey, Jennifer Fitzgerald, Racheal O Toole, Ryan Dempsey
Staff Partner(s): Shelley Brady, Catriona Fahey

Project lead

Shelley Brady, Catriona Fahey

Fellowship theme

Equality, Diversity & Inclusion

One of the most important goals of education is to help students acquire self-regulation skills that support learning. Increasingly, students are presenting at third level without having mastered the skill of self-regulation. Self-Regulation programmes are usually designed with children and adolescents in mind.

Although these programmes can be modified for the third level student, they are not fit for purpose in terms of the language used, strategies taught, examples given, and approach taken. A key deliverable of this project would be to create a self-regulation framework for higher education students, facilitated by OT in collaboration with students based on lived experience, best practice and research evidence.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Inclusion by Design: an intentionally designed and culturally inclusive innovative space, that will foster intercultural engagement and celebrate difference, diversity and cultural heterogeneity.

Student Partner(s): Ronald Kayinga, Sarah Mohan, Anuoluwao Akinsola
Staff Partner(s): Mary Nestor

Project lead

Mary Nestor

Fellowship theme

Equality, Diversity & Inclusion

Motivated by changes in the student demographics on campus, this project aims to redesign and refurbish a campus space to ensure that it is open, inclusive and fosters cultural competence amongst staff and students.

This co-created design will introduce new furniture with cultural prompts for conversation; a mural/map of the world where students can place a pin on the map to denote their heritage/country of origin; notice board for intercultural activities; other cultural and engagement prompts yet to be determined. It will integrate and celebrate our diversity and foster a culture of inquiry that will challenge an exclusionary definition of 'others'. The scope is limited to the engagement and redesign of the space and will not include the works required.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Creating an equitable, diverse and inclusive environment in Culinary Arts

Student Partner(s): Timothey Drozd, Caitlyn Valerie, Thomas Edwards, Eabha Conroy, Sarah Barry
Staff Partner(s): Clare Gilsenan, Ann Flanagan

Project lead

Clare Gilsenan

Fellowship theme

Equality, Diversity & Inclusion

The aim of this project is to introduce culinary arts education to under-represented groups in Galway city. The project involves a collaboration between Galway International Hotel School (GIHS) and ATU Access Office. Students from under-represented groups will be invited to take part in a series of pastry workshops in the GIHS.

The culinary arts student partners will act as mentors. In undertaking this project, it is expected, the student mentors will become more civic minded, and show students from diverse low socio-economic background how enjoyable and accessible higher education from a culinary arts context is. It is hoped that this project, will empower some of the students to consider applying to higher education providers in the future, thus commencing the process of developing sustainable communities.

Transforming Learning

Careers Fair for Nutrition students and graduates

Student Partner(s): Jessica Bracken, Clodagh Lyons, Maria Knox, Ellie O Callaghan, Katlyn Connolly, Rachel Flynn, Lorraine Concannon, Sarah Scully, Aine Murphy, Dara Hession, Martyna Slowiak, Silvia Touris Santorum, Roisin Cannon, Fatima Shafique, Ciana Staunton, Aisling Donnellan, Elisha Kenny, Fatima Essid, Ciara Gallagher, Alice Cullnane, Anna Roche, Aaron Gordon, Orla Madden

Staff Partner(s): Dr Evelyn Hannon, Dr Lisa Ryan, Dr Paula Conroy, Dr Karen Keane, Nora Ni Fhlannagain, Sarah O Donovan, Emma Finnegan

Project lead

Evelyn Hannon

Fellowship theme

Equality, Diversity & Inclusion

A careers fair was held in October 2023 in ATU, Galway for nutrition students and graduates to increase awareness of the many opportunities available post a nutrition degree. Speakers included nutritionists from many different sectors including research, industry and government bodies and a career psychologist. As well as speakers there were a number of stands where attendees had the opportunity to speak to representatives from relevant postgraduate courses and companies that employ nutritionists.

This was a hybrid event. A working group of staff and students ran the event in conjunction with NutriPD.

TORR Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Developing an authentic inclusive library service through collaboration and student engagement

Student Partner(s): Yeats Library student engagement volunteers (14 students)
Staff Partner (s): Sinéad Kelly, Fiona Fox

The academic library plays a significant role in the development of a research skill set, transferable to the working world. Our diverse student demographic demands an inclusive library service accessible to all. Our role is to guide all students in the use of quality information resources and increase their engagement with the university.

Students will partner with staff to review and develop library supports. This collaboration will generate a library pathway for the future delivery of information seeking, evaluation and critical thinking skills in an inclusive library environment.

Project lead

Sinéad Kelly, Fiona Fox

Fellowship theme

Equality, Diversity & Inclusion

Transforming Learning

LEtGO of Stress

Student Partner(s): Chantelle Clarke, Ben Creegan, Andrew Meenaghan, Darragh Masterson, Colm McGuinn, Kevin Fahy, Niamh Kirrane, Leah McElvaney
Staff Partner(s): Ruth Quinn

Project lead

Ruth Quinn

Fellowship theme

Equality, Diversity & Inclusion

The LEtGO of Stress project utilises Lego to create both a Universally Design for Learning Experience for first-year engineering students and a stress-relieving campus-wide community health and wellbeing activity. Firstly, a design and inclusive instructions for recreating the campus in Lego will be created by engineering students. Then a fully accessible LEGO construction activity will be run with the whole student body to relieve stress, loneliness and anxiety supported by the engineering students. Finally, a roadmap will be co-produced with students for further activities which combine engineering projects with inclusive all-campus activities.

Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Co-creating a Playful Campus

Student Partner(s): Abbie Boyle, Amy Boylan, Charlii Holbrook, Ciara Thornton, Erin Gonnelly, Erin Leonard, Katie Rodgers, Kyla Murray, Leah Mooney, Linnea Hughes, Paige Gillespie, Sarah Gray, Shauna McMahon, Valerija Gornika, Wan Teng Low; Nuria Antonio, Aoife Byrne, Niamh Carragher, Sinead Duffy, Aine Greenan, Orlaith Harrison, Lauren Lynch, Vesna Markovic Radosevic, Megan Mc Donagh, Sinead Mc Donnell, Heather Morgan, Amy Nugent, Sarah O Brien, Rebekah Owens, Ceallagh Rice, Tara Rice, Sophie Rooney, Kirsten Shankey, Edel Smith, Aishling Smyth, Nicole Walsh, Emily Ward, Dean Gargan, Ciarán McCabe, Michael Achums, Shay McKenna, Christina Renaghan, Tara Herr, Nomasonto Mahlaba, Alicia Rice
Staff Partner(s): Isolde Gavin, Catherine O'Connor, Mary McSkeane, Caroline McDonnell, Sarah Brock, Jean Connolly, Eamon Cushnahan

Project lead

Isolde Gavin

Fellowship theme

Equality, Diversity & Inclusion

Staff and students will co-design a playful outdoor space for use both during practical classes on Early Childhood Studies degrees and by the wider DkIT community.

Students co-design an outdoor playful space using a 'students-as-partners' approach aligned to the EDI theme.

On completion of the project, one component of the design, namely an accessible, inclusive, playful shelter will be developed on campus. Students may develop their playful selves with their peers in this inviting, informal, accessible community space while experiencing the physical and mental health benefits of contact with nature.

TORR Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Hearing and Sounding a Diverse Campus

Student Partner(s): Shane Dunphy, Aoife Higgins, Rhíona Mc Phelim, Jessica Muldrew, Jana Kocmanova, Julie Kristalova, Melanija Meiere, Chloe Vungbo
Staff Partner(s): Kayla Rush, Daithi Kearney

Project lead

Kayla Rush

Hearing and Sounding a Diverse Campus' looks at the DkIT campus through the lens of 'soundscapes', the sounds that populate our everyday lives and journeys.

It will engage students and staff through a series of workshops, in which participants will reflect on their own experiences and consider ways in which sound and soundscapes are experienced differently by members of the campus community. In line with the EDI theme, they will empower participants to create soundscape interventions for inclusivity and shared wellbeing.

The workshops will culminate in a series of student-curated soundwalks, the development of a permanent quiet room, and an outdoor music festival in November 2023.

Fellowship theme

Equality, Diversity & Inclusion

TU TORR Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Inclusive Assessment to Support First Year Students on Computing Programs

Student Partner(s): Gracie Chaudhary, Mariela Machuca, Sanidhya Pandey
Staff Partner(s): Martin McHugh

The objective of assessment in third level education is to determine a student's level of knowledge.

However, what if a student has the requisite level of knowledge but cannot convey this knowledge via the assessment mode.

Inclusive Assessment takes into consideration different types of learners in the classroom and offers them a "menu" of assessment modes to suit their abilities while still achieving the primary objective of the assessment.

This project, under the theme of EDI, focuses on assessments within computing modules to establish if they are suited to different learners, and if not, recommendations will be made as to how these could become more inclusive.

Project lead

Martin McHugh

Fellowship theme

Equality, Diversity & Inclusion

TU TORR Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Mechanical Engineering Induction

Student Partner(s): Adam Dolezal, Syeda Hasan, Emma Hutchinson, Tom Hakizinka Senga, Jerry Jose Vincent, Adeel Syed
Staff Partner(s): Peter Ryan, Dermot Clarke

Project lead

Peter Ryan

Fellowship theme

Equality, Diversity & Inclusion

Under the theme EDI, the project aims to improve the induction process and overall 1st year experience for the Mechanical Engineering programmes, by integrating student partners in the development of the induction and not just the delivery.

Ultimately, the aim is to increase inclusivity and the sense of belonging within the student group and hence increase retention of the students. It is hoped that the student partners will enable the development of engaging induction sessions.

A major focus of the project will be the development and delivery of an engineering-oriented group game/challenge-based induction workshop. Materials developed will also be utilised for course promotion.

Transforming Learning

DUNDALK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA DHÚN DEALGAN

Tech Masterclass Series and Careers Bootcamp

Student Partner(s): Ryan Habis, Elizabeth Tuzhilina
Staff Partner(s): Fiona Lawless, Catherine Staunton, Adele Commins, Martin McHugh

Project lead

Ryan Habis

Fellowship theme

Equality, Diversity & Inclusion

Under the theme of EDI, this project aims to leverage, and strengthen, the partnership that exists between DkIT ACM Student Chapter, their Academic Heads and the Careers and Employability Centre, to empower the wider ICT-student community to start to envisage their future careers, build employability skills and pursue opportunities in the Tech sector.

Through an Industry-led Masterclass series, Graduate Conversations and a Careers Bootcamp, students will gain greater insight into the Tech industry and build professional skills to better prepare them for the workplace. Being student-led this project aims to be as inclusive as possible, bringing industry and careers directly to students.

Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

The Poppintree Painting Project

Student Partner(s): Sofia Byrne, Lorraine Ene, Caoimhe Farrell, Eabha Maher, Alison McQuail
Staff Partner(s): Mark Joyce

A collaborative visual arts project in an Early Childhood Education setting. Pre-school children will work with 5 IADT art students using Visual Thinking Strategies to experience shape, geometry, colour & form.

To foster the development of fundamental mark making skills, hands-on manipulation, discovery & self-expression through art materials in the well-established Poppintree Early Childhood Centre, Ballymun, Dublin.

Large scale murals will be developed by the students from the collaborative workshops, enhancing the centres environment. The project aims to encourage emergent artists interest in collaborative arts, provide experience of the practical issues of curriculum design & delivery of visual arts in similar settings.

Project lead

Mark Joyce

Fellowship theme

Equality, Diversity & Inclusion

TU TORR Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

Playing for Inclusion: Peer Support and Network Building thought Gameplay

Student Partner(s): Students of Y3 Graphic Design: Hazel Murray, Julia Pereira, Louise Kelly, Ivan Dmitrov
Staff Partner(s): Shirley Casey, Hilary Kenna

Project lead

Shirley Casey

Fellowship theme

Equality, Diversity & Inclusion

This project aims to develop, design & test a game-style toolkit to help students to peer network in an entertaining & inclusive manner.

To enhance the student experience by facilitating an activity where they get to know each other in an informal & engaging manner. Building peer support networks can help increase motivation, widen participation, learning & inclusion.

Students can gain voice agency, take advantage of their strengths & interests & create a safe space to make connections. Studies examined the effectiveness of using educational games in higher education & findings support their use to enrich students' learning experiences while improving competencies such as creativity & interpersonal skills.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

The Hurling Cú | An Cú Iomána
(A universally designed performance of the skills of Hurling to Celtic music)

Student Partner(s): Esel A Acun, Heather O Mahony
Staff Partner (s): Catherine Carty

Project lead

Catherine Carty

Fellowship theme

Equality, Diversity & Inclusion

The Cú is a universally designed performance of the skills of Hurling to Celtic music. Featuring nods to both Cú Chulainn and warrior-queen Medb, signifying gender equality.

The project aligns with the EDI theme and involves collaboration and co-creation of outputs by MTU students, MTU UNESCO Chair staff, the Skills for Life group based in MTU Kerry and the GAA.

The students will develop digital assets to celebrate the intangible cultural heritage status awarded by UNESCO to Hurling in 2018.

The GAA asked the UNESCO Chair MTU to collaborate on inclusive Hurling, through movement and digital technology.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Access Single Subject 5 Credit Certificate – Building Social Connections

Student Partner(s): Marie Singleton, Catherine Sheehan
Staff Partner (s): Laura Coleman, Christine Nolan, Dr Judith Butler, Dr Annie Cummins, Dr Mary Galvin, Prof. Margaret Linehan

Project lead

Laura Coleman, Christine Nolan

Fellowship theme

Equality, Diversity & Inclusion

The MTU Cork Campus Access Service is collaborating with the School of Humanities to create, design and deliver a single subject 5 credit certificate called Building Social Connections, aimed at increasing and widening participation of underrepresented learners in Higher Education, as outlined in the National Access Plan (2022 – 2028).

This user-centered designed module will be delivered primarily in the community. The module is created with Universal Design principles which includes an accessible assessment process. This pilot module may form the basis of an Access Foundation Programme in the future.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Foundation of Success programme to enhance third level skills of scholarship – prototype testing

Student Partner(s): Lydia Sheehan, Jason Kitamirike, Kaitlyn A Cotey
Staff Partner (s): Una Moynihan, Ann O Connor, Aileen Kennedy, Margaret Finch

Project lead

Úna Moynihan, Ann O Connor

Fellowship theme

Equality, Diversity & Inclusion

The project is the development process for a proposed new programme Foundation of Success, aiming to prepare people for positive engagement with HE educational experiences. It aims to build capacity in students who either lack learning efficacy or are uncertain about their preferred direction of HE studies.

The programme will be assistive to a range of third-level educational providers, as people who complete the course will arrive with a skill set that is suited to higher education learning. MTU students have been recruited to lead the piloting of prototype materials that have been developed as part of the project. These materials will be piloted with HE students in MTU Kerry and TY students in a local second level school.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Introduction of a Portable Reading Pen Borrowing Service in MTU Libraries

Student Partner(s): Aoife James, Caitlin Kelly
Staff Partner (s): Catherine O'Neill, Adrian Vaughan, Catherine Murray, Colm O Rourke, Finbarr O Donovan, Jennifer Murphy, Jess Mundy, Phyl Guerin, Rosarie Dineen

Project lead

Catherine O'Neill

Fellowship theme

Equality, Diversity & Inclusion

The aim of the project is to provide additional accessible resources to the MTU community, to enhance resources already available and to enable independent learning through working with our student partners.

The project aligns to and delivers on MTU commitments in relation to equity of participation within the University.

Key activities included evaluating and sourcing the resources, training of staff, creating accessible training materials (infographic instructions and videos) the marketing and promotion of the service through social media, drop-in sessions, and participation in the EDI Roadshow and reviewing the service in collaboration with its users and identified partners.

The new service is now established on all campus libraries and is an essential part of the library's EDI services.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Scríobh Amach é (The development of a therapeutic journal for HE students)

Student Partner(s): Jenny Hickey, Marian Murphy, Carole Weed, Jane Lee, Linh Le, Billie-Lucas Horgan, Christiyani Kabul, Matthias Guggenbichler

Staff Partner (s): Darragh Coakley, Lauren Maher, Jeremiah Spillane, Sarah Pattinson, Ruth Fox, Pio Fenton, Siobhán Kangataran, Thomas Broderick, Honor Carroll

Project lead

Darragh Coakley

Fellowship theme

Equality, Diversity & Inclusion

"I can be changed by what happens to me. But I refuse to be reduced by it." (Maya Angelou)

This project aims to offer a flexible, sustainable and practical resource to support positive mental health outcomes and resources for Higher Education students.

The project will develop a journal which will provide tangible coping resources to students that will help mitigate psychological strain and burnout, along with accompanying training and supports to develop positive behaviour and practices around same.

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Health and wellbeing in physical theatre training

Student Partner(s): Benjamin Holman, Sydney Sheehan, Donal O'Keeffe, Mollie Lynch, Lotta Vainionpaa, Maxine O'Neill, Niamh Cremin, Richie McDonnell
Staff Partner (s): Amy Prendergast, Hilda Leader Galvin, Aisling Byrne Gaughan, Irene O'Mara

Project lead

Amy Prendergast

The key aim of this project is to promote wellbeing and creativity through workshops designed to excite and engage the students. The project will be a series of workshops focussed on the creative and physical skills involved in live theatre.

We aim to:

- Promote skill learning in a non-assessed arena (Reducing stress and encouraging participation and play)
- Promote a greater sense of community by making these workshops available to all 4 years of the BATDS degree programme (Isolation is a key factor in mental illness and we are seeking to improve connections and peer support)

Fellowship theme

Equality, Diversity & Inclusion

TU TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

My Big Life Fix - Addressing access for people with disability to higher education campuses

Student Partner(s): Heather Culleton, Rebecca Holmes, Alisha Nzerem, Laura Byrne, Emma Murphy, Abigail Murphy , Amy Roche, Ciara Rossiter , Chloe O Sullivan, Erin Power, Kasey Doyle
Staff Partner(s): John Balfe, Edward Lyons, Eoghan O'Shea

This collaborative and exciting project involves the pairing of students in social care with design and architecture pedagogy on how they work together to create a future proposed inclusive campus in Wexford that is accessible for everyone including those with disabilities.

Students from the Professional Social Care course used the concept of 'My Big Life Fix' in approaching people with disability and ask what 'a day in a life' is like for them.

They then used these reflections to inform what a campus would look like in Wexford that is accessible for people with disability from the point of access, entry to a campus, and the daily life of a student through the lens of access to education and disability.

These reflections informed a design and architect project of a prototype University Campus using the 7 principles of Universal Design-Equitable use; Flexibility in Use; Simple and Intuitive Use; Perceptible Information; Tolerance for Error; Low Physical Effort; and Appropriate Size and Space for Approach and Use.

Project lead

John Balfe

Fellowship theme

Equality, Diversity & Inclusion

TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

Increasing global and cultural awareness - developing student champions to increase participation in Crossing Borders Project

Student Partner(s): Fiona Keane, Rhian Fitzgerald, Craig Doyle, Tatenda Gamanya
Staff Partner(s): Veronica Kelly, Patrick Morgan

Project lead

Veronica Kelly

Fellowship theme

Equality, Diversity & Inclusion

The aim is to develop students intercultural understanding and global awareness.

Crossing Borders is a programme developed by Georgia Southern University.

This project was developed from a pilot project at SETU (Wexford Campus). It is based on Allport's (1954) Group Contact Theory.

The aim is to increase awareness and understanding of difference and 'other' in order to increase understanding.

Evidence suggests that increasing contact between groups leads to a reduction in prejudice and discrimination (Pettigrew and Tropp, 2011).

N→TU TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

Supporting Travellers in Higher Education

Student Partner(s): 18 Students
Staff Partner(s): Nicola McEntee, Rosemary Flynn

Project lead

Nicola McEntee

Fellowship theme

Equality, Diversity & Inclusion

In collaboration with Forward Steps Family Resource Centre's Traveller Women's group, members of the Travelling community in Tullow, Co. Carlow commenced a Level 6 Certificate in Learning to Learn at third level with SETU Lifelong Learning Carlow in January 2023.

To support students in completing their academic assignments a five-week study group was facilitated in their centre through funding awarded through this N-TUTORR fellowship. This study group provided students with a safe facilitated space to support and guide them in completing their academic assignments in response to a need identified by the group through their engagement in reflective practice throughout the course.

In addition, the Fellowship funded a ceremony to award the women their certifications with individual photographs to remember the day.

Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt South East Technological University

SETU Includes U: 'Facilitating Friendships' Induction for Year 1 Students

Student Partner(s): Christopher Bazando, Jordan Malone O Brien, Aoife Dempsey, Karolina Griscenkovaite
Staff Partner(s): Ruth Maher, Claire O'Gorman, Jamie Hurley

Project lead

Ruth Maher

Fellowship theme

Equality, Diversity & Inclusion

Current Year 3 Applied Health Care (AHC) students partnered with faculty for induction of Year 1 nursing and healthcare students in a safe and fun environment, so that friendships could form and grow organically.

The induction programme enhanced the student experience and aimed to foster an inclusive, equal and diverse culture that can diffuse across university and societal levels.

A generic, reusable induction framework was co-designed by the project team, and this will be sustained by embedding the initiative in Year 3 of the AHC curriculum.

Students on the team will disseminate the work at conference level.

TORR Transforming Learning

SETU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

Supporting Black and Brown Women on Professional Placement

Student Partner(s): *Eunice Urhie, Helen Agboola, Matunrayo Olawale, Kehinde Saka, Miracle Togetherness, Abimbola Akinduro, Rita Olumide, Mariam Mustapha, Tiwonge Mafeni, Christiana Ajala, Mariam Bello*
Staff Partner(s): *Eileen Farrell, Maeve Doyle, Noelle Reilly, Wioletta Jacob*

Project lead

Eileen Farrell

Fellowship theme

Equality, Diversity & Inclusion

This project aims to directly support and improve the experience of black and brown women on the programme professional social care practice on the South East Technological University (SETU), Kilkenny Rd. Campus, Carlow.

It will support their experiences on mandatory work placement.

The intersection of race and gender need to be specifically addressed within the social care sector which relies predominantly on women and increasingly women of African/Asian and South American descent to support the care sector in Ireland.

The key outcomes from this project include:

- A space for Black and Brown women to feel safe to discuss race and care roles.
- An opportunity for Black and Brown women to identify their needs on professional placement practice.
- A written document outlining the needs to be incorporated in placement documentation and modules that support placement preparation

Transforming Learning

‘See me, be me’: A paradigm for a Student-led transformation of the digital and built environment

Student Partner(s): Chloe Hermosisima, Marco Nocerino, Chidinma Iwabe, Doris Drazenovic, Eoghan Coughlan, Liliana Sztuposzki, Mari-Perla Biansumba, Sara Hanschuh, Lucas Connors, Karla Davila Kenny, James Monteroyo
Staff Partner(s): Geraldine Mitchell, Brónach Gollogly

Project lead

Geraldine Mitchell

Fellowship theme

Equality, Diversity & Inclusion

Many of our students in TU Dublin identify as Irish but often their lived experiences may also be shaped and influenced by a distinct cultural and linguistic heritage, that of their parents or grandparents.

The aim of this project is to promote, celebrate and display this distinct identity. It seeks to empower students to create outputs that will benefit all partners in TU Dublin, through a dynamic visual representation and expression of their cross- and intercultural heritage and identity, by embedding it in sustainable representations of such on both the built and digital institutional landscape.

Transforming Learning

Halloween Makeathon: Making Halloween costumes for wheelchair users in LauraLynn Children's Hospice

Student Partner(s): 20 students from: Biomedical Device Engineering Y3, Advertising and Marketing Communications Y2, Media Production and Digital Arts Y4
Staff Partner(s): Robbie O'Connor, Elaine McGeogh, Chris Keogh

Project lead

Robbie O'Connor

Fellowship theme

Equality, Diversity & Inclusion

The School of Engineering in TU Dublin and its volunteering group, 3DAssist, have been working with community groups over the last 10 years in areas such as 3D printed prosthetics, braille-based devices and more recently wheelchair costume design.

Over last 2 years we have collaborated with students and staff from Marketing and Media Production and Digital Arts', in designing and manufacturing Wheelchair costumes for Children using the services of LauraLynn, Ireland Children's Hospice.

Our proposal is to run this project in the form of a Makeathon with the aim of involving more students and staff.

N→TU TORR Transforming Learning

OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
DUBLIN
TECHNOLOGICAL UNIVERSITY DUBLIN

Enhancing the student experience through improved campus facilities

Student Partner(s): Oriana Byrnes, Patrick Kelly, Ciara McKenna, Amber Thomas
Staff Partner(s): Brian Jordan (TU Dublin Students Union President), Mary Scally (Students Union General Manager), Ciaran Stone (Estates Office), Deirdre Staunton (Head of Disability Service), Rachael Farrell (University Occupational Therapist), Roisin Murray (Learner Empowerment Lead), Heidi Kelly-Hogan (Sustainability Education and Engagement Lead)

Project lead

Oriana Byrnes, Patrick Kelly, Ciara McKenna, Amber Thomas

Fellowship theme

Equality, Diversity & Inclusion

University can be stressful and overwhelming for many students including neurodivergent and disabled students.

Funding from the N-TUTORR Fellowship will allow for the improvement of campus facilities across all three campuses with the likes of the implementation of more suitable seating areas and sensory rooms.

These spaces will provide a sanctuary away from the hustle and bustle of student life, allowing students to rest and re-centre in a versatile environment tailored to their needs.

Improved facilities will be a collaborative effort between the student union, the disability office, the pastoral team, and the student body and will improve the student's well-being.

Transforming Learning

Recognise, Reflect, Respond: Building belonging and inclusive cultures – a collaborative faculty approach

Student Partner(s): Sadbh Downes, Bronagh McCabe, Amy Murray, Scott Dunne, Niamh Homan, Mark Lambe, Siriana Loughran, Aoife Daly, Kate Molloy, Nikki Murphy, Eilis (Bianca) Espina, Miriam Hurley, Sarah McEvilly, Ying Qi Tang

Staff Partner(s): Muireann O'Keeffe, Deirdre McGowan, Clare Bell, John Walsh, Niamh Ann Kelly, Mary Ann Bolger, Kevin Hora, Pat Hannon, Rory Mulligan

Project lead

Muireann O'Keeffe

Fellowship theme

Equality, Diversity & Inclusion

The Faculty of Arts & Humanities is implementing a staff-student collaborative approach to build and develop a community of learners, teachers, mentors and fellows across all stakeholders and campuses of TU Dublin. We aim to foster relationships, nurturing a sense of belonging within an inclusive and diverse faculty.

- Podcast: A Faculty podcast will be engineered by media students.
- Develop societies: Law students will be supported to re-establish the Intervarsity Court Moot and bring this to TU Dublin for the first time.
- Peer-mentoring: Postgraduate Media students will mentor undergraduate Art students to coordinate the East Quad Graduate Show.
- Teaching & Learning symposium: showcase projects and innovation, including the NTUTTOR fellowship programme.

Transforming Learning

TUS

TUS WEWRITE! Project

Student Partner(s): TUS postgraduate research students (5 students)
Staff Partner(s): Jennifer Moran Stritch, Research-active staff (14 staff partners)

Project lead

Jennifer Moran Stritch

Fellowship theme

Equality, Diversity & Inclusion

Research students may struggle with confidence in writing. Procrastination and imposter syndrome can affect writing quality, productivity and timely completion of degrees and academic publications.

TUS WEWRITE! will address these issues and encourage a sense of identity, community and mutual support for TUS research postgrads and staff.

TUS WEWRITE!

Transforming Learning

TUS

To narrow the gender gap in STEM careers by empowering cisgender female undergraduates in sport and health sciences

Student Partner(s): Bernadette Cherianne Taim, Niamh Fogarty
Staff Partner(s): Aoife Lane, Ciarán Ó Catháin, Niamh Ní Chéilleachair

Project lead

Bernadette Cherianne Taim

Fellowship theme

Equality, Diversity & Inclusion

Women in sport go beyond the female athlete; they include sports scientists, academics, executives and more. The underrepresentation of women in sport parallels that of STEM fields at large. Therefore, this project aims to raise the profile of women in sport and narrow the gender gap in STEM careers by empowering undergraduate women in the Department of Sport and Health Sciences.

This project will provide undergraduate women with opportunities to connect with and be mentored by women thriving in STEM fields, as it sets out to improve the pipeline of women talent and leaders in sport and STEM careers.

Transforming Learning

TUS

The development of digital educational resources to enhance the support of female athletes - a step towards bridging the gender gap in sport and health science

Student Partner(s): Sports Science with Exercise Physiology Y2 (20 students)
Staff Partner(s): Niamh Ní Chéilleachair, Ciarán O Cathain, Aoife Lane

Project lead

Niamh Ní Chéilleachair

Fellowship theme

Equality, Diversity & Inclusion

Females are significantly underrepresented in sports science education and research, despite representing 49.5% of the world's population. In general, there is a lack of understanding of sex specific aspects of sport science, and it is widely accepted that sports scientists should have a greater understanding of the female athlete to better support them. Through fostering a student-staff partnership using a collaborative approach, this project aims to digitise evidence-based educational material relating to female reproductive science to better support female athletes.

Transforming Learning

TUS

Enhancing EDI Principles through Digital Induction Resources

Student Partner(s): Richard Butler, Donna Hogan, David Doherty, Christina Haugh, Sandra Miller
Staff Partner(s): Anna Murphy, Dr Carolann Bargary, Nathan O'Connor

Project lead

Anna Murphy

Fellowship theme

Equality, Diversity & Inclusion

The aim of this fellowship is to create resources that will positively impact on the student experience and retention of students who undertake the Certificate in Transition to Higher Education programme. Additionally, the project aims to develop the induction components of the Certificate in Transition to Higher Education programme with an intended support to student retention and progression. It is also foreseen that engagement in this project would benefit the students involved through the development of personal and professional skills and increased confidence.

Transforming Learning

TUS

Co-Designing LGBTQ+ Assets as Situated Practice

Student Partners: Niamh Twomey, Laureline (Charlie) Yris, AJ Shipley
Staff Partners: Gianna Tomasso, Glen O'Sullivan

Project lead

Gianna Tomasso

Fellowship theme

Equality, Diversity & Inclusion

The aim of this project is to further embed Equality, Diversity, and Inclusion (EDI) principles within our Situated Design Practice module for our MA Interdisciplinary Design programme. The project will be undertaken in collaboration with LSAD's Makerstation, and the LGBTQ+ Allies Staff Network. It will produce an incentive-based microlearning output aimed at TUS staff on the importance of allyship. Upon completion staff will be awarded a bespoke artefact for their desk space which will act as a tangible and clear indicator of active support and allyship.

Transforming Learning

TUS

Exploring the Student Voice: An Examination of the Participation & Experiences of Student Course Representatives in TUS

Student Partner(s): First and Second Years Applied Pshychology – approximately 85 students at the Moylish campus
Staff Partner(s): Frank Houghton

Project lead

Frank Houghton

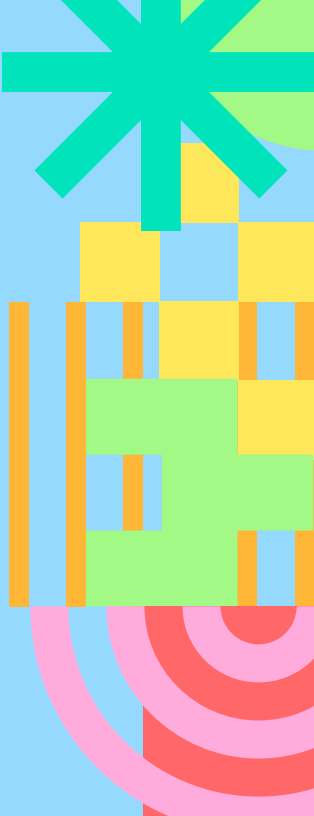
Fellowship theme

Equality, Diversity & Inclusion

Student participation on Course Boards is essential. It can greatly aid programme quality. However, the involvement of students on such Boards can potentially serve to further silence and disempower minority/ diverse students. This research aims to explore the profile of current student Course Board representatives. It will then seek to work with minority students in such positions/ those wishing to become student Course Board Reps to explore their experiences.

The aims of this project are to explore, identify, and attempt to tackle the barriers faced by diverse students in participating in, contributing to, and sharing their perspectives in TUS Course Board processes.

Universal Design for Learning



Transforming Learning

Building an educational toolkit to promote engagement in molecular biology

Student Partner(s): Jamie Clarke, Christopher Golden, Ciara Casey
Staff Partner(s): Mary Heneghan, Eva Campion

A molecular biology educational toolkit will be developed, supporting multiple options of content delivery, assessment, and feedback. The toolkit will focus on 5 core competencies: (1) DNA Structure, (2) DNA Replication, (3) DNA sizing, (4) Polymerase Chain Reaction and (5) Restriction digestion.

Students will engage in development of teaching resources using Lego to build 3D models to enable visualisation of difficult concepts. These novel teaching activities will be delivered alongside traditional methods, with learning activities clearly linked to laboratory experiments.

This project will help remove barriers in learning by promoting inclusion and support for diverse learners through active learning opportunities.

Project lead

Mary Heneghan
Eva Campion

Fellowship theme

Universal Design for Learning

Transforming Learning

ATU Ollscoil Teicneolaíochta an Atlantaigh / Atlantic Technological University

Connections: An Entrepreneurial Initiative

Student Partner(s): Darragh Grehan, Belinda Mc Partland, Conor White, Shannon Bowman
Staff Partner(s): Cathy O'Kelly, Mairead McCann

Project lead

Cathy O'Kelly, Mairead McCann

Fellowship theme

Universal Design for Learning

This project aims to bring students and staff from different disciplines across ATU together, with a UDL focus. Students will be encouraged to organise and attend guest lectures, form teams to compete in business competitions and develop their networking skills in a shared environment with peers, lecturers and industry practitioners.

This initiative will promote the benefits of external engagement in campus activities. A focus will be the facilitation of collaboration between entrepreneurs, external organisations and students of ATU. The aim is that such engagement will augment and optimize student success, thus strengthening the link between academic theory and practice.

Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

First-year Faculty of Film, Art & Creative Technologies (FFACT) Connect Module redesign

Student Partner(s): Olamide Akintemi, Shauna Mc Carthy Reid, Jessica Doyle, India Heath, Rachel Werner, Lara Rosello Peres, Lea Stern, Ethan Taylor, Jasmim Lobos, Jennifer Reynolds

Staff Partner(s): Louise Glynn

Project lead

Louise Glynn

Fellowship theme

Universal Design for Learning

The FFACT Connect module collaborative redesign project will involve focus groups with student researchers from each programme in the faculty who previously took this module.

Topics covered during the module included Equality, Diversity & Inclusion and Consent, Academic Integrity, Mental Health Awareness, Neurodiversity, Disability Awareness, Assistive Technology and Intro to the Library. Planned topics for 2023/24 will include N-TUTORR themes of Education for Sustainability, Digital Transformation in Teaching and Learning, Universal Design for Learning and Employability.

In addition, the focus groups will discuss module feedback. Finally, researchers will obtain digital badges in courses on the N-TUTORR themes, create digital content that module leads will use in future iterations, and present this content to incoming first-year students.

Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

Digital Safety outreach project to students with Intellectual Disability

Student Partner(s): AnaMarija Kuran, Cormac Lawlor, Natasha Clora, Fionn Doorley, Carla Francello, Denise Greene, Klara Gyarmath, Sarah Healy, Amelia Herbaczewska, Nicoleta Jingan, Anamarija Kuran, Cormac Lalor, Cian Mooney, Robert Moran, Ruairi O'Sullivan, Meabh Reid, Niamh Whelan
Staff Partner(s): Marian McDonnell

Project lead

Marian McDonnell

Fellowship theme

Universal Design for Learning

The aim of this project is for IADT psychology students to organize outreach activities to under-represented students with intellectual disability (ID) in the community. This project benefits the themes of Universal Design for Learning, Equality, Inclusion and Diversity and Digital Transformation.

Third year psychology students created digital multimedia materials about Digital Wellbeing. A series of interactive workshops were conducted on Digital Wellbeing, at IADT with participants from WALK services for adults with ID.

The participants were encouraged to talk about their experiences using social media apps and to engage with an eLearning application to learn more about safety online and digital citizenship. The initial results of the study will be presented at the National Conference and Showcase.

Transforming Learning

Institute of Art, Design + Technology Dún Laoghaire

‘Re-imagining Student Support Services’

Student Partner(s): Clodagh Walsh, Kacper Jaroszynski, Tariq Horan
Staff Partner(s): Stefan Paz Berrios, Mohamed Cherbatji

- Develop a web app that follows principals of universal design and makes information easy to access and understand - “pertinent information easy to upload access and comprehend”.
- Create a tool for support officers to easily edit and update the information they provide to students.
- Based on findings, create a content and design framework that can be used across the sector to simplify the information about student services, make it tailored for students and universally accessible.
- Based on project learnings, develop a framework used to simplify content for college students so that it is accessible and easy to comprehend.
- Research led by a team of students mentored by academic supervisors, collaborating with Student Support Officers to create a scalable and efficient digital service.
- Future work: develop a brand identity that streamlines IADT supports and allows for physical and digital awareness campaigns.

Project lead

Stefan Paz Berrios

Fellowship theme

Universal Design for Learning

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Micro credential for students in how to apply UDL and UD principles and framework to how they as a student engage in their own learning in their undergraduate programme

Student Partner(s): *Rani Wheeza, Marte-Therese Rasmussen Huggard, Amy Moriarty, Caren Karamagi, Assam Ghesheyan*
Staff Partner(s): *Aileen Kennedy, Jackie Gallagher, Margaret Finch*

Project lead

Aileen Kennedy

This project aims co-create an UDL digital badge for students which focusing on exploring UDL and its potential in enriching the learning experiences of all students.

This badge will provide MTU students with an introductory knowledge of the concept of Universal Design, its associated principles, and their application in academia. A series of on-line modules and a workshop are being co-created, along with several Reusable Digital Resources designed to assist students in their learning journey. Engagement with this badge is designed to enrich the learning experiences of students, fostering engagement, initiative, and empowerment, through the exploration of the UDL concept and application to their engagement in academic.

Fellowship theme

Universal Design for Learning

Transforming Learning

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

CONNECT (In-house induction that allows Architectural students to develop skills, engage with problem-based learning, benefit from collaborative scholarship and enjoy an interactive learning experience)

Student Partner(s): Luke Carry, Marthy Joni, Ronan Clancy, Muireann Ni Bhuachalla
Staff Partner(s): Deirdre Ryan, Anne Rogers

Project lead

Deirdre Ryan

Fellowship theme

Universal Design for Learning

Induction to college life is part of a longer process of transition from second to third level education that extends beyond the first weeks.

The aim of this project is to enrich the first-year experience by acknowledging the challenges associated with the transition, supporting them by providing information and assistance and engaging with them to develop solutions to potential hurdles.

This project provides an induction experience that is deep and sustained to enable students to acquaint themselves with the department, the demands of the course and college life and start focusing on the skills necessary to succeed from a place of knowledge and discourse.

Transforming Learning

Awareness campaign on importance of student engagement with feedback for student learning

Student Partner(s): Elizabeth Mahon, Sandra Oszynska, Ronan O'Brien, Ciaran Fanning, Violeta O'Brien, Aoife Kelly
Staff Partner(s): Aisling Hennessy

Project lead

Aisling Hennessy

Fellowship theme

Universal Design for Learning

It is clear from literature that student engagement with quality feedback has a very important role to pay in student learning.

However not all leaners or facilitators of learning understand the importance of feedback.

The aim or our project is to bring awareness to the importance of engaging with feedback.

There are a number of reasons why students do not engage with feedback such as their lack of feedback literacy, their emotional reaction to the feedback, their adoption of a closed mindset to improvement, lack of intrinsic motivation etc.

Our plan is to highlight these issues through an awareness campaign so that students can understand their obstacles to engaging with feedback and therefore help to remove those obstacles.

Transforming Learning

IHTM1 - Total Immersion Gingerbread Challenge

Student Partner(s): Rachel Daly, Jarade Nassor, Stefan Vanaga (B.A. in International Hospitality & Tourism Management Y2); Beti Boicu (Graduate Partner)
Staff Partner(s): Ursula Donovan, Owen McFadden

Project lead
Ursula Donovan, Owen McFadden

Fellowship theme
Universal Design for Learning

As part of the Critical Skills Module in semester 1 of the International Hospitality and Tourism Programme students will demonstrate learning skills acquired from a range of semester one modules in an engaging and practical way, integrating both experience and theory.

The aim of this team-based project is to bring together students from diverse cultures and backgrounds to collaborate in achieving a shared goal of integrating an Irish tourism brand theme into the construction of a gingerbread (GB) house. The completed GB house will be showcased by the students to a live panel of external judges using a range of different mediums.

The projects will foster teamwork, communication, efficiency and intercultural understanding among the participants and help them to better understand the practical application of their learning. It will allow students to make choices and be responsible for their own learning.

Transforming Learning

Collaborating for Change using Universal Design for Learning

Student Partner(s): Claire Dunne, Ellen Bolger, Jackie Hennessy, Robert Gabi Deliu, Selen Cabek
Staff Partner(s): Dr Mairead Seymour

The project will be a collaboration involving the lecturer and taught postgraduate students to create an e-learning resource on writing a dissertation research proposal.

The rationale for co-creating this resource is to provide enhanced learning guidance outside of formal lecture sessions.

The project will utilize Universal Design for Learning (UDL) principles as the guiding framework to inform the design and implementation of this resource.

UDL recognises the diversity of learners' needs and experiences.

By integrating UDL as the guiding philosophy in this project, learning will be designed to meet the multiplicity of students' needs and experiences.

Project lead

Dr Mairead Seymour

Fellowship theme

Universal Design for Learning

Transforming Learning

Access2CS

Student Partner(s): Aaron Baggot, Andrea Heaney
Staff Partner(s): Claudia Fernandez, Marisa Llorens, Arthur Sloan

Project lead

Claudia Fernandez

Fellowship theme

Universal Design for Learning

Access2CS is a project at the TU Dublin School of Computer Science that enables the creation of a centre of excellence to support and recruit undergraduate and postgraduate students with different disabilities and abilities.

Our project aims to transform modules, facilities, assessment, teaching and communication between learners and staff to support students with a disability to complete their studies.

Transforming Learning

Peer Assisted Learning (PAL) Tutorials for Access & International Foundation Students undertaking Engineering & Math

Student Partner(s): Daria Khvatova, Anson Ling Guang Cheng, Tadhg Sheehan, Darragh Masterson, Khabiba Saikenova
Staff Partner(s): Dr Nevan Bermingham

Project lead

Dr Nevan Bermingham

Fellowship theme

Universal Design for Learning

Our initiative is to expand our Peer Assisted Learning (PAL) Tutorial initiative to other STEM subjects perceived as “traditionally difficult”, such as Math and Engineering, within TU Dublin’s Access & International Foundation Programmes.

This initiative will support international, socio-economically disadvantaged and lower prior attainment students acculturate to higher education and provide a safe and encouraging learning environment to improve their subject-specific knowledge.

We will be using part of the ‘Partners in Innovation Fellowship’ scheme funding to equip the PAL Leaders with mobile technology that improves the efficiency and communications of these sessions whilst simultaneously providing them with ‘Assistive Technology’ tools that provides parity of opportunity to those with a range of disabilities.

Transforming Learning

TUS

Embodied Learning for Personal Development and Self-care with Social Care students

Student Partners: Philippa Meagher, Rebecca Kenny Challis, Aine Mc Carthy, Sinead O'Callaghan, Teresa Carney
Staff Partners: Emma Aherne, Catherine-Ann O'Connell, Justine O'Brien

Project lead

Emma Aherne

Fellowship theme

Universal Design for Learning

As we are educating future social care professionals, we feel that our teaching must be an intellectual, embodied, and emotional practice. The goal of this project is to embed embodied learning activities in Personal Development modules. The resources and materials we plan on purchasing as part of this project will allow for embodied learning and experiential activities in self-care and personal development modules.

The students are the drivers of this proposal and will be involved in an active feedback loop as the module is delivered.

Transforming Learning

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