



CIRTL Seminar Series:

Wednesday, October 25th

2:00-3:00 pm Shteps



CIRTL Pedagogical Partners: Insights from the Pilot Project

Dr Bonnie Mullinix

Research Fellow

Centre for the Integration of Research Teaching & Learning (CIRTL)

&

Dr Anna Santucci

Sr. Lecturer/Principal Investigator

with Dave Otway, Linda Murphy & James Coakley

Seminar Outcomes

By the end of this session you will:

1. **Situate CIRTl's Pedagogical Partners Project** within multiple UCC initiatives focused on inclusive learning and equity-minded teaching.
2. Share ideas for **what insights Student Partners offer** for enhancing teaching and learning.
3. Consider the **design, participants and processes** of this pilot project.
4. **Discuss with Teacher Partners and Student Partners** their experiences in the pilot.
5. **Envision how you might consult with a CIRTl Student Partner** to enhance inclusive learning and equity-minded teaching in one of your modules.

Why Pedagogical Partners?

What benefits might emerge from partnering with students to foster Teaching & Learning enhancement?

We will have time to hear from and talk with our Teacher Partners and Student Partners to learn more about their experiences... so get your questions ready.

INCLUSIVE UCC 2023



CIRTL Pedagogical Partners Project is Part of
Co-Creating Inclusion and Equity in Teaching and Learning

CIRTL's contribution to the Path 4 2023 Inclusive University plan in collaboration with Access UCC/Inclusive UCC is **to enact sustainable models of professional development fostering equity-minded inclusive teaching practices that are grounded in universal design and support the participation and success of all UCC learners.**

*fueled by Path4 funding of €241,000
from the Higher Education Authority (HEA)*



Taking A Three Prong Approach



<p>1. Pedagogical Partnerships with students who identify as members of the National Access Plan priority groups (socio-economically disadvantaged, minority communities, disabilities)</p>	<p>CIRTL Pedagogical Partners Project</p>
<p>2. Intentional structures around facilitating Continued Professional Development (CPD) for academic colleagues to enable their growth as critical and equity-minded change agents.</p>	<p>Developing Inclusive, Equity-minded Change Agency (DIECA)</p>
<p>3. A plan for an EU Doctoral Network aiming to create an internationally accessible professional pathway into Inclusive Teaching and Learning Enhancement in Higher Education.</p>	<p>PhD in Teaching and Learning/Inclusive Teaching <i>(working title still under development)</i></p>

CIRTL Pedagogical Partners Project



The Project's design is emergent and:

- Informed by other projects across the globe,
- Deeply contextualized in the University College Cork setting.

The design is predicated on:

- Exploring possibilities with the resources at hand
- Building a structure that can be expanded once explored (Boville et al., 2016; Felten et al., 2014).

The initial pilot phase of this project consists of:

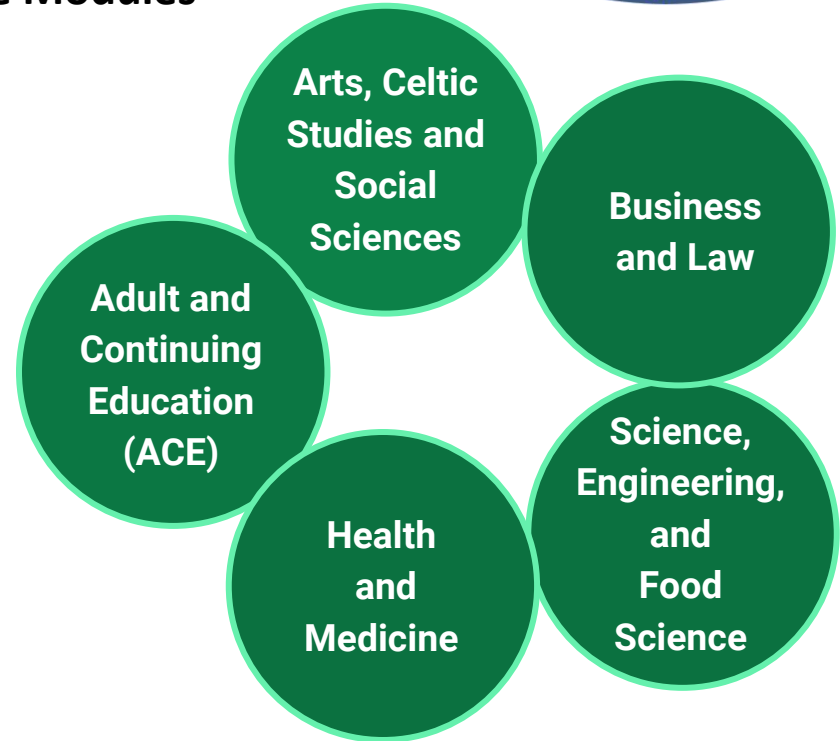
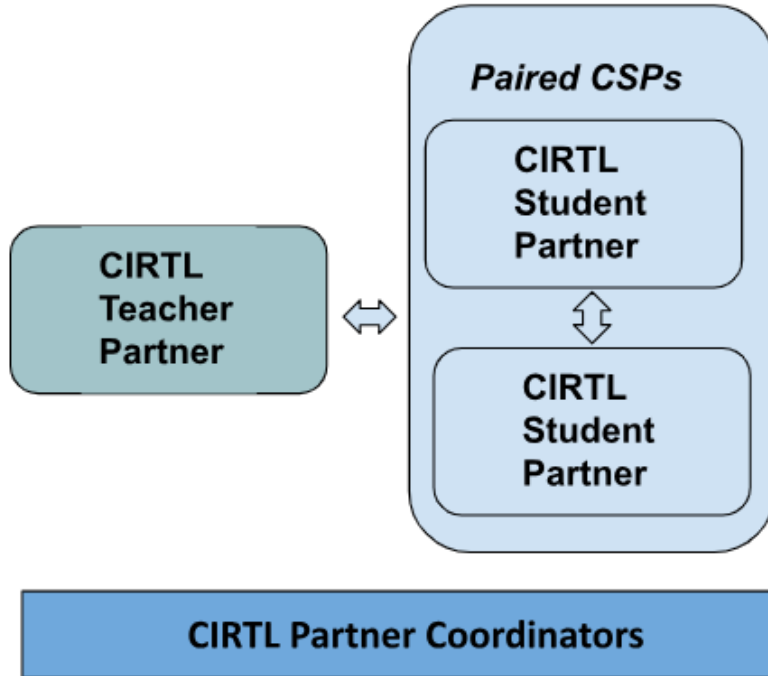
- 5 modules,
- 5 CIRTL Teaching Partners and
- 10 CIRTL Student Partners.
- CIRTL Partner Teams
 - 1 CIRTL Teacher Partner and
 - 2 CIRTL Student Partners (Cook- Sather & Agu, 2013) – drawn 1 from the College & 1 from another college

CIRTL Pedagogical Partners Project



CIRTL Partner Teams (x 5)

Representative Modules



What CIRTL Student Partners Do

- Participate in Orientation/Training
- Attend assigned module -
Observe/share teaching/learning insights
- Gather student Mid-semester feedback
- Meet with other Student Partners & Coordinators weekly
- Communicate regularly with Teacher Partners
- Student Partner final focus group feedback

What CIRTL Teacher Partners Do

- Participate in Orientation Session
- Communicate/meet regularly with Student Partners
- Support meetings with CIRTL Teacher Partners & Coordinators
- Reflect and report on actionable feedback & changes based on student impressions, data and input
- Teacher Partner final focus group feedback



What CIRTL Student Partners Get

Expectations and Compensation:

Expected time commitment: 82 hrs/semester

- Compensation Rate of €11.53/hour
- Eligibility to apply for a [UCC EmployAgility Award](#)



What CIRTL Teacher Partners Get

Expectations and Participation Benefits:

Expected time commitment: ~ 25 hours/semester

- Participation in a professional community
- Leadership in shaping a new CIRTL Inclusive University initiative aligned with [UCC's Strategic Plan](#)
- Allocation of €600 to use to cover directly related project expenses incurred
- Support for research and dissemination

CIRTL Partner Teams - Pilot Semester 1 2023



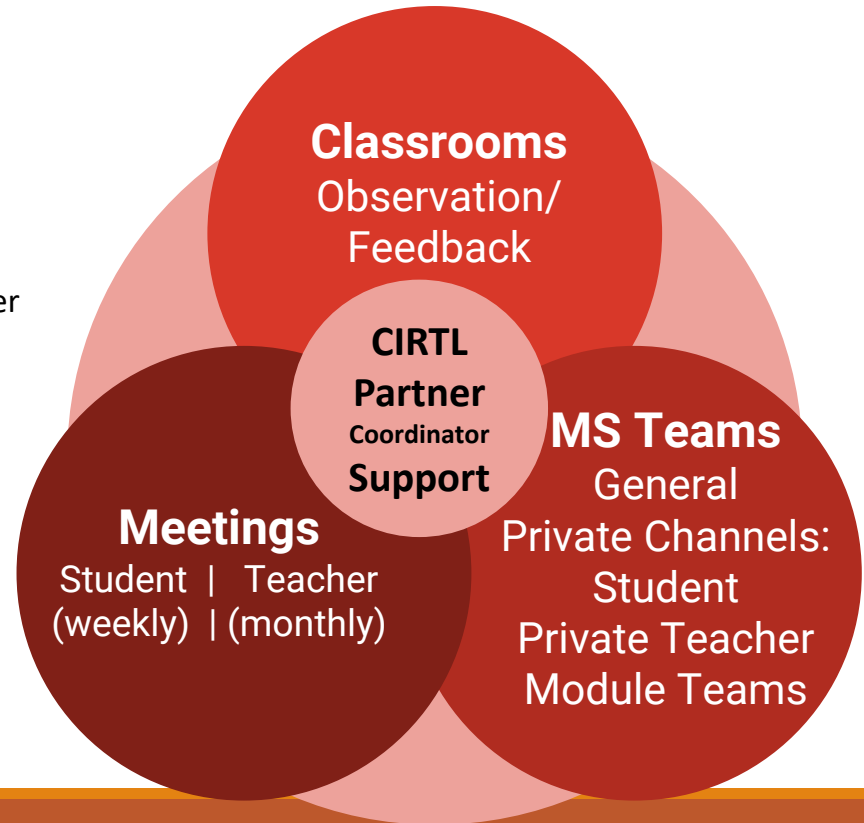
College / Programme	Module / Teacher Partner(s)	Student Partners
Arts, Celtic Studies and Social Sciences ACE - (Hons) Applied Psychology	AP2822 Sexual Offenders Ciara Staunton, ACE	Alyson O’Kelly-Lynch (Y2), Law (Pathways)
BEd (Hons) Sports Studies and Physical Education	ED2322 Curriculum & Pedagogical Coherence in Senior Cycle Curriculum João Costa	Alexander McSweeney (Y2), Youth and Community Asma Zulfiqar (Y3), Dentistry
Business and Law Bcomm (Hons)	MG1000 Principles of Management Linda Murphy	Noah Helder (Y3), International Development Michael Dowling (Y3), Applied Psychology (BAP)
Science, Engineering and Food Science Chemical Sciences	CM1200 Fundamentals of Modern Chemistry Parts 1 (10 cr) Dave Otway	Khaled Alwise (Y2), Computer Science (BSc) Abigail Foley (Y3), Government and Political Science
Medicine and Health BSc (Hons) Nursing (General)	NU4077 (DARE) Patient Safety (10 cr) Nuala Walshe & Clare Crowley	Chidozie Okorie (Y4), CK707- Medical and Health sciences James Coakley (Y2), Computer Science

Rounding out the Who & Where of the CIRTL Partner Team

CIRTL Partner Coordinators:

- **Dr Anna Santucci**, Principal Investigator
- **Dr. Bonnie Mullinix**, Research Fellow
- **Dr. Sharon Ultsch**, Postdoctoral Researcher

The Where of our Work:



CIRTL Pedagogical Partners Project Launch & Orientation

October 5, 2023



Student Partner Orientation
Official Launch & Partners Networking Lunch
Teacher Partner Orientation



CIRTL Pedagogical Partners Toolkit: Representing/Connecting to UCC Efforts to support Inclusive Practices



Partners Toolkit Contributions from Units Focusing on Inclusive Education at UCC: Access UCC/Inclusive UCC, id+ Project, Skills Centre, CIRTL



Journals & Pens

Infographic Bookmarks & Flyers

Thermos-water bottle

Accessibility QUAD Cube

Sustainability Tote Bag

Planner

Socks

Phone holder

USB Drive

CIRTL Student Partners' Intersectional Identities & Superdiversity

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Unique Perspectives and Insights into Inclusive Learning Practices



Neurodiverse - Autism, ADHD, ADD, Dyslexia, Dyscalculia and Dyspraxia

Mature - returning, early school leaver

International, immigrant - 1st/2nd generation/ESL

Socio-economic/Challenges - financial, homelessness, family/community support

Illness / Physical Disability - chronic, recurring, barrier

Mental Health - anxiety, stress, depression

Identity - LGBTQIA+, belonging ...

Life experience - Addiction, Incarceration...

Learning Challenges/Resilience/ Strategies

Mid-semester Feedback Process - Facilitated by Student Partners

Students in module answer *key questions*:

1. What is really working for you that helps you learn in this module?
2. What improvements could be made in the module?
3. What can you as students do to improve the module?

<p>< 40 Students: One 30-40 minute session</p> <p>Stage 1 - Students answer the key questions individually</p> <p>Stage 2 – Students work in small groups to select top three answers for each,</p> <p>Stage 3 - Students rate their individual agreement/disagreement to top answers suggested by all</p>	<p>> 40 Students: Two 15-minute sessions</p> <p>Stage 1/Session 1- Students answer questions individually online.</p> <p>Stage 2 – Analysis by SP identifies common answers</p> <p>Stage 3/session 2 – Students rate their individual agreement/disagreement to common answers identified in the first session.</p>
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Teacher-Student Partner Teams meet to *review feedback and consider*:

1. Which small tweaks might be improved/implemented right away?
2. What is good food for thought for next term?
3. What deserves addressing/explanation/clarification in closing the loop?

Partner Insights

Dave Otway

Linda Murphy

James Coakley

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If you had a couple hours with a Student Partner, How would you use it?

- 1. In dyads/triads, take 5 minutes and talk about what how you might make use of a consultation with a CIRTLL Student Partner**
 - Which module would you choose?
 - What would you wish to focus on?
 - What questions might you ask to focus on inclusive learning and equity-minded teaching?
 - How long do you think you might need
- 2. Share your ideas with everyone**

We are exploring...

- Whether/how to offer a taste of this pedagogical partners process to others
- If there are interested teaching staff who might like to partner with students on a shorter term ...
- Is that you? Are you interested?

If so, your participation today puts you at the top of our list!



Any Questions?

We're here to answer



Dr. Bonnie Mullinix bmullinix@ucc.ie

Research Fellow, CIRTL, UCC

Dr. Anna Santucci asantucci@ucc.ie

Principal Investigator & Sr. Lecturer in Teaching and Learning, CIRTL, UCC

***Or reach out to any of our current CIRTL Teacher Partners
and CIRTL Student Partners – as they have the inside scoop!***

Partner Recruitment Process

Interest Surveys

Student Partner Interest Form	Teacher Partner Interest Form
<ul style="list-style-type: none">• Background / Contact Information• Why interested in becoming a Student Partner• What is the unique identity and perspective you would bring• Describe a time facing difficult challenges as a learner and how you overcame them.	<ul style="list-style-type: none">• Background / Contact Information• Why interested in becoming a Teacher Partner• What are advantages of having a Student Partner observe and discuss the learning experiences in your module?

Distribution: Via existing UCC support structures and communication channels with/to potential students potentially matched to target populations and open calls to teaching staff.

Responses: **36 students**

20 Teacher Partners

Open & Data-Driven Recruitment/Selection Strategies

- Guided by provisional data gathered UCC Access programmes on student success patterns.
- Identified programmes where Access pathway students learning experiences/retention were notably different than other classmates (retained at either higher or lower levels than non-access students).
- Looked for modules where
 - enrollment of access learners was high (relative to college patterns overall; percentages ranging from 12-100%; priority preference given to percentages over 30)
 - Overall enrolment higher as module is core/required (Bovill et al., 2016).

Success Stories	Challenge Stories
where student module grades reflected increased achievement as compared to the broader student population grades and by association, we might expect to find student experiences that effectively addressed learning needs and represented inclusive teaching practices.	where student module grades reflected lower achievement as compared to the broader student population grades and by association, we might expect to find student experiences that indicated unaddressed learning needs and where there was need for increased attention to inclusive teaching practices.

Selection Process

Select Finalists based on Interest Submissions

Conduct Student Finalist Conversations

Half hour-long 'Interviews' with questions designed to tease out potential strengths and weaknesses finalists may bring to the role of student partners

- Understanding of partner coordination and communication - ideas and concerns
- Understanding teaching and learning environments
- Sharing insights and giving/receiving feedback
- Shared scenario problem solving

Gather added module/course information from Teacher Partner Finalists via email

- More details about their proposed module - where it fits in the programme they teach in, year most students take it, approximate student enrolment range, credits
- Relationship to intellectual disability, inclusion, how it fits into their teaching view
- Role and/or influence they have in curriculum change/development in UCC

Selection Criteria

Student Partners

- **Articulation of self-identity** related to historically underrepresented population
- **Learning challenges** encountered and **solutions enacted to overcome** them
- **Desire to advocate for students** across the target population & indications of **empathy to enact** this.
- Indications of **readiness/willingness/ability to work effectively with Teacher Partners**
- **Association with a priority school/programme** (either success or challenge story category)

Teacher Partners

- **Large enrolment module in a priority programme** (either success or challenge story category)
- Articulation of **interest in participating as Teacher Partner**
- Articulation of **interest in working with Student Partners**
- **Strategy for integrating feedback** to develop inclusive learning/teaching practices
- Personal **relationship to intellectual disability, inclusion & fit with teaching**
- **Rationale for student partner contribution to module**
- Strong indication of **reflective teaching practice**

References

- Addy, T. M., Younas, H., Cetin, P., Rizk, M., Cham, F., Nwankpa, C., & Borzone, M. (2022). The development of the protocol for advancing inclusive teaching efforts (PAITE). *Journal of Educational Research and Practice*, 12(0), 65–93. <https://doi.org/10.5590/JERAP.2022.12.0.05>
- Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education*, 71(2), 195–208. <https://doi.org/10.1007/s10734-015-9896-4>
- Cook-Sather, A., & Agu, P. (2013). Student consultants of colour and faculty working together toward culturally responsive pedagogy. *To Improve the Academy*, 32(1), 271–285. <https://doi.org/10.1002/j.2334-4822.2013.tb00710.x>
- Felten, P., Cook-Sather, A., & Bovill, C. (2014). *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. John Wiley & Sons.