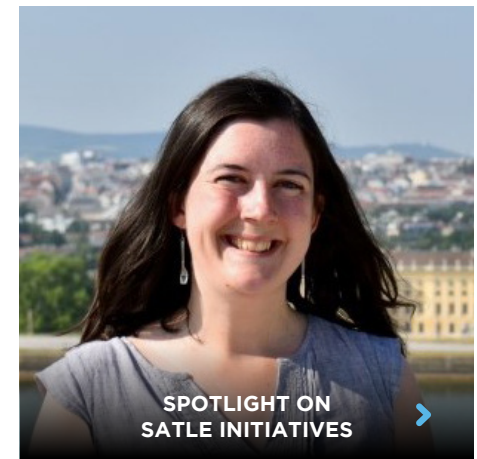


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STORIES BY TOPIC:



WELCOME TO THE SUMMER EDITION OF THE OVPLT eNEWSLETTER 2023



Professor Paul McSweeney, VP Learning & Teaching

Welcome to the Summer edition of the OVPLT eNewsletter. Now that the exam season has come to an end for another year and summer has arrived, we are excited to bring you the latest news from our seven units. As always, the last few months have been busy ones, and there have been plenty of news stories, events, new courses and development opportunities for staff.

In this edition, the OVPLT has an announcement about the hosting of the 2025 EUA Learning and Teaching Forum, we celebrate the achievements of our colleagues and students, the new Digital Education Principles are introduced by Head of the Centre for Digital Education, Tom O'Mara and we bring you updates on the many opportunities available to staff in the form of Digital Badges, workshops and short courses.

We hope you enjoy reading our newsletter and welcome any feedback, if you would like to submit an article for consideration for the next newsletter.

Please contact Jacqui at
✉ j.churcher@ucc.ie

Best Wishes

A handwritten signature in blue ink that reads "Paul McSweeney". The signature is fluid and cursive, with a long horizontal stroke at the end.

Professor Paul McSweeney
VP Learning & Teaching

 www.ucc.ie/teachlearn

AWARDS AND ACHIEVEMENTS

PROFESSOR CHRIS LYNCH ELECTED TO MEMBERSHIP OF THE ROYAL IRISH ACADEMY

Chris Lynch has a long and proud association with University College Cork. A UCC dental graduate (BDS 1999), Chris worked at Cardiff University as Consultant and Professor before returning to Cork University Dental School & Hospital in 2017. Chris enjoys undergraduate and postgraduate teaching and holds Year Lead and Module Co-ordinator roles within the BDS programme, as well as leading the Dental Nurse programme. Chris introduced the popular Clinical Pledge Ceremony for dental students who are about to commence clinical treatments. His PhD students enjoy success. Within his specialty, Chris leads the clinical management of complex patients. Outside the Dental School, Chris contributes to UCC activities such as membership of the Quality Enhancement Committee.

With a distinguished track record of excellence in clinical dental education and research, Chris was awarded the Award of Excellence in Dental Education from the Association for Dental Education in Europe in 2014 - the premier international award in dental education. Chris was awarded a Senior Doctorate in Dentistry from Cardiff University in 2019, a Principal Fellowship from the Higher Education Academy UK in 2019 and one of Ireland's inaugural National Teaching & Learning Research Fellowships in 2020. In 2023, Chris was awarded the prestigious international Ivar Mjör Prize for Practice-Based Research from the Network for Practice-Based Research at the International Association for Dental Research.

Chris has been Editor-in-Chief of *Journal of Dentistry*, a leading international dental journal, since 2011.

Following election by his colleagues, Chris became Dean of the Faculty of Dentistry at the Royal College of Surgeons in Ireland in March 2023. This a Postgraduate Surgical Faculty which focuses on the post-qualification education and training of dentists in Ireland and overseas.

Chris is the third dentist to be admitted as a Member of the Royal Irish Academy.

“ Commenting on his election Chris stated:

I am delighted and honoured to become a Member of the Royal Irish Academy. I look forward to promoting the work of the Academy. I am delighted to dedicate my achievement to University College Cork. UCC is a fantastic organisation and I am grateful for the opportunities afforded me by UCC to develop my potential which led to this recognition from the RIA. I would like to thank all those who have supported me on my journey over the years - mentors, teachers, colleagues as well as the many students I have had the privilege to teach and supervise.



Professor Chris Lynch at the Royal Irish Academy

AWARDS AND ACHIEVEMENTS



Photo (L-R): Catherine O'Mahony, CIRTl, Bernadette Power, Economics, Frank Crowley, Economics, UCC President John O'Halloran, Clodagh Murphy, School of Medicine, Marian McCarthy, former VP for Learning and Teaching, and Anna Santucci, CIRTl.

CIRTl CELEBRATES THE CONFERRING OF 6 NEW GRADUATES OF THE MA IN TEACHING AND LEARNING IN HIGHER EDUCATION

CIRTl's MA in Teaching and Learning in Higher Education class of 2021/22 were conferred in March for the first time in the Centre's history with the College of Science, Engineering and Food Science. CIRTl and SEFS came together to celebrate the conferring of 6 graduates of the MA programme from across UCC and further afield. These include Dr Frank Crowley and Dr Bernadette Power, Department of Economics, Dr Clodagh Murphy, School of Medicine, Dr John McAvoy, Department of BIS, Dr Uschi Linehan, Department of German, and Dr Philipp Hoewel, School of Mathematical Sciences. Also in attendance were President, Prof. John O'Halloran and the CIRTl team and Fellows including Dr Ciaran Dawson, Ionad na Gaeilge Labhartha; Dr James Cronin, CIRTl; Dr Catherine O'Mahony, CIRTl; Dr Marian McCarthy, CIRTl and Dr Anna Santucci, CIRTl. A huge thanks also to Dr Serena Fitzgerald, School of Nursing and Midwifery; and Dr Niall O'Leary, School of Microbiology. An enjoyable ceremony was had by all and a round of applause to the graduates on their ongoing commitment to teaching and learning.

AWARDS AND ACHIEVEMENTS

UCC LIBRARY AND CORK UNIVERSITY PRESS (CUP) STAFF REPRESENTING UCC ON NATIONAL AND INTERNATIONAL COMMITTEES



ALAN CARBERY,
(Head of Academic Services at UCC Library)
has been elected to the post of Honorary Treasurer with the LAI (Library Association of Ireland) Board.

The LAI is the professional body representing libraries and librarianship in Ireland. The objectives of the association are to promote and develop high standards of librarianship and of library and information services in Ireland, and to secure greater co-operation between libraries.



MARIA O'DONOVAN,
(CUP)
has been elected as a director of both Publishing Ireland, the organisation representing the publishing industry in Ireland, and the international Association of University Presses.

She has also joined the committee of EvenUp, a consortium of international university presses hosted by Princeton University Press, collaborating on issues concerning equity, diversity, inclusion and belonging in the publishing industry, from workplace to published content.



ELAINE HARRINGTON,
(Special Collections Librarian at UCC Library)
has been elected to Executive Council.



AWARDS AND ACHIEVEMENTS

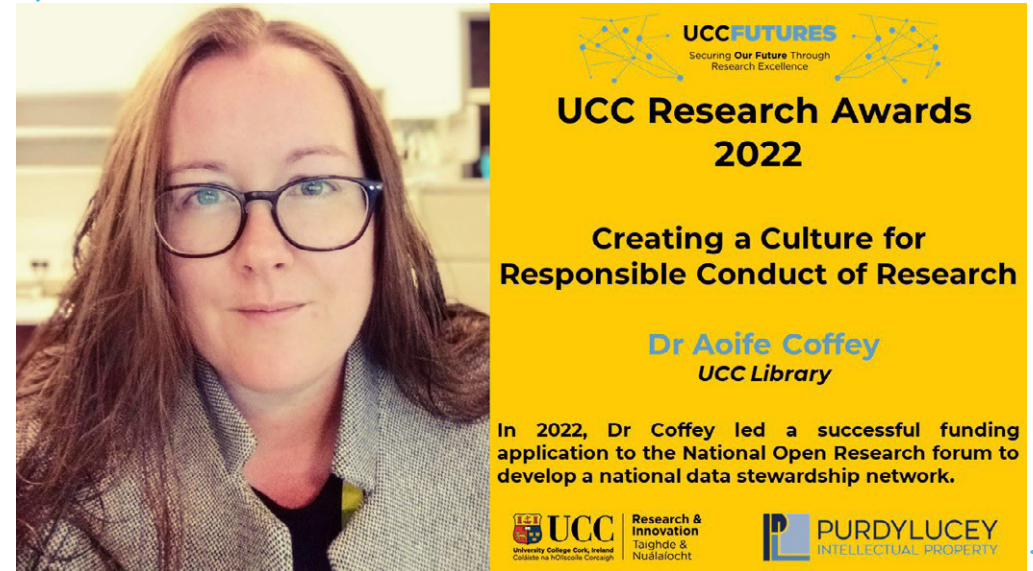
RESEARCH AWARDS 2023

Congratulations to Dr Laura Lee, Learning Enhancement Project Manager at CIRTL who was nominated for the Research Support Person of the Year Award at the recent UCC Research Awards. Laura coordinates annual research budget of €1.2 million including the National Forum for the Enhancement of Teaching and Learning in Higher Education SATLE grants.



Dr Laura Lee, CIRTL

Congratulations to Dr Aoife Coffey, Research Data Coordinator in the Library, who won the Creating a Culture for Responsible Conduct of Research Award at the UCC Research Award 2022 last week.



NEWS AND EVENTS

UCC SELECTED AS HOST FOR 2025 EUA LEARNING AND TEACHING FORUM

UCC's Office of the Vice President for Learning and Teaching and Centre for the Integration of Research, Teaching and Learning are delighted to have been successful in their bid to host the prestigious European University Association (EUA) Learning & Teaching Forum 2025. The event, scheduled to take place from the 27th - 28th February 2025, will bring together 400 delegates to discuss developments in Learning and Teaching at European universities. The primary target audience for the Forum are members of senior management, academic staff and researchers interested in Learning and Teaching. It also welcomes students, policymakers, and other stakeholders in Higher Education.

Through a mix of plenary and parallel sessions, the Forum provides a platform for discussion on how universities enhance Learning and Teaching, while also presenting the work of the annual Thematic Peer Groups. "Connecting people, spaces and realities" was the focus of this year's Forum event which took place in Bilbao, Spain in early February. UCC's strength in Civic Engagement and Graduate Attributes was showcased in two presentations. This marked UCC's fourth appearance on the Forum's annual programme with previous papers on research-teaching linkages, fostering employability and education for sustainable development. Next year's Forum will take place in Bochum, Germany on the 8th-February 2024.

Further information on the event will be announced in Spring 2024. We look forward to welcoming colleagues from across Europe to Cork and to UCC! If you have any queries, please email

✉ ovplt@ucc.ie

WHAT'S NEW IN THE SKILLS CENTRE?

The end of Semester 2 has been a time for reflection on the current academic year and it has definitely been another busy but very rewarding year for the Skills Centre! We delivered group sessions to over 10,238 students, facilitated 1,087 one-to-one appointments both online and in person, met with 2,000 students at our newly introduced 'Drop-in Clinics' which were piloted in semester 2, and our postgraduate tutors provided written feedback on over 532 asynchronous essays. We were also pleased to see that students have been engaging with our resources across the Success Zone, Facebook (583 visits), Twitter (7,500 visits), Instagram (1,800 visits) and Youtube (289 hours watched).

Learners from all four colleges availed of our services, as well as learners from ACE (31.5% of our visitors). We have also seen increasing success with meeting students this year by going out to the colleges, into lecture halls, providing welcome and information stands across campus, and piloting our 'Writing for the Disciplines' public group sessions. This has drawn part-time (14% of Skills Centre users), undergraduate (54.4%), and postgraduate students (31.7%) to avail of our services in some shape or form. We were delighted to see the increase in postgraduate student engagement with our support services over this past academic year and were also thrilled to host our third Postgraduate Pushthrough writer's retreat in the Skills Centre itself for the first time in April. The report for this event will be circulated in the coming weeks.

Skills Centre at the 17th Annual European First Year Experience (EFYE) Conference

On June 25th, Kathy Bradley (Head of UCC Skills Centre) and Dr Éadaoin Regan (Access Skills administrator and Skills Centre tutor) travelled to Abertay University, Dundee to present at the 17th Annual European First Year Experience (EFYE) Conference. The conference theme was Discovery and Design for Academic and Social Success. The Skills Centre delivered one poster presentation and were panellists for two Show and Tells. The Skills Centre titles are as follows: '*Postgrad Pushthrough - A Peer-Led Writing Retreat*', '*Dialogues of Student Engagement and Design: Four Case Studies*', and '*An Introduction to Our Academic Coaching Service*'. It was a pleasure to represent UCC and learn more about discovery and design strategies from those who travelled from universities across twenty-three countries to present their approaches to education.

NEWS AND EVENTS

PRESERVING A LEGACY, INSPIRING A FUTURE: JARED HARRIS UNVEILS RICHARD HARRIS ARCHIVES AT UCC LIBRARY.

Actor Jared Harris visited University College Cork (UCC) on Friday 21st April to meet film students and view the archives of his late father, Richard Harris, which were donated to the university last year.

Jared, who visited UCC and Cork with his wife Allegra, starred in number of roles in film and television including *Mad Men* and *Chernobyl*.

While at UCC he met with staff in UCC Library, had a Q&A with students in the Department of Film and Screen Media and was interviewed by students at UCC's 93.8FM radio station. On Saturday 22 April Jared and his representatives of his wider family from Limerick were special guests at the Cork University Foundation Benefactors' Lunch, an event where the University thanks its most significant donors. The Library presented a brief preview of the archive for those attending.

The Richard Harris Archives span over 50 years and are an extensive collection of manuscripts, letters, photographs, literary works, artefacts, and professional and personal documents which belonged to the late actor. University College Cork's acquisition of these archives marks a new stage in the development of contemporary cultural collections at the university. UCC has plans to develop a Treasures Gallery which will be a fully secure and serviced space which will provide for public display and interpretation of a variety of artefacts.



Jared Harris with University Librarian, Coral Black



Jared Harris with UCC Library Head of Collections Crónán O Doibhlin



(L-R) Jared Harris with Emer Twomey (Archivist, UCC Library Archives Service), Tudor David Rees-Williams and Emma Horgan (Archivist, UCC Library Archives Service)

NEWS AND EVENTS

ACE COLLABORATION WITH SCREEN IRELAND

Eleanor McSherry



Adult Continuing Education at University College Cork (ACE UCC) has a long tradition of bringing new and innovative courses to Ireland that not only enhance Irish society but also support diverse communities. This expertise is evident in a new collaboration with Screen Ireland and ACE, to design and deliver ground-breaking, internationally recognised, innovative short courses specifically built for the screen industry, the fastest growing industry in Ireland.

This collaboration began in October 2021, when Eleanor McSherry, coordinator of the Diploma in Autism Studies, was invited by screen writer Lindsay Sedgewick and Grainne Bennett, Skills Development Executive – Creativity and Creative Collaboration with Screen Ireland, to advise on a seminar on neurodiversity for Screen Ireland. They were so impressed with her expertise, she delivered the key speech on the seminar and was invited to design a short course on neurodiversity for the Screen Industry, in collaboration with Screen Ireland.

A pilot of the course was run in March 2022, which was a big success, with students from all over the screen industry, broadcasting and film. The course then went through academic board November 2022 and is now a fully accredited, level 6, 10 credit continuing professional development short course.

What makes this course unique is no other university or college in Ireland is running a course like this. Since the course ran in 2022, Eleanor being invited to give workshops, write articles, collaborate with, also to give talks with groups and for them, to colleges and organisations internationally and locally, some of these groups are: European Broadcasting Union's Equality, Diversity and Inclusion Steering Group and their Human Resources Steering Group, Cartoon Saloon, Lighthouse Studios, TG4, RTE, IMD College (Switzerland), Screen Northern Ireland, Advance HE, the British Academy, Media Cymru, Ulster University, DuMonfort University, the Television and Film Charity, UCC Human Resources and Film and Media Department at UCC.

Why is there such a demand for this type of talk or information, Eleanor explains:

“ To begin with Neurodivergent people are already working in the industry with little support or understanding. They are afraid to declare that they are neurodivergent in case they lose their job or get side-lined. The 'Creative Equals' Equality Standard data (2019) asserts that the creative industry has twice the percentage of neurodivergents, as the standard population.

Neurodiversity is a sociological concept that is emerging in academic discourse and research, predominantly in the fields of psychology, sociology and others. It is also one of the fastest growing civil rights movements, since the disability rights movement in the late 1970's.

Ireland traditionally has a poor record of representation of disabled people on screen and behind the camera, this time however Ireland, University College Cork Adult Continuing Education will be leaders in this new area of research and academia showing and educating others in what needs to be done.

This collaboration with Screen Ireland has led to the development of another pilot programme, which is in well-being coordination, a new role in the screen industry. The pilot for the course has just finished. It was also in high demand, when it was advertised it got 60 applications for 20 places, in three days with applicants from Ireland and Internationally.

These programmes show how the expertise in ACE UCC is in big demand and that these programmes will be just the beginning.

Eleanor is a Programme Coordinator/Designer and Lecturer at ACE UCC. Seminar on Neurodiversity last October seen here:
<https://vimeo.com/625270761>



NEWS AND EVENTS

DITECH (DEVELOPING AND IMPLEMENTING TECHNOLOGY-ENHANCED TEACHING AND LEARNING AT GEORGIAN HEIS)

CIRTL hosted the first in-person meeting of the Erasmus+ Capacity Building DITECH (Developing and Implementing Technology-Enhanced Teaching and Learning at Georgian HEIs) project 19th-21st April. This project aims to enhance the skills and competencies of academic staff and teachers at Georgian HEIs in using digital instructional and assessment tools in teaching and learning. Over twenty colleagues from seven Georgian HEIs and Tallinn University (Estonia) joined us at UCC to report on their experiences taking and delivering these programmes at the partner universities. Launched in 2021, this was the first in-person meeting for the project and partners reported on their progress in delivering the development modules to staff at their institutions and started planning for the final project conference in Batumi, Georgia in September 2023.



Group photograph of participants in the Erasmus+ funded DITECH project on the UCC campus.

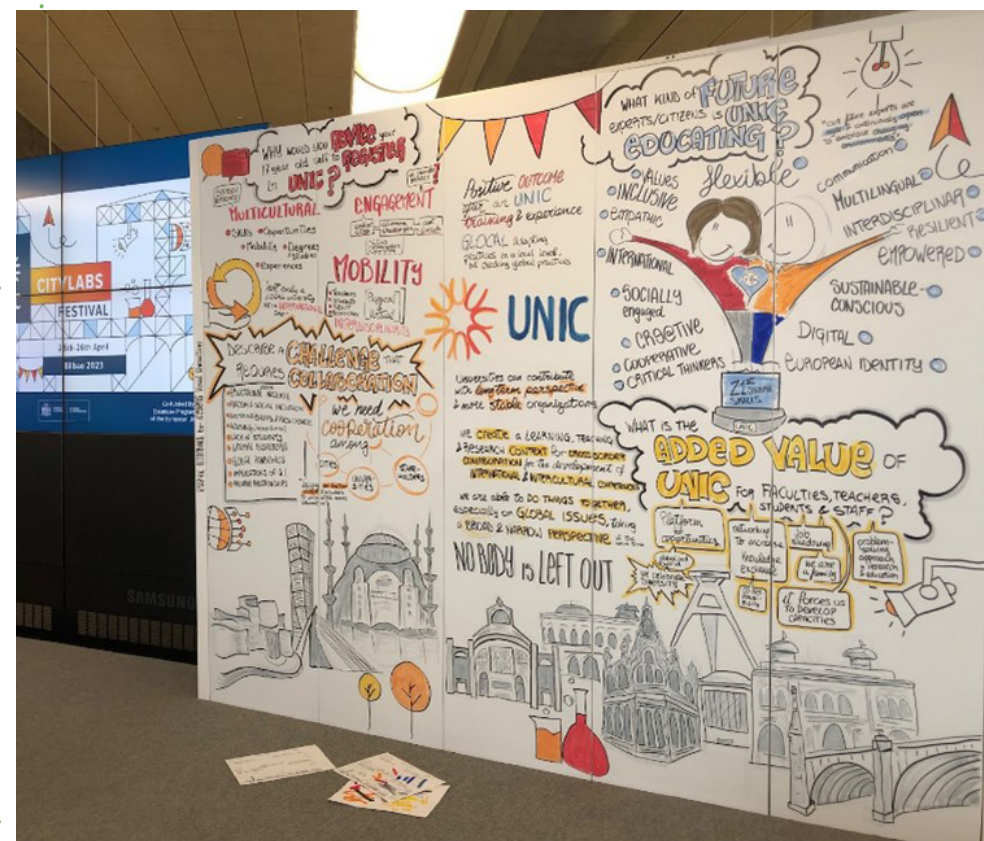
NEWS AND EVENTS

UCC TEACHING AND LEARNING ACROSS EUROPE THROUGH THE UNIC ALLIANCE: CITYLABS FESTIVAL IN BILBAO, APRIL 2023

Dr Anna Santucci, Senior Lecturer in Teaching and Learning Enhancement, represented CIRTL at the UNIC CityLabs Festival in Bilbao as part of the UCC delegation on April 25th to 27th, 2023. The festival brought together participants from city, university and community sectors from UNIC partner cities for a three-day schedule of meetings, brainstorming activities, and signature UNIC CityLabs. Through our participation in UNIC, the European University of Cities in Post-Industrial Transition, UCC is creating innovative forms of mobility and community engagement with nine partner universities across Europe and their cities. CIRTL's contributions to UNIC leadership aim to leverage UCC's strong Teaching and Learning commitment in order to inform the design and delivery of educational activities across the UNIC alliance that help develop globally responsible and critically intercultural European citizens.



Dr Anna Santucci, CIRTL



Visualisation of core themes discussed during brainstorming sessions at CityLabs Festival in Bilbao, April 2023: "What kind of future experts/citizens is UNIC educating? Inclusive, empathic, international, socially engaged, creative, cooperative, critical thinkers, flexible, multicultural, interdisciplinary, resilient, empowered, sustainable, digital, European identity."

For more information, see:
[UNIC News and Events | University College Cork \(ucc.ie\)](#)



NEWS AND EVENTS

UCC PhD STUDENTS GAIN PARTICIPATORY RESEARCH SKILLS ON COMMUNITY-BASED PARTICIPATORY RESEARCH MODULE (PG6025) WITH THE CORK LIFE CENTRE

In 2023, Cork Life Centre partnered with UCC on the Community-based Participatory Research module (CBPR) for PhD students. From February to April, 10 UCC PhD students from disciplines such as medicine, psychology, and environmental sciences, worked with past Cork Life Centre students on the question: *How can graduates of the Cork Life Centre support existing students?* The UCC students learned about participatory research methods as well as developing valuable facilitation skills for working with groups. The participatory research sessions with the Cork Life Centre took place in The Rock Community Centre on Blarney Street. Photovoice, a technique whereby individuals use photos to generate dialogue, was used throughout the process and uncovered several significant themes for the Cork Life Centre that merit further research. A report is currently being written to capture the different stages of the partnership, and the topics identified as important to the Cork Life Centre participants. The Cork Life Centre module participants will join UCC students on campus to finalise the report and to make plans for actioning some of the actions that emerged.

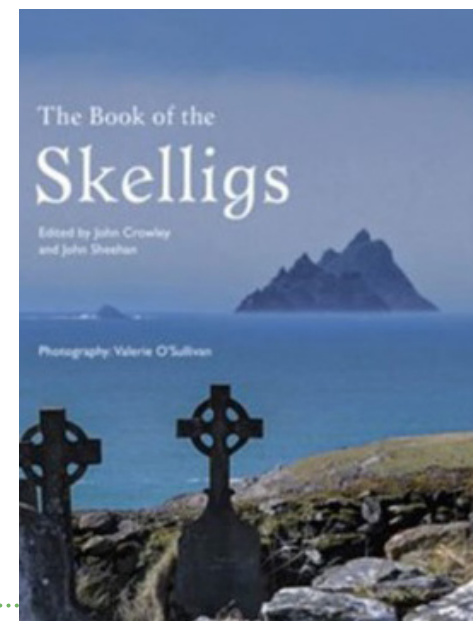
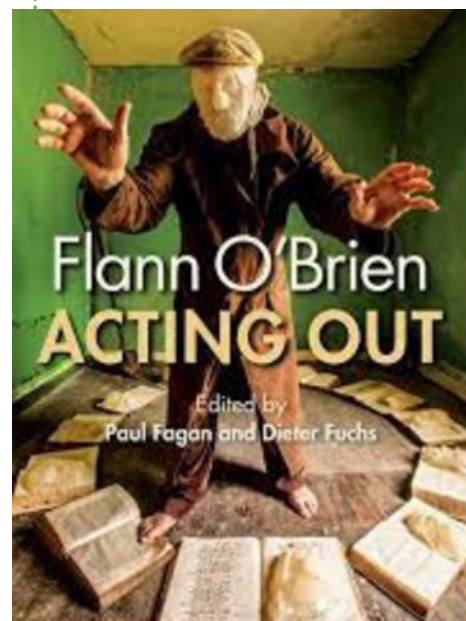


PhD student, Topaz Shrestha, partakes in an ice-breaker exercise alongside former Cork Life Centre students Darcy and Amber.

CUP GOES TO THE WHITE HOUSE & FLANN O'BRIEN IS ACTING OUT AND GETTING REWARDED FOR IT

A special edition of CUP's recently published book *The Book of the Skelligs* was presented at the White House in Washington on St Patrick's Day to Kamala Harris' husband, Doug Emhoff by Án Taoiseach. The breakfast event was hosted by Vice President Harris.

CUP's recent publication *Flann O'Brien: Acting out*, the first full-length study to comprehensively address the themes of performance, masking and illusion in the author's fiction, columns, correspondence, and scripts has been short-listed for the 2023 International Flann O'Brien Society Awards.



NEWS AND EVENTS

CORK'S LIFELONG LEARNING FESTIVAL 2023

Celtic Twilights

As part of **Cork's Lifelong Learning Festival 2023** Dr James Cronin gave a talk in the Honan Chapel. Internationally regarded as representing the best artwork of the Irish Arts & Crafts Movement (1894-1925), Dr. James Cronin introduced visitors to the art and architecture of the Honan chapel and to the lives of the designers and craftsmen and craftswomen who were its designers and builders.



Dr James Cronin, CIRT, in the Honan Chapel, UCC



Interior of the Honan Chapel, UCC

The Honan Chapel is internationally regarded as representing the best artwork of the Irish Arts & Crafts Movement (1894-1925). It is a project that owes its origins to the philanthropy of Isabella Honan who died in 1913 and left her estate to the founding of this commission. The project fostered the revival of silver and textile craft working, once central to the Cork economy, and supported local firms such as the builders John Sisk & Son. Egan's of Patrick Street manufactured the liturgical altar plate. The altar hangings, liturgical banners, and cushions were designed by the Dun Emer Guild associated with Susan and Elizabeth, The Yeats Sisters. The liturgical vestments were made by local seamstresses in the Egan workshop. Sir John Robert O'Connell, as Isabella Honan's legal executor, was a catalyst for the commission. His collaboration with UCC's President Sir Bertram Windle, between 1914-17, contributed to the physical expansion of University College Cork and the revival of craft industry in Cork. The chapel is internationally renowned for its Harry Clarke stained glass windows, especially the St. Gobnait window.

The work of craftswomen is represented in the windows designed by *An Túr Gloine* ("The Glass Tower"). This was a cooperative for stained glass artists from 1903 to 1944, based in Dublin. The studio, managed by Sarah Purser, provided an alternative to commercial stained glass imported from England and Germany for Irish churches. Artists were trained in every detail connected with the design and production of the glass, from the enamelling to cutting, leading, and kiln firing. The cooperative employed notable female artists: Evie Hone, Wilhelmina Geddes, Beatrice Elvery, Ethel Rhind, and Catherine O'Brien. In the Honan Chapel you can see examples of the work of Ethel Rhind, St. Carthage of Lismore, first on right of the main door, and Catherine O'Brien, St. John window, in the sanctuary facing the altar on the tower side of the Honan Chapel. The mosaic floor (pictured) was designed by Lehmann James Oppenheimer of Manchester his inclusion of the signs of the zodiac still raises questions for visitors to the chapel, but this detail is in tune with the heritage the decorative arts seek to evoke through design.

FUNDING AND PROJECTS

SPOTLIGHT ON SATLE INITIATIVES

The **Strategic Alignment of Teaching and Learning Enhancement (SATLE) 2022/23** fund is an initiative aimed at driving innovation in learning and teaching across the Higher Education sector in Ireland. This year's allocation for UCC is €715,000, to support almost 30 Teaching and Learning Enhancement initiatives which will be crucial in supporting the provision of a student-centred, inclusive, and digitally enhanced learning environment. SATLE 22/23 is coordinated by the Office of the Vice-President for Learning & Teaching through the Centre for the Integration of Research, Teaching and Learning.

Project Title: (AI)² Project – Academic Integrity and Artificial Intelligence: ChatGPT in Learning and Teaching, Dr Loretta Goff, UCC Skills Centre.



Dr Loretta Goff, UCC Skills Centre



Tadhg Dennehy, UCC Skills Centre

The SATLE funded (AI)² project has commenced in the Skills Centre with the appointment of Tadhg Dennehy as Research Support Officer. Tadhg completed a BA in English and Sociology in UCC and an MA in Creative Documentary from the Edinburgh College of Art. He is currently a PhD candidate in Film and Screen Media at UCC as well as a tutor in the Skills Centre. Tadhg will work with the project lead, Dr Loretta Goff (Academic Integrity Education Officer), and a team of staff and students representing the four Colleges and the Centre for Adult Continuing Education to evaluate the capabilities and limitations of artificial intelligence (AI) applications in relation to learning, teaching and assessment across the disciplines.

While AI applications present an opportunity for digitally enhanced learning, teaching and assessment, they also represent a serious threat to academic integrity when used inappropriately. This project seeks to evaluate the line between these and develop guidance on ethical use (enhancing learning, not bypassing it) as well as opportunities for modes of learning and assessment that incorporate these tools. Academic integrity is at the heart of this project as we seek to fully scope the threat that AI tools pose and what we can do to address this. Current debates on how large language models like ChatGPT will affect higher education range from the belief that there will be no impact (ignore them) to the suggestion that assessment needs to be completely re-evaluated (end of the essay). We seek to find a middle ground by experimenting with ChatGPT as an exemplar of these tools and considering how it might be used as an assistive tool without foregoing independent thought, analysis, and intended learning.

Over the summer months, staff and students, working as partners, will use sample assessments from their disciplines to evaluate the impact of ChatGPT and to consider if and how AI applications like this may be appropriately incorporated. This will contribute to the overall project objectives, which are to create a toolkit for the ethical use of AI applications, including discipline-specific case studies of good practice that share innovative forms of learning, teaching and/or assessment incorporating AI, as well as staff and student training opportunities.

Findings from this project are due to be presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference and the European Higher Education Society (EAIR) Forum in Autumn 2023 and will be launched at UCC during Semester 1 of AY 23/24.

FUNDING AND PROJECTS

Project Title: A Students as Partners Approach to Student Engagement Data, Dr Sarah Thelen, CIRTl

Who knows more about student engagement than students? This project is using student expertise on their experiences to analyse StudentSurvey.ie results.

This is a two-part project in which we first work with students as partners in analysis of student data from the Irish Survey of Student Engagement. The student researchers will set the questions, analyse the data, write up their findings, articulate their conclusions, and be full co-authors on any publications coming from this work. Along the way, we'll be documenting the process of coordinating a *students as partners* approach to research -- e.g. keeping track of correspondence, meeting agendas, support documentation, our thoughts on the process in the moment, etc.

We'll use this documentation for the second part of the project which will be an evaluation of the *students as partners* approach and methodology used for the research phase. Once they've finished their research work, the students will be invited to complete a survey about their experiences and to join focus group sessions discussing some of the themes that emerged from the survey. Using this data, we'll refine the methodology and produce a students as partners toolkit with draft language, support documentation, planning materials, etc. for anyone interested in using a similar approach.

If you would like to know more about this initiative, Contact Dr Sarah Thelen, CIRTl

✉ s.thelen@ucc.ie



FUNDING AND PROJECTS

Project Title: Postgraduate Students as Partners: Developing a toolkit for supervision, Dr Katy Dineen, CIRTL



Dr Katy Dineen, CIRTL

Inspiration for this project came from co-delivering a postgraduate training module (PG6003) with Owen Jump. Our students on this module were all PhD students, interested in learning how to teach effectively and or gain vital experience from their peers. A real feeling of community became apparent as we proceeded through the module, with peer-to-peer interaction and feedback becoming as much a part of the module as the literature-based information.

Owen and I talked about our separate research interests; my interest in research supervision and Owen's in community engagement and students as partners (SaP) approaches to research in Higher Education. We considered the benefits of cultivating the sense of community we experienced on PG6003, to investigate ways to support a SaP approach to research supervision. When the SATLE call for applications was announced, it seemed like the perfect opportunity to realise our goals.

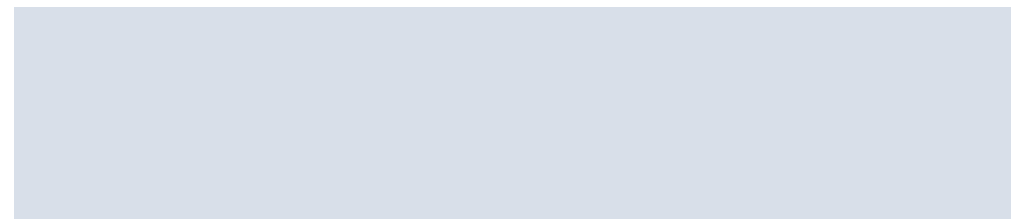
The research team comprises myself (Katy Dineen), Owen Jump, and Laura Kenneally. My background is in philosophy and education, while Owen and Laura both come from a psychology background, but also have the keen interest in community participation as a research approach. Laura was a PhD research student who we met as she undertook PG6003 as one of her postgraduate modules and was seeking to expand her knowledge of research, and her passion for teaching and learning. All of us share a vision of education, believing in SoTL as a means of promoting facets of education that the university already endorses, such as inclusiveness, partnership & collaboration, and incorporating research for the betterment of the student experience.

UCC stakeholders engaged in supporting and improving supervision, wish to see CIRTL contribute to teaching and learning activities in the area of postgraduate supervision (e.g, Dean of Graduate Studies, members of the Graduate Studies Committee, Graduate Studies Office, Research and Innovation, etc). We know that there is an inherent desire within UCC to explore the domain within which this project postulates itself.

We wish to contribute to the evidence base for including students and supervisors as equal partners in the development of supervision. While supervision is not 'lecturing' in the traditional sense, it is a form of advanced teaching wherein a SaP approach would seem appropriate. Yet, with notable exceptions, there is very little SaP research in the area of supervision. We deduce that there is scope to add to the research base on the topic in important ways and use these findings to disseminate the knowledge to other Irish institutions or departments interested in working to solidify the professionalisation of the supervisor/supervisee relationship.

We hope to foster the creation and support of a sustainable community of practice. This community will support academics in their role as supervisors and facilitate supervisees to reflect on their experience of supervision. Inspired by our experience of PG6003, we hope that the community will help to inspire supervisors and supervisee to work together to ameliorate supervision at UCC. We hope to develop, and potentially share, an open-source toolkit for use by supervisors and supervisees. The composition of this toolkit will be informed by the SaP research undertaken with UCC supervisors and supervisees. The aim of the toolkit is to provide supervisors and supervisees with the practical tools they need to navigate supervision successfully, whilst also supporting the development of experiential learning.

The outcomes of this project will contribute to CIRTL T&L offerings, including an elective embedded in the T&L Certificate, TL6003, TL6004, PG6003, a two-day Spring School, a week-long Summer School and a 10 credit stand-alone module on postgraduate supervision.



DIGNIFIED SPACES IN A PLURAL EUROPE

Dignified Spaces in a Plural Europe started out as a co-teaching online course developed by James Kapaló, Senior Lecturer in the Study of Religions, together with colleagues from Erasmus University Rotterdam, Koç University Istanbul, and Ruhr University, Bochum, three of UCC's UNIC partner universities. The aim of the online course, which was held for graduate and upper-level undergraduate students across disciplines in the four universities was to elaborate on the concept and experience of dignity, particularly what it means for marginalized communities living in plural post-industrial urban cities in Europe. The initial question that we posed for our students was, how can we approach the concept of dignity in such a way that we capture the perspective of diverse minority groups, whether migrant communities or other marginalised communities and how to use this to inform our understanding of the buildings, spaces and infrastructures these groups have access to in our cities. As Isobel Heaten, one of the BA Anthropology students on the course observed in relation to her research in Cork city,

“Dignified spaces don't just happen, they are something that you have to work at and curate.”

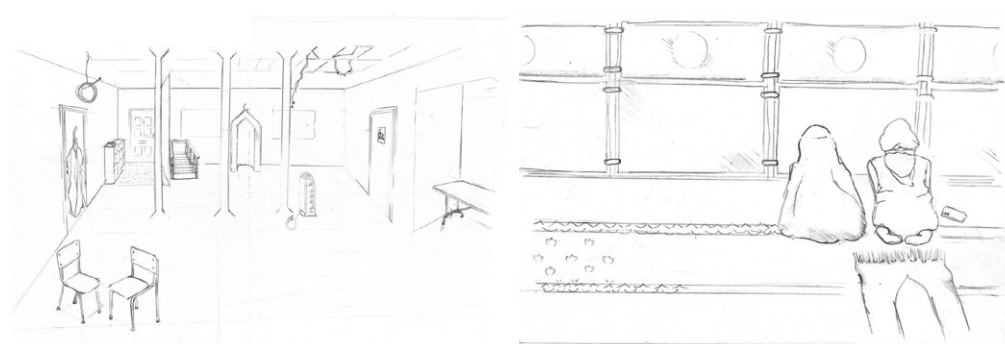
Here in Cork, student course work involved researching relationships to various spaces in the city via observation and ethnographic research, and resulted in non-traditional creative outputs like audio-visual formats, maps, posters, and drawings. A co-authored article on the course was recently published in 'Mediapolis' journal: Dignified Spaces in European Cities: A Co-teaching Experiment - Mediapolis (mediapolisjournal.com) <https://www.mediapolisjournal.com/2022/09/dignified-spaces/>

The course, which successfully combined some of the cornerstones of the UNIC European University alliance initiative: Citylabs, urbanism and sustainability themes, and virtual exchange, has also led to a successful UNIC research seed-funding bid led by Dr. Martin Radermacher, Ruhr-University Bochum, Center for Religious Studies, with a project entitled *Dignified Spaces in Post-Industrial Cities: On the In/Visibility of Religious and Cultural Minorities in Diverse European Cities*, that engages the ideas and insights gained from our experience teaching together. Still in its very

early stages, the research project includes a UCC MA Anthropology graduate, Ingrid Glen, who participated in the initial course and who is now a PhD student and full research team member.

UCC Students benefited from a truly European University experience from their home university, experiencing for themselves and hearing from their peers about the unique challenges faced by groups in some of Europe's increasingly super-diverse cities. As Ingrid highlighted "it gave me courage and also a tool-box for how to do research, it encouraged me to pursue a PhD on how humans fit into future cities." You can read more about the course in the journal article, 'Dignified Spaces in European Cities: A Co-Teaching Experiment', found online here: Dignified Spaces in European Cities: A Co-teaching Experiment - Mediapolis (mediapolisjournal.com)_ (<http://www.mediapolisjournal.com/2022/09/dignified-spaces/>).

See more about Dignified Spaces in this video:
<https://www.youtube.com/watch?v=fZlajjgqDk>



Mosque Drawings BY MA Anthropology student Ingrid Glen

FOR UCC STAFF

DIGITAL EDUCATION PRINCIPLES

Action 2.5 of Securing our Future requires the implementation of UCC's first Digital Education Plan.

2.5 - Provide a digitally enabled learning and teaching experience, equitable to all, which incorporates Universal Design principles.

2.5 ii. Implement the Digital Education Plan

The Digital Education Plan is composed of the Digital Education (DE) Principles plus the required implementation actions and is overseen by the Digital Education Leadership Forum (DELFL). The creation of the Digital Education Plan began in March 2022 and proceeded through several rounds of consultations in workshops and online with Academic Council Teaching and Learning Committee and directly with colleges.

Following a considered reflection on the issues identified through the consultation process, DELFL has developed four Digital Education Principles for adoption in UCC:

1. UCC promotes digital education approaches to enhance pedagogy-informed, largely campus-based learning, teaching and assessment experiences.
2. UCC encourages the use of digital education tools and resources to support the delivery of student-centred, equitable education, incorporating Universal Design Principles.
3. UCC encourages the adoption of appropriate digital education approaches to address learning and teaching challenges posed by new technologies.
4. UCC supports the enhancement of students' digital literacies.

These Digital Education Principles were approved by Academic Board on 31st May 2023 and a full DE Plan with actions following on from these principles will soon be published on

<https://www.youtube.com/watch?v=fZlajjgqDk>



SPECIAL FEATURE

‘UNLOCKING THE PAST’: BRINGING SPECIAL COLLECTIONS AND ARCHIVES, UCC LIBRARY, INTO THE CLASSROOM

Across 2022/2023 Special Collections & Archives delivered 41 classes to 338 students from 1st year to PhDs. These classes comprised 50.5 hours. We deliver classes with 24 academics across CACSSS, many of whom are repeat users for this learning & teaching service. This is a whopping 90% increase in students, number of classes and class time from 2021/2022 when COVID-19 related restrictions were still present though we still offered classes in-person and virtually. In contrast to 2021/2022 although we can still offer virtual classes the preference is for classes in the Special Collections & Archives’ spaces.



Examples of class groups this year:

Special Collections delivered an active learning session focusing on changes in maps of Cork to 18 Transition Year students on CACSSS’ Corvinus programme. Elaine Harrington asked the students if and how they used maps, and if they need to most of the students use an app on their phone. Elaine then introduced maps as a primary source format and the maps they were to view: map of Cork from Civitates orbis Terrarum (1618), William Beauford’s Map of Cork (c.1801) and 1st edition Ordnance Survey: Cork Sheet 74 (1841-1842). In groups of six the students used a structured worksheet to examine each original or facsimile map for 8 minutes. The cohort then reflected on what struck them as the most interesting/unusual feature of each map or what questions they had following viewing all the maps. A key part of interrogating primary sources is examining the source itself and not accepting another person’s interpretation of the item.

2nd & 3rd year English Critical Skills Seminar: Irish Women Writers and Genre-Hopping as a Feminist Practice with Dr Liz Quirke, School of English & Digital Humanities. Liz specifically asked for The Salvage Press items including Jonathan Swift, *A Modest Proposal: For Preventing the Children of Poor People from being a Burthen to their Parents, Or the Country, and for Making them Beneficial to the Publick* (2017).

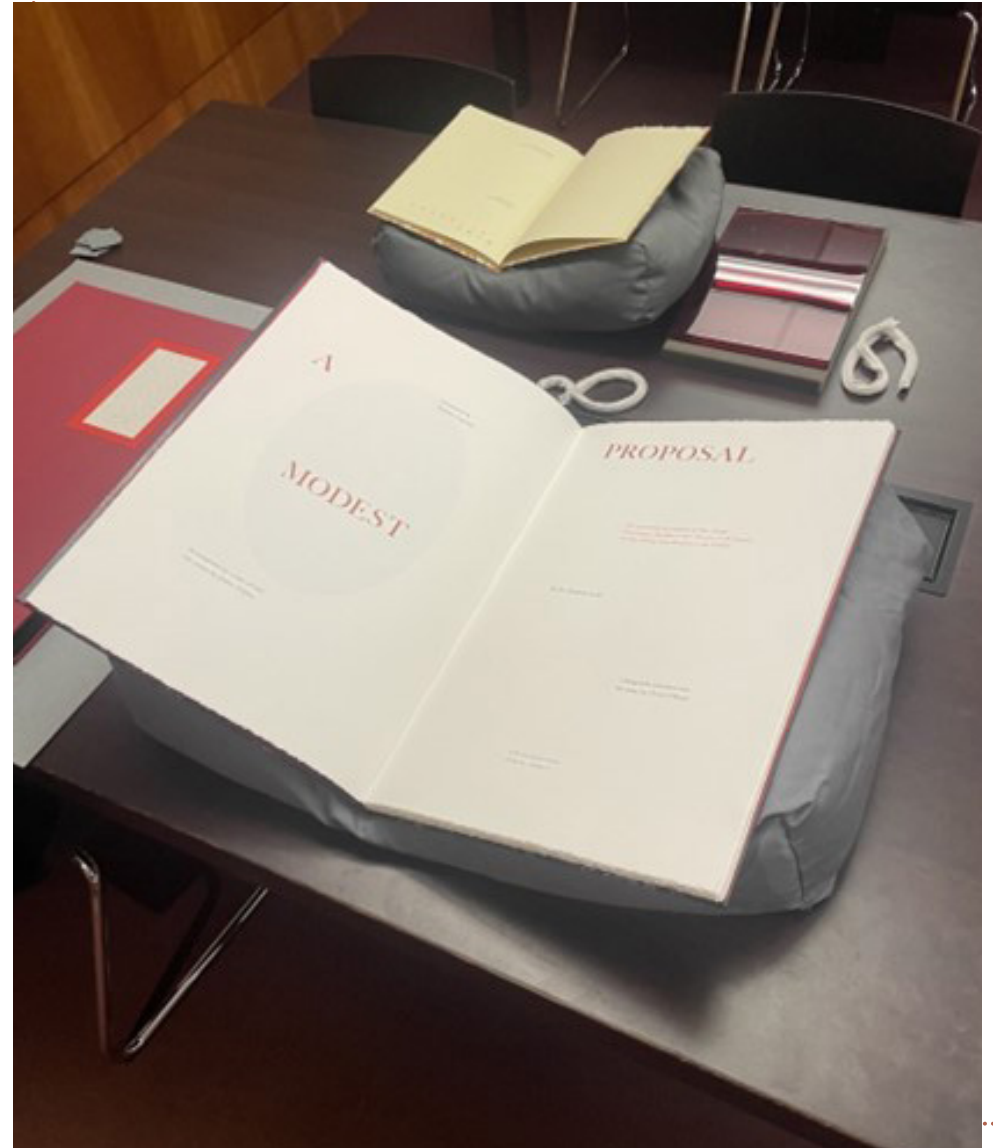
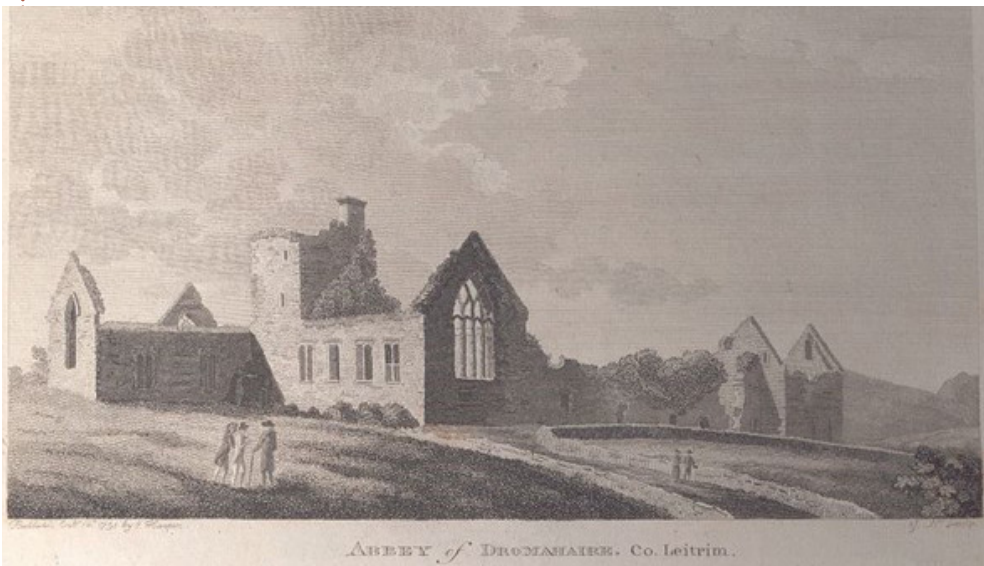
A Modest Proposal discusses poor and limited housing in Dublin in the 18th century. Jessica Traynor supplied nine new poems responding to the original and David O’Kane provided ten lithographic illustrations. The large size of the book (57cm high) and consequently the larger images encouraged the students to truly examine the relationship between Swift and Traynor’s texts and O’Kane’s images. Viewing a book this size in a virtual environment would not have had the same outcome for these students.

By Elaine Harrington, Special Collections Librarian

SPECIAL FEATURE

Special Collections welcomes School of History students engaging with our collections through a series of online exhibitions on The River-side blog. Each exhibition focuses on a different aspect of the collections: editions of annals and early modern sources on Irish antiquities/monasticism, a specific collection about Munster, facsimiles of The Luttrell Psalter and The Book of Kells. This year's online exhibition 'The Franciscans in Medieval Ireland: Sources' discusses the history of three selected friaries (Creevelea, Kilcullen and Meelick), using primary textual and visual evidence from UCC Library's Special Collections. The exhibition celebrates the ongoing collaboration between UCC's Special Collections and the School of History's MA in Medieval History. These students develop key skills including communication, teamwork, and archival intelligence: the practical skills to locate and use special collections material, and artefactual skills: the ability to identify and analyse primary sources. Acquisition of this skill set leads them to a deeper understanding of the artefact far beyond that acquired from modern text reprints.

Special Collections & Archives continue to explore new ways of learning & teaching in collaboration with our academic colleagues, supporting and developing Graduate Attributes and contributing to aspects of the UCC's Strategic Plan.



FOR UCC STAFF

NOVEL CIRTL PROFESSIONAL LEARNING COMMUNITY ON CRITICAL PEDAGOGY

CIRTL is embarking on a new initiative to enable a professional learning community focused on teaching and practices that foster inclusion. This facilitated three-part series will encourage sharing and reflection amongst UCC staff on disciplinary and practitioner approaches which can be said to have a social justice orientation. These include trauma-informed pedagogy, culturally relevant pedagogy, feminist pedagogies, Universal Design for Learning, decolonising pedagogy, anti-racist pedagogy, LGBT+ inclusion in the curriculum, etc. The initiative draws on the work of international collaborators who are testing the effectiveness of a critical pedagogy typology to support Higher Education staff in integrating these approaches in their practice.

Re-Conceptualizing Course Design: A Critical Educational Development Praxis

Sharon Ultsch, Anne Arundel CC, MD; Stefanie Baier, Michigan State; Adriana Signorini, Univ California, Merced; Janel Sealey, Univ Wyoming

RATIONALE

Critical Educational Development (CED) Praxis strives to dismantle inequities in higher education by posing probing questions informed by critical pedagogy to interrogate all elements of a course. By developing the CED typology, we wanted to better help instructors recognize and overcome implicit persistent inequities in course design. The CED typology guides educational developer consultations by employing a dialogic model to help instructors re-conceptualize their course through social justice principles of equity.

METHODOLOGY

Critical pedagogy = Intersection of education and critical theory.

Conducted literature review of critical pedagogies & synthesized into five principles.

Converted those principles into guiding questions applied to each critical pedagogy.

Created additional probing questions to deepen dialogue, address underlying assumptions & offer more specific strategies.

Critical Educational Development Praxis is guided by five principles synthesized & informed by critical pedagogy.

DESIGN & CED PRINCIPLES

Typology = CED guiding questions + pedagogy underlying assumptions that lead to probing questions.

Multiple pedagogies attend to oppression & share a focus on working toward social justice.

Oppression takes many forms & each pedagogy has particular operating underlying assumptions.

CONCEPTUAL FRAMEWORK AND TYPOLOGY OF CED PRAXIS

Critical Theories

Critical Race Theory
Crip Theory
Queer Theory
Feminist Theory

Pedagogies

De/centering
Culturally Relevant
Anti-Racist
Trauma Informed
Universal Design for Learning
Feminist

Critical Pedagogy Principles

1. Challenge dominant social structures & narratives in educational settings
2. Humanize the classroom
3. Dismantle barriers
4. Critique power and privilege
5. Encourage agency & empowerment

Educational Development Practices

Workshops & training
Symposia
Scholarship of teaching & learning (SoTL)
Consultations
Course design

Critical Educational Development Praxis

Critical Thought + Action
Typology for Critical Educational Developers

Education

TYPOLOGY OF CED - WHEEL OF CRITICAL PEDAGOGIES & PROBING QUESTIONS

CED Framing Questions

1. In what ways does this pedagogy challenge dominant social narratives?
2. In what ways does this pedagogy humanize the classroom?
3. In what ways does this pedagogy work to dismantle barriers?
4. In what ways does this pedagogy critique power and privilege?
5. In what ways does this pedagogy encourage student agency and empowerment?

CED TYPOLOGY & SYLLABUS EXAMPLE QR CODE

Complete Typology

Think Aloud Syllabus Example

Principle 1: Counter Dominant Narratives

Help instructor understand how structural factors of power and oppression impact student lived experience as individuals. Create space in course to counter narratives that come from perspectives and voices of educators in positions of power.

Principle 2: Humanize the Classroom

Help instructors design student-centered educational spaces in which it is understood that knowledge is socially constructed.

Principle 3: Dismantle Barriers

Help instructors recognize hidden curricula that maintain deficit thinking about certain groups of students.

Principle 4: Critique Power and Privilege

Help instructors recognize institutional structures of power operating in/through their practices, often unknowingly, in taken-for-granted assumptions considered "natural" that in fact replicate social hierarchies and inequities.

Principle 5: Encourage Student Agency & Empowerment

Help instructors foster critical consciousness of students by seeing their discipline and their course as an opportunity to "speak to and influence issues of significance to society, addressing our values writ large, (and) what we need to understand as members of a local, national, global community" (Friebig & Chack, 2020).

Bibliography QR Code

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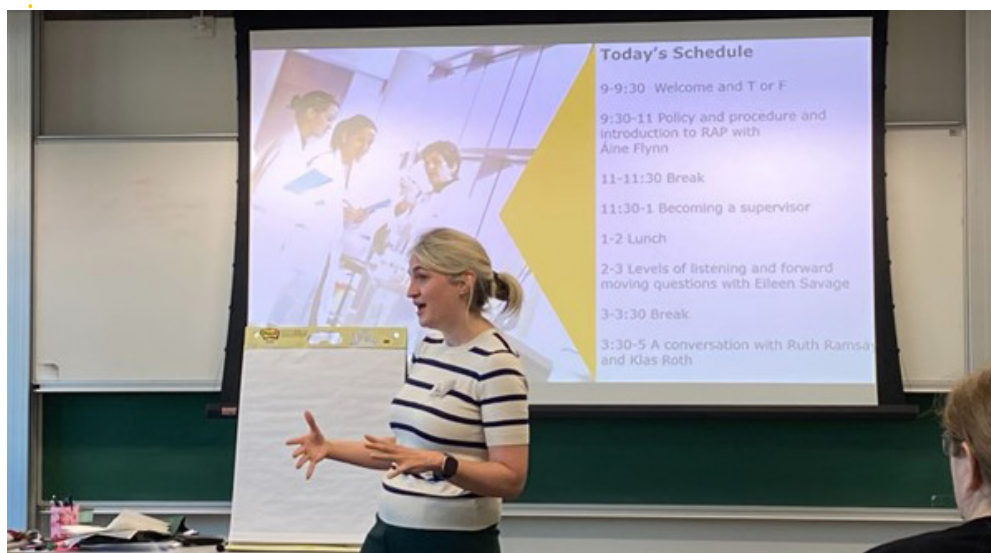
Previous

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FOR UCC STAFF

SPRING SCHOOL ON INCLUSIVE RESEARCH SUPERVISION

CIRTL's Inclusive Research Supervision Spring School ran from the 20th to the 21st of April. The aim of the workshop was to support research supervisors and facilitate discussions about inclusion in the context of research supervision. Contributors to the workshop included Áine Flynn, Graduate Studies Office, Ruth Ramsay, Outgoing Dean of Graduate Studies, Gerard Killeen, School of BEES, and Eileen Savage, School of Nursing and Midwifery from UCC and International collaborator Klas Roth from Stockholm University. The workshop marks the start of a workstream on similar topics, which will include an elective on research supervision on the PGCert and PGDip in Teaching and Learning, offered by CIRTL. CIRTL will also conduct research on the topic, with a SATLE funded research project taking a 'students as partners' approach to examining research supervision.



Dr Katy Dineen kickstarts the inaugural Spring School on Inclusive Research Supervision



Outgoing Dean of Graduate Studies, Dr Ruth Ramsay, expands on a point as part of the Spring School on Inclusive Research Supervision

FOR UCC STAFF

ARTFUL TEACHING FOR CULTURALLY INCLUSIVE, HUMAN-CENTRED LEARNING

CIRTL hosted Visiting Scholar Dr. Patricia Sobral (Brown University, USA), and hosted the events below in collaboration with the School of Languages, Literatures and Cultures:

Lunch Seminar with: Dr. Anna Santucci and Dr. Patricia Sobral

Dr. Anna Santucci and Dr. Patricia Sobral's work is grounded in the belief that all learners deserve artful experiences that nurture their sense of belonging as whole human beings and creative meaning makers who are constantly developing as they embody their languages and cultures. In this seminar, they shared how their journeys in academia brought them together as inclusive teaching practitioners, and how they strive to foster community-rich learning environments for diverse learners through equity-minded, critically intercultural teaching.

Arts Integration for Critically Engaged Teaching & Learning **Workshop with Dr. Anna Santucci and Dr. Patricia Sobral**

How do we harness the creative power of the arts to support intercultural development, foster holistic learning, and enhance sense of belonging? This workshop was an opportunity to experiment with hands-on activities and reflect on possibilities for meaningful art integration into teaching practice.

If you'd like to receive follow-up materials and future information related to these events, you can do so by completing [this brief form](#)



PROGRESSING UCC PATH 4 INCLUSIVE UNIVERSITY PROJECT

CIRTL is thrilled to welcome colleagues Dr. Bonnie Mullinix and Dr. Sharon Ultsch, who are joining UCC to support the Path 4 2023 Inclusive University initiative with funding of €241,000 from the HEA. This collaboration among CIRTL, Access UCC and Inclusive UCC aims to enact a sustainable model of professional development fostering equity-minded inclusive teaching practices that support the participation and success of all our learners. Bonnie and Sharon are joining the project team, with Dr Anna Santucci as PI, to research, design, and implement models that build long-term, sustainable capacity for institutional change towards equity-minded inclusive teaching practice grounded in universal design and critically inclusive practice approaches.

In their first weeks on the ground, this core team is focusing on getting the Pedagogical Partnerships model, design, program selection and communications off the ground. They are connecting with CIRTL staff and members of the UCC community who have experience with and/or an interest in supporting students who identify as members of the National Access Plan priority groups (socio-economically disadvantaged, minority communities, disabilities). We are in the process of inviting both potential CIRTL Staff Partners and CIRTL Student Partners from across all 4 Colleges and ACE to participate in the autumn pilot of this initiative, and hopefully beyond. We look forward to the creativity and inspiration that accompanies such collaborative exploration.



FOR UCC STAFF

OVPLT VIDEO SERIES

Filming has begun on a series of short videos on topics of relevance to teaching and learning in UCC. Over the next couple of months, Paul will be inviting colleagues from across the university to discuss topics such as academic integrity, AI and assessment, and our newly articulated digital education principles.

OVPLT Talks can be viewed here:

<https://www.ucc.ie/en/teachlearn/teaching-learning-academic/>



Professor Paul McSweeney with Kathy Bradley and Dr Loretta Goff, UCC Skills Centre



COURSES

FIRST COHORT TO COMPLETE THE POSTGRADUATE CERTIFICATE IN PROFESSIONAL PRACTICE AND LEADERSHIP IN HIGHER EDUCATION

Congratulations are in order for the first cohort of participants to complete CIRTl's Postgraduate Certificate in Professional Practice and Leadership in Higher Education 2022/23. The first of its kind, this part-time course is offered as a flexible learning opportunity for professionals working in an administrative or academic role in Higher Education. The participants completed four modules worth 30 credits in total:

- MG6104 Understanding, Navigating, and Implementing Change - 5 credits
- TL6101 Higher Education Landscape - 10 credits
- TL6102 Innovative Practices in Higher Education - 5 credits
- TL6013 Reflective Leadership Practices - 10 credits

This course allows you to engage in peer learning, gain a professional qualification, and grow your network, both nationally and internationally. For more information visit: www.ucc.ie/en/pcplhe/



Title: Group photograph of participants in the 2022/23 Postgraduate Certificate in Professional Practice and Leadership in Higher Education

COURSES

STUDENT PERSPECTIVE: UCC LIBRARY'S ELAINE HARRINGTON SHARES HER EXPERIENCE OF ENGAGING IN CIRTL'S PG CERT IN PROFESSIONAL PRACTICE AND LEADERSHIP

Completing the PG Certificate in Professional Practice and Leadership is an opportunity for you to invest in learning about you. Discover how you choose to deal with change, what you can do to shape your creative and innovation practices, and where your professional identity and role sits within the (inter) national higher education landscape. From the experienced, responsive and engaged interdisciplinary teaching team I learned both theoretical and practical elements that I could immediately apply to my professional work. Assignments mirrored the range of content we create in our professional lives: reports, presentations and reflections, as did the methods we created those assignments: as part of a group and individually. Course participants comprised 15 academic and professional services UCC and MTU staff, and I benefited from their willingness to share their experiences and expertise. The 2022/2023 cohort are an incredible group and we look forward to continuing beyond the course the supportive peer network we created.

CERTIFICATE CPD IN DIGITAL EDUCATION

Portfolios have just arrived from the second cohort of Certificate in CPD students and there's some truly incredible work being done – and not just in UCC! Students from Dublin City University, the Educational Training Board, and University of Oviedo offered their perspectives and experiences and it's very exciting to see all the ways digital education can support both teaching and learning.

The course explores a variety of ways of doing and using Digital Education with space for students to decide which aspects and approaches best fit their own teaching styles and disciplines.

“ Just wanted to say thank you for a very interesting course. I have learnt a lot. I really like your teaching style especially as it creates a reflective space for students to engage in critical thinking, not easily achieved!

- Maria Lotty, UCC



Registration is now open for the September 2023 intake so please join us!

If you're not sure if it's a good fit for you (or your schedule!) please contact Dr Sarah Thelen directly and if you're interested, but now just isn't a good time,

please **fill out the Expression of Interest form.**

COURSES

CIRTL TEACHING AND LEARNING PROGRAMMES

CIRTL runs a number of professional development offerings for staff, running from September 2023 to May 2024 which are now open for registration. Please see below for some guidance on which programme to choose before the closing date of 31st July 2023 and register to attend an upcoming information session in June. If you are new in your role in supporting student learning, whether as a lecturer or professional services staff member, then consider enrolling in the Postgraduate Certificate in Teaching and Learning. To date more than 50% of academic staff in UCC have completed the PG Cert in Teaching and Learning. Graduates of this programme then have the opportunity to progress to the Postgraduate Diploma or the Masters in Teaching and Learning. If you have completed introductory Teaching and Learning courses in other HEIs, you may be eligible to enrol directly in the Postgraduate Diploma or the MA programme; contact CIRTL about Recognition of Prior Learning pathways and register for an upcoming information session below. CIRTL's suite of programmes are aligned with UCC's promotional criteria for both academic and professional services staff, and with the National Forum's Professional Development Framework. Please contact Claire Devaney with any questions you may have about registration at claire.devaney@ucc.ie

- Register here: [Information Session Postgraduate Certificate in Teaching and Learning in Higher Education](#)
- Register here: [Information Session Postgraduate Diploma in Teaching and Learning in Higher Education](#)
- Register here: [Information Session Masters in Teaching and Learning in Higher Education](#)

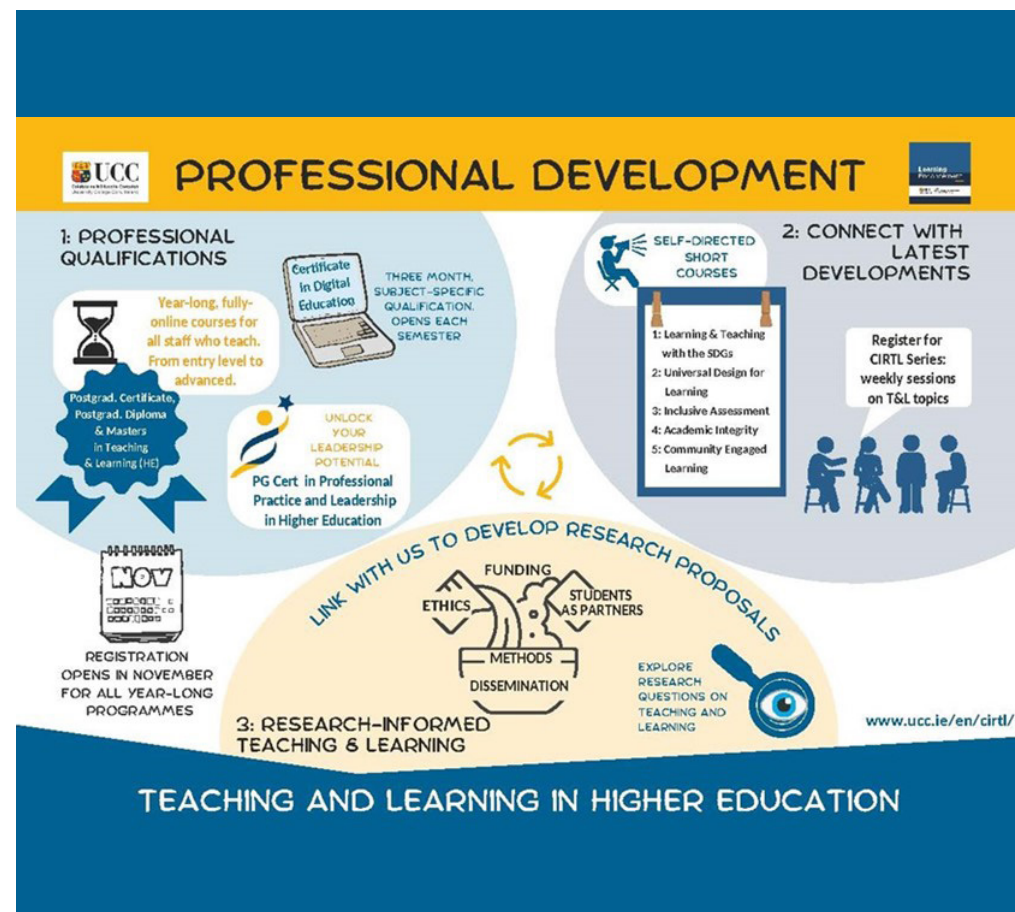


Image: CIRTL Circle outlines the various offerings and initiatives that support inclusive teaching practices.

COURSES

THE LANGUAGE CENTRE HAS TWO PROGRAMMES AIMED AT THOSE NEEDING TO MEET LANGUAGE ENTRY REQUIREMENTS FOR THEIR CHOSEN DEGREES, NOW RECRUITING...

English Language Pre-sessional – 6 week Programme

The Language Centre currently has both a 16- and 12-week pre-sessional programme underway. These are attended by students with a Conditional Offer from UCC for their chosen degree programme.

Successful completion of a Pre-sessional programme will satisfy the English language entry requirements for their degree programme. Our 6-week pre-sessional programme started on the **3rd of July** and can be taken wholly online (from the student's country of residence) or wholly on campus.

A pre-sessional course is suitable for students who:

- Have not achieved their required level of English for acceptance onto their undergraduate or postgraduate programme (have a Conditional Offer of a place)
- Feel they do not have the academic or general English language skills necessary to succeed at the University (for those with a Full Offer or who meet the entry requirements for a Pre-sessional and have a Conditional Offer of a place)

English Language Summer School

This year our Summer school will run for 10 weeks, from **19th June to 25th August 2023**.

Details here:

<https://www.ucc.ie/en/esol/courses/oss20/>

<https://twitter.com/UCCLanguageCent/status/1666461259754242049>

If you know of any student applicant who might fall in to either of these categories, who you know/hope will be joining your degree programme for the new academic year, please refer them to academicenquiries@ucc.ie or **+353 (0)21 4902043** and a member of our staff will assist them with their course choice.

The Centre will help them to improve their English language ability and be better prepared for studying at UCC. Applications via: Pre-sessional Application Form.

COURSES



Digital Badges Issued



Earners since the start of Feb



External Earners



DIGITAL BADGES

Since the start of February, a total of 29 Digital Badges have been issued to 673 earners, covering UCC students and staff as well as external recipients.

Among the 515 student earners, the SPEAK, EmployAgility, and Bystander Intervention badges were particularly popular. For the 70 staff earners, both the First Steps into Management and Responsible Conduct of Research badges were well subscribed. For the same period, 8 of the 29 badges were issued to 88 external earners.

PEOPLE

WELCOME TO CORAL BLACK, UNIVERSITY LIBRARIAN

Hello everyone, it is so great to be here living and working in Cork! Just a few months into my new role as University Librarian and it has been a great start. I have been out and about, meeting people and getting to know the campus. Everyone has been so welcoming and generous with their time in answering my many questions.

For those of you who have met me you will realise that I am not a 'local'. I was born and raised in Liverpool, leaving school at 18 to work in the Library at Liverpool Polytechnic (now LJMU), at the same time studying for a BA in Information Management. I have remained in university libraries ever since and been fortunate to work in London, New Zealand and more recently Australia. It has been great to explore other countries, learn about their cultures and meet fantastic people along the way. I am equally excited to be in Cork and to start exploring the region with my partner Ian.



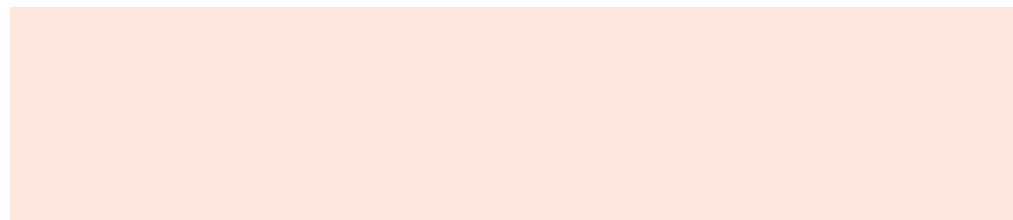
Prior to this role I was the University Librarian at the University of Newcastle in New South Wales, leading a multidisciplinary, professional team across four campuses, delivering library services, information, and digital skills programs, and developing learning spaces to support students, researchers and the broader Hunter and Central Coast region. In addition, I have worked at the University of Sydney, University of Canterbury in New Zealand and then Senate House Library, Royal Holloway, and Edge Hill University in the UK.

Libraries are amazing places to work, staff are highly creative, committed and always focused on the student experience, understanding the importance of belonging, feeling welcomed and supported to be the best they can. The work we do is varied from advocating for open access publishing, re-imagining learning spaces to include new technology driven spaces and working to embed information and digital skills programs. We ensure that the University community has access to the information resources it needs, for researchers to create new knowledge and for students to be successful within their program of study. No two days are the same for the team!

When I am not in work, I will be exploring the Irish countryside and coastline, and of course re-introducing myself to the delights of Europe.

Please get in touch for a chat about the role, the Library or to pass on tips about Ireland and your favorite place that I should visit.

✉ Cblack@ucc.ie



PEOPLE

MEET TADHG DENNEHY, UCC SKILLS CENTRE

Where do you work now and what do you do there?

I am a Research Assistant Officer, working on the SATLE funded research project (AI)²ed: Artificial Intelligence & Academic Integrity.

As a Research Assistant Officer my work on this project can be quite varied. At the moment I am recruiting student and staff participants who will work with us on the project over the summer.

What are your favourite parts of your job?

This research is chiefly concerned with the ethical integration of artificial intelligence technologies (AI) in higher education settings. Though AI tools present a threat to academic integrity, they also present an opportunity for digitally enhanced learning, access, teaching, and assessment.

Exploring innovative ways to integrate AI technologies in higher education is an incredibly exciting element of my job.

Can you tell us something about the plans for the SATLE project?

We aim to produce a set of recommendations, in the form of a toolkit, specific to each of the four colleges within UCC, emphasising examples of good practise and the ethical integration of AI technology in teaching and learning.

We will also be disseminating our findings at the ISSOTL conference in Utrecht and the EAIR forum in Linz this coming autumn.

What are your interests/hobbies outside of work?

Outside of work I tend to do more work...on my PhD with the Department of Film & Screen Media! I am researching filmmaking practices in Northern Ireland throughout the 1980s, specifically films produced under the Channel 4 Workshop Declaration.

When I'm not at work or at work, you will likely find me drinking a cup of mint tea after a ride on my bike while Bob Dylan's *Nashville Skyline* pumps out from the turntable.

Tell us something about yourself that people at work might not know.

I once appeared in a Christmas pantomime in Belfast. It was 2014. I was in my early twenties. It was a gruelling slog, the hardest I have ever worked in my life. I started getting migraines from the smile perpetually plastered to my face. It was a hammed up version of A Christmas Carol, and I played the nephew. The dame was played by the late BJ Hogg, a fine actor, a legend in Northern Irish film and theatre, and one of the most genuinely sound people I will ever meet.



PEOPLE

CIRTL STAFF PROFILE: DR BONNIE MULLINIX

Dr. Bonnie Mullinix (she/her) is joining UCC/CIRTL Path 4 Project as Research Fellow as the next step in her decades-long career as an educator across higher education institutions and educational development contexts in multiple international settings. She has her Doctorate and Master of Education in International/Adult Education from the Center for International Education, University of Massachusetts Amherst and her BA in a self-designed individualised major in Transdisciplinary Studies at University of California, Santa Cruz. She has served as faculty, educator and an educational development facilitator at and consultant to a wide range of higher education institutions. She has taught undergraduate and graduate level courses in various disciplines (education, counselling/social work & interdisciplinary programs) at six Universities over the last four decades. Most recently she has served as doctoral faculty in the Global and Comparative Education Program as part of Walden University's PhD in Education. In addition to teaching and mentoring Walden doctoral students, she developed and taught international education and development. Recognized for her innovative approaches to teaching and learning, she has also helped to guide the establishment of two Centres for Teaching and Learning. Her commitment to engaging and empowering education and contributing to positive social change is demonstrated throughout her 40 years as an educator.

Over the years, Bonnie has designed and facilitated over 500 faculty development workshops and sessions, provided invited keynote/plenary addresses, and presented sessions on teaching innovation at professional conferences. She has worked with teams of faculty over multiple years to redesign courses and conduct Scholarship of Teaching and Learning research. Bonnie has spent 9 years residing and working in various African countries and another 15 months consulting around the globe, which is where she considered herself to have made her some of her greatest contributions to social change efforts in areas ranging from adult literacy, to community development, small enterprise development, training of trainers, NGO capacity building, health education, participatory evaluation and research and empowerment efforts from village to national levels. As scholar and researcher, Bonnie has authored/co-authored over 60 articles, chapters, books, monographs, manuals and training guides since 1981, she has presented over 150 professional

papers at national and international conferences. She has been directly involved in coordinating, facilitating and/or contributing to the design and development of over 20 international and domestic project proposals to federal and private funding sources. She is greatly looking forward to this next challenge of contributing to the development of a sustainable and equity-guided Inclusive University initiative at UCC.



PEOPLE

CIRTL STAFF PROFILE: DR SHARON UITSCH

Dr Sharon Ultsch (she, her) is joining the UCC/CIRTL Path 4 Project as a Postdoctoral Research. Sharon has a doctorate in Educational Leadership and Policy from the University of Vermont, USA. She has been reading and researching critical pedagogy since beginning her dissertation studies and has been influenced by such writers as bell hooks, Henry Giroux, and Paolo Freire. For Dr Ultsch, the emancipatory potential of critical pedagogy has been a source of inspiration to continue the ongoing struggle against oppressive structures. She has worked in a variety of education settings including adult education, community education, and two and four year higher education institutions. Her research interests include equitable and socially just assessment practices in HE.



BABY NEWS IN THE CENTRE FOR DIGITAL EDUCATION

Congratulations to Michelle and family and to Eugene and family.

We are delighted to announce that our colleague Michelle has welcomed a beautiful baby girl named Mia into the world!

And congratulations to Eugene and his family who welcomed gorgeous baby Aoibh into the world in January.

We extend our warmest congratulations both families.

PEOPLE

OUT AND ABOUT

Members of the OVPLT team were out in force at the recent President's Orientation Café, held in the Aula Maxima.



Tom O'Mara, Eugene Campbell and Rianna Peck, Centre for Digital Education at the President's Orientation Café.



Jacqui Churcher, OVPLT and Celine Griffin, Bystander Intervention at the Orientation Café.



Chris McMahon and Julie Butters, UCC Language Centre at the Orientation Café.



Eadaoin Regan and Evan Scanlan, UCC Skills Centre at the Orientation Café.

PEOPLE



L to R; Dr Edward Lahiff, Department of Food Business & Development, and Chair of IFUT UCC Branch, Mary O'Rourke, OVPLT, Co-Chair of UCC LGBT+ Staff Network, Dr Diarmuid Scully, School of History, Co-Chair of UCC LGBT+ Staff Network, Dr Martina Scallan, School of Microbiology.



Samantha Sullivan and Orna Hayes, Adult Continuing Education stand at the Orientation Café.



Professor Paul McSweeney, Eugene Campbell and Tom O'Mara at the Centre for Digital Education stand.



Claire-Louise Nesdale and Carolyn O'Brien, UCC Language Centre at the Yoga and Meditation Society Stand and the UCC Book Club stand.



Sarah Armstrong and Claire-Louise Nesdale, UCC Language Centre, presenting the new Staff Yoga and Meditation Society at the Orientation Café.

This new staff society offers daily lunchtime yoga classes. For further info contact

✉ ClaireLouise.nesdale@ucc.ie

THE OFFICE OF THE VICE PRESIDENT FOR LEARNING & TEACHING (OVPLT) COMPRISES OF 7 UNITS:

- Adult Continuing Education (ACE)
- Centre for Digital Education (CDE)
- Centre for the Integration of Research, Teaching & Learning (CIRTL)
- Exam Appeals
- Language Centre
- Library and Cork University Press
- Skills Centre

OVPTL produces quarterly newsletters and digital copies of the latest edition and all past editions can be found on our website and at this link:

<https://www.ucc.ie/en/teachlearn/ovpltnewsevents/>



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