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Welcome to the Spring edition of the OVPLT eNewsletter



Professor Paul McSweeney,
Vice-President for Learning and Teaching

Since we began compiling this eNewsletter, the world has changed. The Covid-19 virus has escalated to a pandemic and people all over the world are working together to reduce the impact. In order to flatten the curve, we need to stay at home and reduce contact. To that end, we now find ourselves working, teaching and learning from home, everyone balancing work with caring for loved ones.

It is vital for us to maintain links with our colleagues and friends during this time when we are being asked to stay apart for the greater good. It is easy to become isolated and de-motivated when cut off from our usual routines and activities.

The UCC community has certainly risen to the challenge and staff have gone above and beyond to ensure that our students stay connected and supported. The speed at which the university moved operations online has again highlighted the adaptability and commitment of our staff.

All of the OVPLT offices and departments continue to work hard to ensure that students and staff are fully supported in their pursuit of learning and teaching

remotely. New resource pages have been added to our website; the Centre for Digital Education are supporting staff and students through online exams on Canvas, the Skills Centre has gone online, CIRTLL continue to engage staff in their learning and teaching studies and research projects, ACE has just published their annual newspaper, the Exam Appeals office is working with Student Records and Exams to develop an online process for appeals, the Language Centre is now offering all of its programmes online.

The university community has shown resilience and creativity in a time of crisis, which will be temporary. We will have many things to be proud of during this once in a lifetime experience.

I hope you will enjoy reading about the many achievements and events which took place before the close-down. There will be many stories of innovation and determination in our next issue.

www.ucc.ie/en/keep-teaching/
www.ucc.ie/en/keep-learning/
www.ucc.ie/en/keep-assessing/



Pictured left: Dr Robert O’Driscoll, Senior Addiction Counsellor, HSE; Ber McFadden, Graduate of DSMAS, and Dr Ciara Staunton, Senior Coordinator at ACE.

The Aontas Star Awards

Congratulations to the ACE Diploma in Substance Misuse and Addiction Studies programme which was nominated for an Aontas Star Award in the “Social Inclusion - Large Organisation” category. Representatives of the DSMAS Team had a great day at the Ceremony in the Law Society in Dublin on Monday, 2nd March 2020. This initiative takes place each year as part of AONTAS’s Adult Learners’ Festival and celebrates the achievements of adult learning projects.

Star of hit TV show ‘The Young Offenders’, Hilary Rose joined adult learning projects from across Ireland at the awards ceremony. Commenting at the awards, Hilary Rose said: “Adult learning is such a positive part of Irish communities and the groups here today represent that.”



Irish Education Awards

The UCC Skills Centre was delighted to be invited to the Irish Education Awards in February where they were finalists in two categories, the Student Engagement and Communication Award and Best Student Experience. UCC was declared overall winners for their outstanding student experience and were delighted to accept the award as part of the Student Experience Office team.

Pictured above: Kathy Bradley (left), Skills Centre Coordinator with UCC team.



Learning with Communities



Kenneth Burns, Catherine O'Mahony and Owen Jump.

International recognition at the Reimagine Education Awards

CIRTL staff, Catherine O'Mahony, Owen Jump and Ruth Hally, along with Kenneth Burns in Applied Social Studies were shortlisted from 1500 applications for a major international award in Teaching and Learning. The team presented their work at the 2019 QS International Reimagine Education Awards in London in December. The focus of the award is their Postgraduate module on Community Based participatory Research which has been held up as an exemplar in developing key skills and abilities amongst early career researchers to enact research attuned to societal impact.



Photo: Tomas Tyner, UCC

Spring Graduations in Teaching and Learning

February was a busy month in CIRTl with the conferring of 10 graduates for its MA in Teaching and Learning program and over 100 from the Certificate and Diploma programs.

A number of graduates received an MA in Teaching & Learning in Higher Education at the spring conferrings on 21st of February. Photographed were: Olivia Wall, CUH, Masoud Sefikar, Physics, Matina Collins, Dental School and Hospital, Caroline Horgan, Dental

School and Hospital, Seamus O'Mahony, Food and Nutritional Sciences, Ger Coffey, Law, UL, Louise Crowley, School of Law.

Also graduating but absent were Huanhuan Xiong, Computer Science. Graduating in absentia: Joy Balta, Anatomy and Neuroscience, the Ohio State University, and Therese Uniacke, Food and Nutritional Sciences.

Also in attendance were the President Prof Patrick O'Shea, the VP for Learning and Teaching Prof Paul McSweeney, and the MA the supervisory team: Ciaran Dawson, Ionad na Gaeilge Labhartha, James Cronin and Briony Supple, Lecturers in Learning and Teaching Enhancement, CIRTl, Eleanor O'Sullivan, School of Dentistry, and Marian McCarthy, MA Program Co-ordinator and former VP for Learning and Teaching, UCC.



were 77 new graduates of the Postgraduate Certificate and 25 in the Postgraduate Diploma in Teaching and Learning in Higher Education. These graduates are from UCC, other Irish third level institutions and some international universities such as Buffalo State University and the University of Hong Kong.

At OVPLT we recognise the hard work, personal sacrifice, interest, creativity and passion that was required of all graduates from Certificate, Diploma and Masters and their ongoing commitment to teaching and learning.

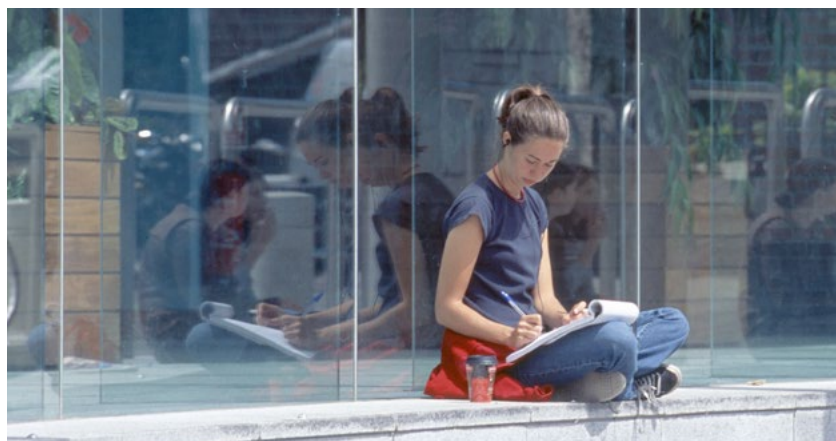
February also saw the conferring of students from the fully online Certificate and Diploma programmes in Teaching and Learning in Higher Education, the only online programs of their kind in the NUI and Ireland. For the academic year 2018/2019 there



CELTA Graduates

CELTA (Certificate in English Language Teaching to Adults) is an introductory course for people with little or no teaching experience of English language teaching.

Pictured above: Happy faces of our latest batch of CELTA graduates with their tutors Brendan Ó Sé and Aoife Ní Mhurchú of the Language Centre on the final day of their course in December, 2019.



Springboard +

For the 2019/2020 academic year, ACE in collaboration with academic schools and departments across all four colleges succeeded in securing almost €700,000 in income to support 220 part-time students on Springboard+ courses. Following the second registration of these students in semester 2, we are delighted to report that we have an unprecedented retention rate of 94% of students. ACE also recently led the university’s response to the Springboard+ 2020 call where we submitted 16 proposals from all four colleges targeting places for over 450 part-time learners and income of approximately €1.4 million. Industry support for these proposals was extensive with over 36 businesses from around the region providing in excess of 80 letters of support for UCC proposals.

26 Learning Enhancement Initiatives get underway in UCC



Having distributed €0.5 million through the Strategic Alignment of Teaching and Learning Enhancement (SATLE) Fund 2019, OVPLT and CIRTL have been excited to see the 26 funded initiatives get up and running! Staff and students will be able to hear updates from these initiatives through regular showcases in the Hub. Initiative teams and institutional leads will also attend a Networking Seminar on the 22nd April to support national sharing of best practice.

Pictured above: VP for Learning and Teaching Professor Paul McSweeney, Dr Áine Ryall and her LLM Marine and Maritime Law students, along with Professor Mark Poustie, Dean of the School of Law, Captain Brian Fitzgerald NS, Officer Commanding Naval Operations Command and Lt Cdr Philip Dicker NS, captain, LE George Bernard Shaw, on board LÉ George Bernard Shaw #P64. Dr Ryall’s initiative “Teaching Environmental Law for Policy Innovation and Impact” was one of the 26 initiatives funded through the SATLE fund.

Enhancing Digital Teaching and Learning in UCC



Pictured above: The IUA 'Enhancing Digital Teaching & Learning' Project Team at the launch at the Convention Centre in Dublin with National Project Manager, Sharon Flynn, front and centre.

In December 2019 Clíodhna O'Callaghan began her role as the **Digital Education Officer** in the Centre for Digital Education, within the OVPLT. Clíodhna's role is to lead out on an exciting IUA (Irish Universities Association) project on **Enhancing Digital Teaching & Learning** in UCC. This project is funded through the HEA's Innovation & Transformation programme with a project lead in each of the seven universities in Ireland. **Dr Sharon Flynn** is the national programme manager for this project based in the IUA in Dublin.

This project is aimed at enhancing the digital attributes and educational experiences of Irish university students through enabling the **mainstreamed and integrated use** of digital technologies across the teaching and learning process. To achieve these objectives, the project will develop bespoke education and training programmes/workshops/mentoring for staff in response to discipline specific needs in order to enhance the digital confidence, skills and competences of those who teach in Irish universities.

The project will play a central role in delivering on the university's strategic ambitions in this area, connecting nicely with the graduate attribute **Digitally Fluent**, as well as on a range of key national and European policy objectives. If you would like to meet with Clíodhna to learn more about how this project could play a role in your module/ programme/ department in UCC, please do not hesitate to contact Clíodhna on c.ocallaghan@ucc.ie or 0871403383. Further information available on <https://edtl.blog/>

OVPLT chair EUA Thematic Peer Group

OVPLT were delighted to be selected as Chair of the 2020 EUA Learning & Teaching Thematic Peer Group (TPG) on “Meeting skills and employability demands”. TPGs gather a selected group of EUA member universities each year to discuss and explore practices and lessons learnt in organising and implementing learning and teaching at the institutional level. They also identify good practices around a given theme. The groups are designed to strengthen a bottom-up approach in engaging European universities and to foster community building. The first meeting of the TPG was hosted online on March 23th.



QuarSU kick-start meeting in Warsaw

Staff from CIRTl and the School of Education were delighted to attend the kick-start meeting of the Erasmus+ Capacity Building project in Warsaw in February 2020. QuarSU will investigate best European practices in recognition of educational and professional qualifications and learning outcomes at Ukrainian universities.



Canvas Training updates

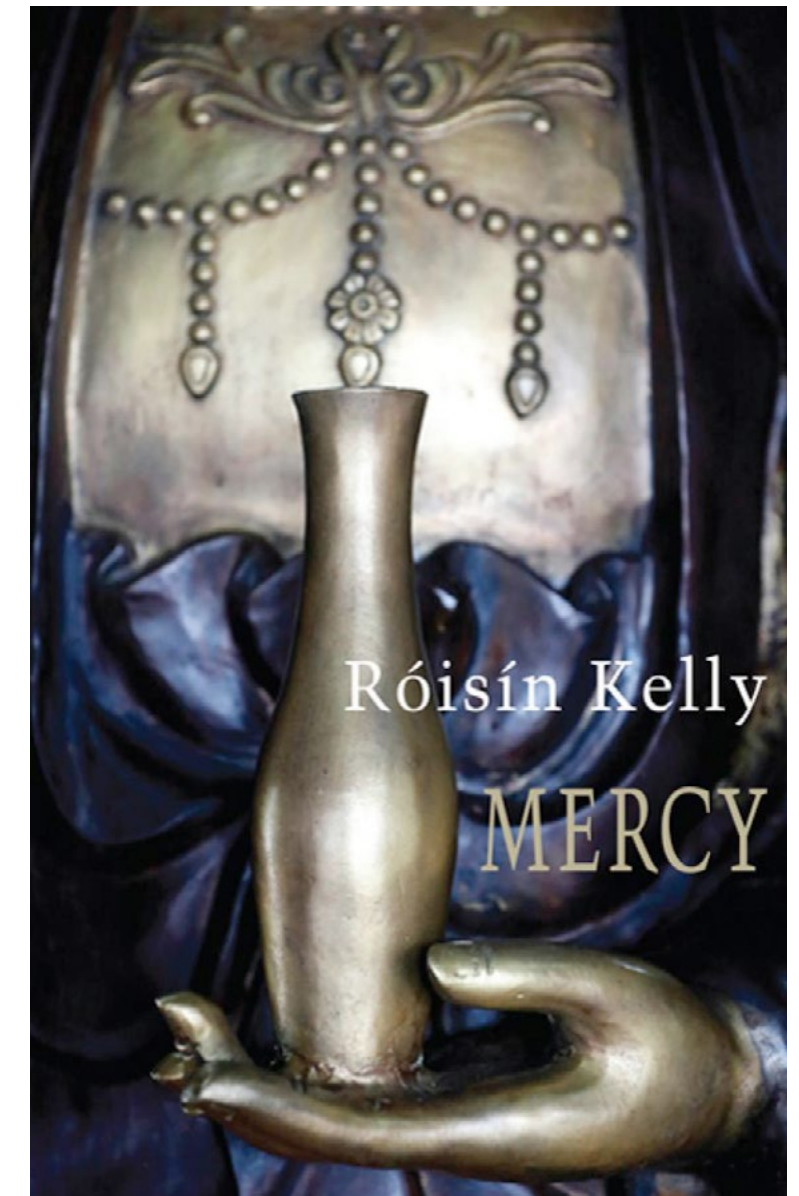
Pictured above (l-r): Damien Drohan, Patrick Kiely, Claire Fennell, Dr Sarah Thelen, Dr Gerard Culley, Moya Revins, Grace O'Leary, Maria Sobey, Professor Paul McSweeney, Tom O'Mara, Tim O'Donovan, Sophie Gahan, Ríanna Peck.

Over the past year, Instructional Designers in **The Centre for Digital Education** have been working hard to train staff in the use of the new Virtual Learning Environment – Canvas.

1,500 staff members have attended this training so far, with very **positive feedback** ensuing. The training takes the format of general instruction, known as 'Connecting to Canvas,' for those who are new to the system. There are also more informal 'Drop-In' sessions, where staff can work on their course in the presence of an Instructional Designer. This training was made available **twice weekly** for the first **12 months** of the Canvas transition. It is still running on a **monthly basis**, and you can enrol via the [Canvas Training website](#).

Feedback from attendees has included "*I feel less intimidated by the changeover now*" and "*really well thought-out and delivered training.*" We have also **adapted** our training, in light of different requests over the year. For example, we now include a course that is pre-populated with fake students and assignments.

Thank you to all staff who have contributed to our training sessions over the past year. We have learned as much from you, as you from us. You are welcome to return for training as often as you like. For any queries related to training please email sophie.gahan@ucc.ie



A new book by Róisín Kelly

One of the Language Centre's most recent CELTA graduates, Róisín Kelly, who studied with us in Semester 1, 2019, recently published her first book of poems entitled *Mercy*.



Pictured left: Moya Revins (SEA) and Sophie Gahan (Instructional Designer) from the Centre for Digital Education.

Instructional Design Consultations

Since **August 2019**, the Instructional Design team in the Centre for Digital Education have been meeting informally with staff members to discuss aspects of TEL (Technology Enhanced Learning) that they would like to include in their teaching or administrative work. Over **60 staff members** have engaged in this process so far. These consultations have covered areas such as Digital Badges, Canvas, Assessment, and Presentations.

A consultation can be used to discuss **online-teaching ideas**. A consultee may also want to learn how to navigate a particular **software** or feature of a software. It can be as explorative or practical as you like. If you would like to book a consultation, you can contact us using **this form**.

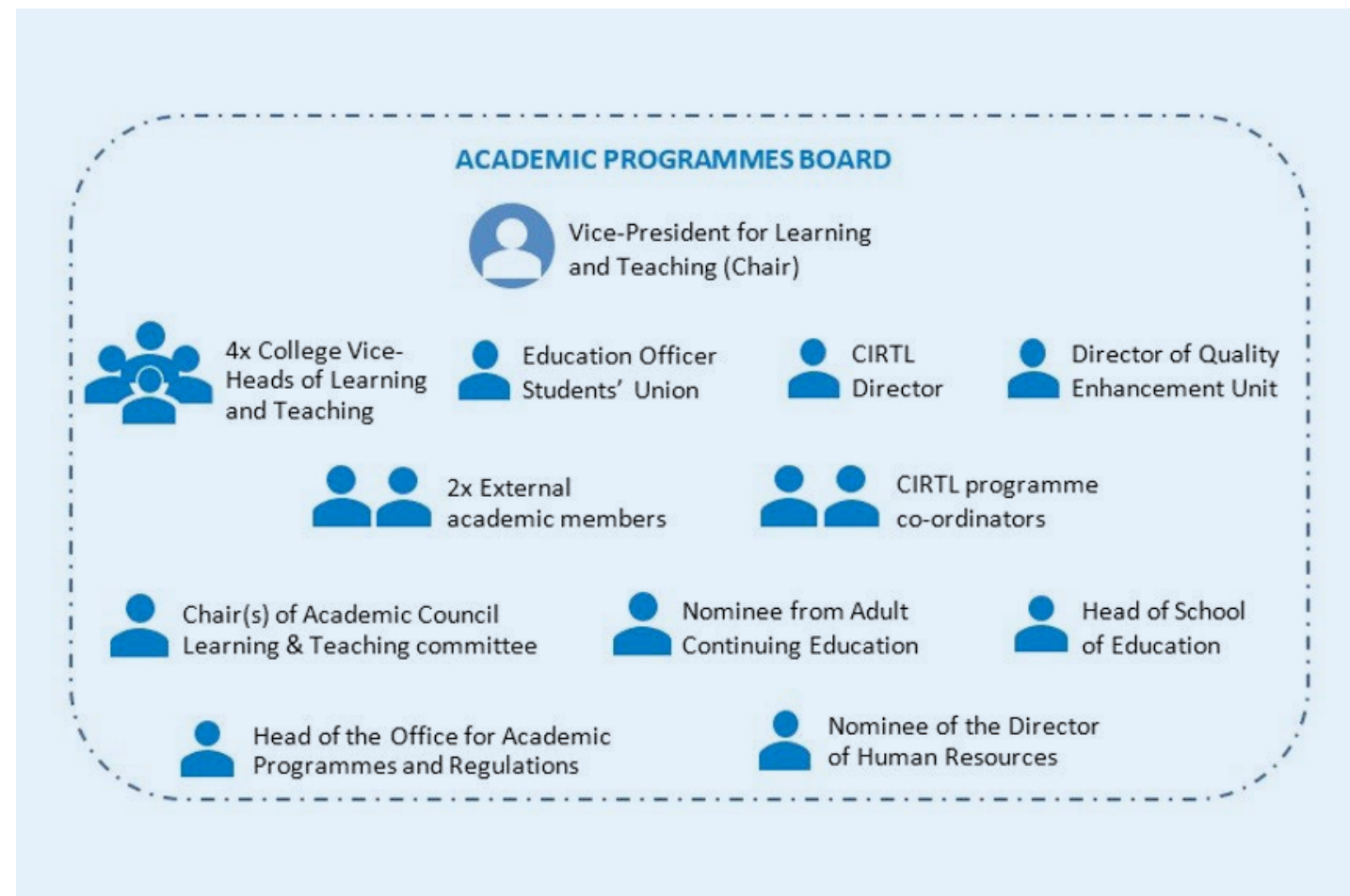
We also welcome your feedback on what you would like to see included in these consultations.

New website for CDE

The Centre for Digital Education have launched a new website. Check it out for the Services the centre offers and the latest news in Technology Enhanced learning at: www.ucc.ie/en/digital-ed/



Pictured above: Members of CIRTLe's academic programmes board.



Reform of CIRTLe Governance model

The Centre for the Integration of Research, Teaching and Learning has developed and had approved a new governance model. This will enable greater responsiveness and innovation in the provision of key initiatives in support of CIRTLe's ambitions and in fulfilment of the Institutional Strategic Plan and Academic strategy.

CIRTLe's Academic Programmes board provides academic governance of CIRTLe's existing programmes and modules and

any future offerings. A CIRTLe Advisory board has also been established to provide academic and business oversight for CIRTLe. The inaugural meeting of the APB and Advisory Group took place on January 13th 2020 with representatives from across the University and drawing on national and international expertise and insight from colleagues including Dr Naomi Winstone, University of Surrey and Professor Aine Hyland.



Rola's PhD

Congratulations to ACE staff member, Rola Abu-Zeid O'Neill who received her PhD in March 2019. Rola's PhD, entitled "*Women, Memory and the Nakba: A case study of internally displaced Palestinian Women in Israel*" is centred around the Nakba, which is the disaster that befell the Palestinian people in 1948, resulting in 90% of Palestinians becoming refugees. In general, voices and narratives of women are rarely heard in the dominant collective narrative. Post-Nakba, women are largely absent from accounts of events and struggles in Palestinian collective memory.

The thesis investigated how the Palestinian Nakba is symbolically constructed in the collective imagination of Palestinian people and recalled through the memory narratives

of first-generation Internally Displaced Palestinian (IDP) women in Israel-Palestine, and how the women's narratives are passed on to younger generations in order to ensure that displacement is never forgotten and Palestinian pre-Nakba identities are preserved and celebrated. Recollection memory of the Nakba is central to Palestinian identity - an identity that is heavily focused on themes of loss and displacement. Lacking the physical connection to their ancestral lands and homesteads, the symbolic importance of the act of displacement is conveyed through memory and through storytelling, as well as more general, conscious efforts to preserve Palestinian traditions (e.g., gender roles, the practice of arranging marriages, etc.).

The thesis draws on three research areas: gender, memory and trauma, and generation. The research addresses the often hidden and silenced voices of women who play key roles in historical events and to understand through their voices how the Nakba impacted on and continues to influence their everyday lives. The author outlines how women's positioning within Palestinian society, particularly its patriarchal elements, have influenced their interpretation of the Nakba and its aftermath. The importance of story-telling as a means of remembering the past and the core role that women play in transmitting stories to younger generations is emphasised.

The solidifying role of sentiments of loss and memories of a pre-displacement life of togetherness and flourishing remain highly significant for Palestinian identity today. Yet the cohesiveness of such memories depends to a large extent on the ongoing, story-telling role of women. The latter enable not only the endurance of a vivid dramatization of the Nakba but, simultaneously, a deep personalisation of the traumas this event gave rise to for Palestinian families. The significance of women's role in preserving a coherent social and cultural identity linked to the past is, sociologically speaking, very relevant. Women constitute an important carrier group (Kalberg, 2014) in the symbolic construction of the Nakba as a cultural trauma

This thesis pays homage to these women as survivors, as educators, as mothers, and as guardians of the Palestinian identity. One of the core strengths of the thesis is its focus on first-generation IDP women who remained in Israel after the Nakba. I argue that while women refugees who settled in other Arab countries have been the subject of academic research, IDP Palestinian women who stayed in Israel have received scant attention and the thesis therefore addresses this vacuum.

Dr Rola Abu-Zeid O'Neill

The UN 'Supporting Women and Girls' Science Education' Conference Hosted by RASIT: the Royal Academy of Science International Trust

by Dr Rosarii Griffin

February 11th was International Day of Women and Girls in Science. To mark the occasion, UCC was represented at a UN Conference 'Women and Girls in Science', 11-12th of February 2020, NYC. Dr Rosarii Griffin attended in her capacity as Director of the International Consortium of Research Staff Associations (ICORSA) based at UCC. The conference focused on the actions that can support and sustain female full participation within the sciences, particularly STEM (Science, Technology, Engineering and Mathematics), Natural Sciences and Social Sciences. Academics, Ambassadors, Politicians, Executive Directors from corporations, Students and NGO organisations were in attendance from all around the world. Their main focus was to assist in developing new and exciting career paths for women and girls, especially in innovation, academics, entrepreneurship and the digital economy, to mention but a few areas of expansion and development. The Conference extended for two days.

Dr Rosarii Griffin also attended UN conference 'The Drive for Five: A Global Call to Action for the Education of Adolescent Girls' - hosted by the Irish Ambassador to the UN, Her Excellency Geraldine Byrne Nason, including panelists Bono of U2 and Dr Mary Robinson. This Conference was opened by the Secretary General of the UN, Antonio Guterres, focused on encouraging girls' education in the developing world. The

Conference called on all governments to commit to five transformative actions that would get 'all adolescent girls into school and provide them with quality, relevant education in a supportive, safe and healthy environment'. For instance, in lower income countries, almost 100 million girls globally are excluded from secondary education, and 130 million girls worldwide are not in school at all. Of those that go to school, only 29% of girls complete lower secondary school, with only 13% completing upper secondary school. Over 53% of girls aged 15-24 are able to read a simple sentence, compared to boys of the same age (76%). The statistics get worse if the girl has a disability. The five main goals encompassed:

- 1) Girls to receive 12 years of free education;
- 2) Girl and boys provided with a supportive gender sensitive curriculum, that challenge negative social norms, eliminating harmful traditional practices;
- 3) Teacher training is strengthened to provide girls with a quality and relevant education for 'life facilitating employment and leadership opportunities';
- 4) Every girl to be safe from violence in school and on journey to/from school.
- 5) Girls to be kept healthy by providing adequate water, sanitation and hygiene facilities in all schools, including ensuring adequate nutrition for all girls.

There is a real need to pay special attention to girls' education worldwide. Each country has committed to meeting the UN 17 Sustainable Development Goals (SDGs) by 2030. A laudable target, but one worth pursuing, rather than suffer another lost generation of women and girls to the world.

Dr Rosarii Griffin is a Researcher in the Office of the Vice President for Learning and Teaching; a Director of ICORSA based at UCC; Lecturer in Adult Education; Executive Board Member of UCC's Centre for Global Development, and Vice-Chair of UCC's Researcher Staff Association. Rosarii is also a Fellow of the Royal Society of Arts, London. Rosarii can be reached on **rosarii.griffin@ucc.ie** or **@rosariigriffin** or 021 4903940.



Dr Rosarii Griffin with Geraldine Byrne-Nason

CASE STUDY: TRANSDISCIPLINARY RESEARCH AT UCC: IMAGINING 2050 RESEARCH PROJECT

Engaging, Envisioning, and Co-Producing Pathways for a Low Carbon, Climate Resilient Ireland

“ Some of the most challenging problems relating to climate change are social in nature. And quite often, the biggest challenge is to create a link between the scale of climate change and its implications for the day-to-day reality of people living, working and caring in their communities ”

Alexandra Revez

ERI Based research group involving a broad mix of academics/researchers: Civil engineers, energy engineers, environmental scientists, chemical engineers, social scientists and geographers

The Connected Curriculum and You!

The CIRTL team have worked with staff in the Deputy President and Registrar’s area to develop a bespoke online course for staff. The course is focused on UCC’s ambitious new academic strategy and particularly on the Connected Curriculum framework which sits within the strategy. The course draws on UCC examples to illustrate how the Connected Curriculum is enacted in a range of UCC initiatives. It culminates with short video vignettes from UCC staff across a range of areas as they reflect on how the Connected Curriculum is integrated in their area of work. The online course will be launched at the end of March and all staff are encouraged to participate to gain a digital badge on the Connected Curriculum.

Digital Badge in Universal Design for Learning rolled out across UCC

CIRTL and the DSS were once again delighted to facilitate a Digital Badge in Universal Design for Learning (UDL) for UCC staff who support student learning. The badge, developed for the National Forum by AHEAD and UCD Access & Lifelong Learning, introduces participants to the concept of Universal Design for Learning (UDL) and invites them to review and update their Teaching and Learning practice. UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments that can accommodate individual learning differences and cater for the wide range of diversity in the student population.



Digital Badges in the Skills Centre



Pictured above: Skills Centre Team visiting the Hub.

Working with the Schools of Law, History and Education, and the Department of Philosophy and Digital Humanities the Skills Centre was delighted to kick off semester 2 with excellent **digital badge offerings**. Dr Patrick O'Callaghan of the School of Law presented Independent Thinking.

Professor Maria Cahill (Law), Dr Joel Walmsley (Philosophy) and Dr Jason Harris (History) delivered a full day's workshop on *Avoiding Errors in Reasoning*, while the Skills Centre Team, under the direction of Dr Orla Murphy (Digital Humanities) and Dr Fiona Chambers

(School of Education) presented *Creating and Maintaining a professional presence online*. In addition, the *Successful presentations successfully articulating knowledge* (SEPAK) programme was delivered to another enthusiastic audience.

The second iteration of *Everyday Matters, Healthy Habits for University Life*, is underway with Dr Eithne Hunt of the School of Occupational Therapy. This 8-week programme has attracted students from across first year and aims to help their transition into higher education. The programme, piloted in first semester, received excellent feedback from participants.

Another innovative short course is provided by DSS through the Skills Centre; *Survive and Thrive - the ABC of First Year* introduces students to assistive technology that will help progress study on all devices. Additional sessions, including planning and preparedness, mindfulness and addressing anxiety all provide additional opportunities for students to build skills in a variety of areas.



Digital Badges in the Language Centre

In the 2019-20 academic year, UCC Language Centre introduced four different digital badge courses: two in *Academic English Listening & Speaking*, and two in *Academic English Reading & Writing*. There were each run twice in Semester 1 and twice in Semester 2. They comprised evening sessions delivered over five weeks, with homework assignments. A substantial proportion of the 240 UCC students, from across all 4 colleges, who took these courses qualified for digital badges issued by OVPLT.

ACE
ADULT CONTINUING EDUCATION AT UCC

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

General Studies University Certificate
Free University Programme

Lectures will be provided by university academics on a range of topics
There are no examinations or other assessment
Lectures will be delivered in the English language
Students will receive a Certificate of Attendance*

Lectures will be held in the Aula Maxima, University College Cork on the following dates:

Tuesday 7th of January @ 10.30 am – 12.30 pm
Tuesday 4th of February @ 10.30 am – 12.30 pm
Monday 2nd of March @ 10.30 am – 12.30 pm
Tuesday 7th of April @ 10.30 am – 12.30 pm
Tuesday 19th of May @ 10.30 am – 12.30 pm

The programme is open to:

All current adult** residents of a Direct Provision Centre
All former residents of a Direct Provision Centre

LIFELONG LEARNING IS FOR EVERYONE

We encourage you to register in advance as it helps us to plan, but if this is not possible please come to Aula Maxima at University College Cork on January 7th for late registration.

For details email: c.ocallaghan@ucc.ie or call 021-4904700, the ACE offices at The Laurels, Western Road, Cork.

*A Certificate of Attendance is a non-accredited certificate, which does not carry any ECTS credits and is not aligned to the Irish NFEQ
**Anyone aged 18 years or older is considered an adult, there is no upper age limit.

[@ACEUCC](#) [@ace.ucc](#)

General Studies University Certificate

In January, Director of ACE, Dr Seamus O’Tuama commenced the *General Studies University Certificate*, an initiative designed for current or former residents of Direct Provision Centres.



Refresh your curriculum in 90 minutes



CIRTL has run Learning Design workshops in a number of University locations. While primarily focused on the alignment of your curriculum with the Academic Strategy and the Connected Curriculum, the workshops focused on thematic areas such as implementing Universal Design for Learning (UDL) framework, teaching

large classes (over 50) and supporting collaborative learning. These 90-minute interactive workshops give you space and time to analyse your existing curriculum and tweak your teaching and assessment design. For further details email Patrick Kiely on patrick.kiely@ucc.ie

CDE Welcomes Clíodhna O'Callaghan

The Centre for Digital Education (CDE) is delighted to welcome **Clíodhna O'Callaghan** to the team. Clíodhna is the project lead for the Irish Universities Association (IUA) project on **Enhancing Digital Teaching & Learning**. The aim of this national project is to mainstream digital in teaching and learning activities in Irish Universities, by addressing the **professional development** of all who teach or support teaching and learning. Clíodhna is a qualified lawyer with a background in lecturing in law, both live and online, and programme management. Clíodhna has been working in UCC for the past five years in management roles in ACE and the Mature Student Office. We would like to welcome Clíodhna to both the CDE and to the OVPLT family.



Pictured above: Pictured at the launch of the IUA Project on Enhancing Digital Teaching & Learning at the Convention Centre in Dublin are Tom O'Mara, Head of Centre for Digital Education (CDE) in UCC, Sharon Flynn, National Project Manager, EDTL, & Clíodhna O'Callaghan, Digital Education Officer, CDE, UCC.



Ciara Murphy

Ciara Murphy began working in the new role of Access Support Administrator in the Skills Centre in January. Here, she will work closely with UCCPLUS+, Disability Support Services, and the Mature Student Office facilitating tutorial support for Access students. Ciara joins the Skills Centre team straight from the Department of Human Resources. Having volunteered in the Skills Centre as an Ambassador during her final year of her BA in English & Sociology, she is delighted to return to the team as a full-time staff member. Ciara's extra-curricular activities include being a radio DJ, skills that will be put to use in the Skills Centre (watch this space!).

Dr Catherine O'Mahony

Dr Catherine O'Mahony has recently been appointed Director of the Centre for the Integration of Research, Teaching and Learning in University College Cork. Catherine began life in a small village in Kerry amongst eight other siblings. There she developed a keen interest and engagement in environmental protection. She departed Kerry to study Biochemistry in UCC and then pursued a Masters in Science Communication at Dublin City University. She worked as a freelance Science journalist and website designer before taking on the role of Communications consultant with the World-Wide Fund for Nature's policy office in Brussels. She returned to Cork to pursue a Doctorate investigating innovative ways to broaden public input into science policy decision making, and was one of UCC's first interdisciplinary doctoral students. While completing her doctorate she co-founded UCC's Community Academic Research Links initiative and was a collaborator on a €2.7 million FP7 European project on public engagement in research.

Catherine began working with the National Academy for the Integration of Research, Teaching and Learning in 2009 and worked across the Higher Education sector on initiatives such as a professional

development framework for postgraduate research supervisors, the organisation of national conferences, symposia and workshops, the collation and dispersal of teaching artefacts, the dispersal of grant money to support innovative forms of teaching, and a national Teaching awards scheme. She also undertook a part-time secondment with the National Forum as Sectoral Relationship Coordinator and engaged in research to inform the development of its national professional development framework for Higher Education staff.

Catherine joined UCC in 2015 as Manager of the newly named Centre for the Integration of Research, Teaching and Learning. There she coordinated the CIRTL's International Programme for Visiting lecturers, its research projects and non accredited staff and student professional development offerings. Catherine was seconded for one day a week as Civic Engagement Officer for the University in 2017 and co-developed UCC's first Civic and Community Engagement plan. Most recently she has been appointed Administrative lead on Priority 1 of UCC's Academic Strategy and has co-developed a fully online course for all UCC staff on the Connected Curriculum.

Catherine's research interests lie in research-based teaching, the Scholarship of teaching and learning, Higher Education management and Civic Engagement. She has multiple research outputs in the form of book chapters, journal articles, conference proceedings and edited books. She developed and teaches on an award-winning postgraduate module on Community-based participatory research and is currently undertaking CIRTL's Masters in Teaching and Learning in Higher Education. She is a prolific user of Twitter [@cath_omahony](https://twitter.com/cath_omahony) where she shares latest research and innovations on teaching and learning in Higher Education and far too many terrible puns.



Dr Catherine O'Mahony with Professor Patrick O'Shea.

EAP CONFERENCE



Professor Paul McSweeney
at EAP conference

UCC Language Centre hosted the very successful EAP (English for Academic Purposes) in Ireland Annual Conference in October 2019 in the Western Gateway Building. The theme of the conference was English in Academic Contexts: Drivers of Collaboration, Innovation and Creativity and it was attended by delegates from around the world.

EAP in Ireland aims to give those interested in English for Academic Purposes in Ireland a forum to develop perspectives, share experiences, establish best practices and apply research and in so doing, create an inclusive community for those interested in academic English within Ireland in any capacity. It was established by Julie Butters (UCC Language Centre), Jessica Garska (TCD), Emma McCarthy (Griffith College Cork) & Marian Hurley (DIFC Cork) in 2017.

The conference was opened by Paul McSweeney, UCC Vice President of Learning and Teaching. Sara-Jane Cromwell, author of books including 'Becoming Myself' and 'Wrong Body, Wrong Life' was guest speaker, discussing 'Collaboration: Reflections on Identity and Representation'. Dr Karl Kitching, Director of Equality, Diversity and Inclusion and Senior Lecturer in Education, UCC, provided the opening plenary on 'Teaching against Whiteness' and after a wide range of speakers, including Aoife Ni Mhurchu from UCC Language Centre, the conference was closed with a final plenary by Dr Alex Ding, Director of Scholarship and of the Centre for Excellence in Language Teaching in the School of Languages, Cultures and Society and Associate Professor of EAP, University of Leeds.

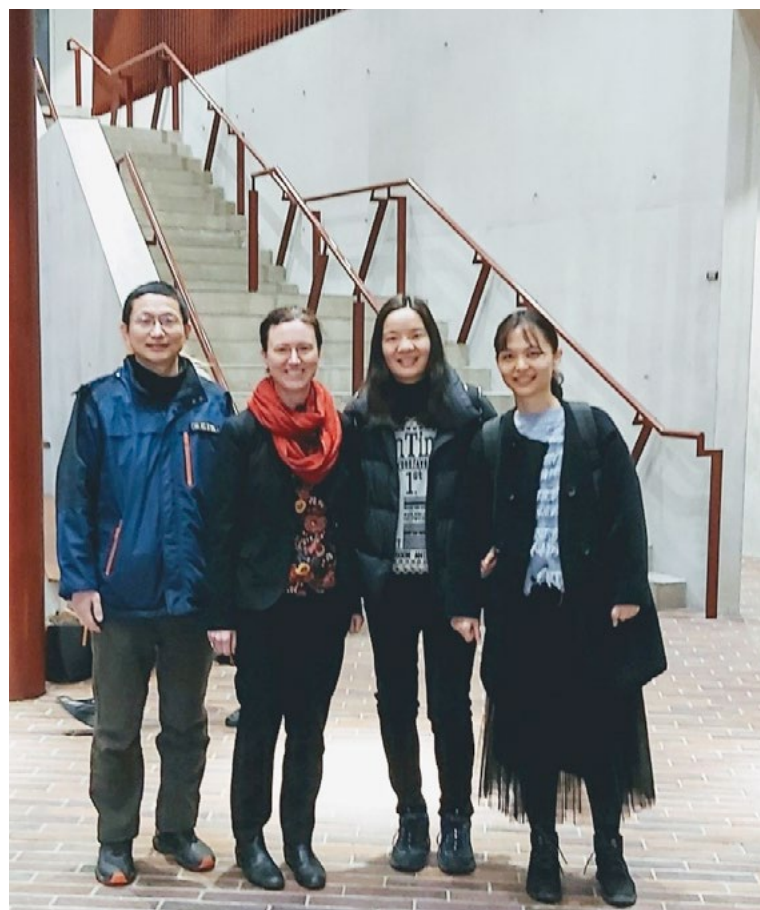
The conference was lauded by delegates as a great success with progressive content and a collegial atmosphere. This is thanks in no small part to the collaborative contributions of the UCC Language Centre staff.

CELTA OPEN NIGHT



Head of Teacher Training, Brendan Ó Sé and University Language Teacher, Aoife Ní Mhurchú at a recent Open Night to discuss how to qualify to become an English language teacher by following a CELTA course at UCC Language Centre. CELTA (Certificate in Teaching English to Speakers of Other Languages) is the most-widely recognised qualification to become an English language teacher and can be taken in different formats throughout the year in the Language Centre. Over the years some UCC staff have successfully undertaken the CELTA course to supplement their professional development. Details can be found at www.ucc.ie/en/esol/teach-train/celta/





Above left: Dr Briony Supple with visiting scholars. **Above right:** James Cronin with visiting scholars.

Visiting Scholars from Henan University of Economics and Law participate in Teaching and Learning sessions

CIRTL welcomed three visiting scholars from Henan University of Economics and Law as part of the Winter teaching and learning program. James Cronin and Briony Supple both facilitated 2 weeks each of sessions with Han Song (Economics), Shen Ruiling (Mathematics) and Ren Jie (Mathematics). The scholars, who arrived in Cork in early January, also took part in teaching observations at UCC. If you are interested in finding out more about the current suite of programs offered in CIRTL, please visit: www.ucc.ie/en/cirtl/ or email cirtl@ucc.ie

Applications are currently open for the fully online Certificate in Teaching and Learning in Higher Education.



VISIT OF RISSHO UNIVERSITY, JAPAN

Professor Gary Dendo, Director for International Exchange and Ms Yuko Sato, Manager of the International Exchange Office, Shinagawa Campus, pictured during a recent visit to the Language Centre.

Pictured above (l-r): Ms Yuko Sato; Zoe Williams, Language Centre Director; Professor Gary Dendo, Vivienne Lordan, Language Centre.



Farewell to CCPD as they move under the umbrella of Recruitment and Admissions

In January, the Centre for Continuing Professional Development (CPD) underwent some operational changes, joining the office of the Director of Recruitment and Admissions, under the remit of Dr Jennifer Murphy, and welcoming Colette D'Arcy to the team. The Centre for CPD now manages the recruitment of CPD students and learners for CPD Modules and non-credit-bearing offerings and is continuing to work with various University teams to expand UCC's CPD Activities.



Fond farewell to our students from Konkuk University, Seoul, South Korea

We recently bade a fond farewell to yet another wonderful group of students from Konkuk University, who were here to follow an intensive English language programme.

OUT AND ABOUT



Above: Dr Laura Lee, CIRTl; Mary O'Rourke, OVPLT; Katie Sandham, CCPD; pictured at the OVPLT Christmas get together Dec 2019.



Above: Moya Revins, CDE; Caroline Collins and Sarah Murphy Kearney, CPD; Jacqui Churcher OVPLT at the OVPLT Christmas get together.



Above: Team coffee to welcome Clíodhna.