OVPLT eNEWS

Office of the Vice-President for Learning & Teaching

UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

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New Centre for Digital Education website!

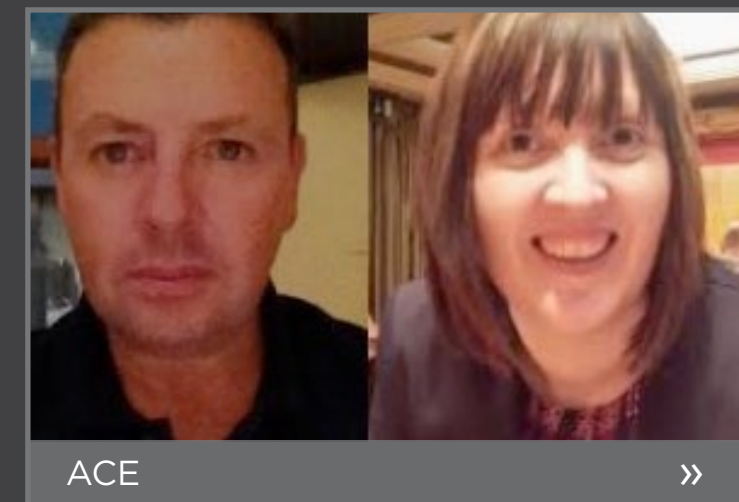The MakerMap Project – Siobhan O'Neill

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Welcome to the Autumn edition of the OVPLT eNewsletter

Professor Paul McSweeney,
VP Learning and Teaching

It is now over seven months since the University closed. The staff of UCC have been working tirelessly behind the scenes to ensure that our students can continue or begin their studies and experience university life in some semblance of normality.

Over the summer months, the Skills Centre, Adult Continuing Education and Exam Appeals Office have gone on fully online, the Language Centre ran its summer courses online, the Centre for Digital Education has maintained a high level of support for online teaching and the Canvas trainings which ran over the summer months are now available **HERE**. The CDE and CIRTL also launched Teach Digi, a series of digital education training supports for UCC staff.

A weekly email is now sent out to all staff which includes many useful resources for teaching online. As we adjust to this different way of working together, we can be sure that we will return to the campus with many additional skills, which we may not otherwise have had the opportunity to acquire.

On the 8th October, an online Awards ceremony took place, which celebrated contributions of staff in Research Awards, the University Staff Recognition Awards and in Teaching Excellence.

The Teaching Excellence Awards scheme recognises the outstanding efforts of teaching staff to ensure that UCC students receive the highest quality learning and teaching experience. All UCC students, staff and alumni were invited to submit nominations for these awards. The Teaching Excellence Awards scheme at UCC is the longest-established scheme of its kind in Ireland and this is the first time for an online presentation. We will have the full story in the next edition of the Newsletter.

We hope you enjoy reading this eNewsletter which shares many good news stories on the achievements, successes, new developments and projects which the members of the OVPLT have been involved with over the summer months.

If you have any queries or would like to submit an article for the next edition of the Newsletter, please contact Jacqui at **j.churcher@ucc.ie**

**Professor Paul McSweeney
VP for Learning and Teaching**

Professor Chris Lynch, School of Dentistry

UCC professor awarded prestigious Teaching and Learning award

Congratulations to UCC's Professor Chris Lynch, who has been awarded Ireland's most prestigious national individual teaching and learning award in higher education.

Professor Lynch, a professor and consultant in Restorative Dentistry at UCC, was announced as a recipient of Ireland's inaugural Teaching and Learning Research Fellowships, in June.

The fellowships, introduced by the National Forum for the Enhancement of Teaching and Learning in Higher Education, in partnership with the Irish Research Council were presented to a total of five recipients from Irish universities.

Congratulating the new Fellows, Dr Terry Maguire, Director of the National Forum, gave an insight into the exciting work that lies ahead across the next 18 months.

"Fellows will work together and with the National Forum on projects of sectoral importance, bringing a new dimension to the research-led teaching and learning culture in Irish higher education, and contributing to a robust evidence base for future teaching and learning enhancement decision-making across the sector," he said.

Professor Frank Coton (University of Glasgow), the Chair of the international review panel, and international advisor to the National Forum, commented that those: "who have been awarded Fellowships are truly outstanding individuals with the potential to make significant positive impact on higher education in Ireland…"

Professor Lynch, is also Vice-Dean of the Faculty of Dentistry at the Royal College of Surgeons in Ireland, and is Editor-in-Chief of Journal of Dentistry. Professor Lynch received a Senior Doctorate from Cardiff University in 2019. He also achieved Principal Fellow recognition from the Higher Education Academy in 2019 - the fifth Irish-based individual to do so, and the first from UCC.

The MakerMap Project – Siobhan O'Neill

CIRTL welcomes its new Research Support Officer, Siobhán O'Neill, to the team. Siobhán is working on the MakerMap project which is funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education.

Makerspaces are creative spaces which encourage and enhance cross-disciplinary learning and teaching through collaboration, knowledge exchange, and exploration. The MakerMap project investigates evidence based teaching and learning opportunities in Makerspaces with the aims of creating a best-practice approach to the new UCC Makerspace in the Hub Building. The project will establish a National connection of Makerspaces and will examine the current Making landscape across

Ireland to help inform the direction of the UCC Makerspace. The research protocol includes surveying UCC Staff and Students on the use of the Makerspace, the materials and equipment they would like to access, and also interviewing existing Makerspaces across the Country to determine the availability of opportunities on a National level.

Siobhán was formerly the Bystander Intervention Support Officer with the School of Law in UCC and continues to Lecturer in Psychology in both ACE and the School of Applied Psychology. Siobhán's primary degree is in Applied Psychology from UCC and she is currently completing her PhD in Applied Psychology in UCC and a H.Dip in Software Development from GMIT.

Siobhán O'Neill, CIRTL

Makerspace in the Tyndall Institute

New Project to Further Sustainability Goals of the Connected Curriculum

The Green Campus programme and CIRTL have launched a new collaborative project (funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education). The project aims to strengthen our institutional commitments towards sustainability, by developing a suite of digital resources to assist teaching staff with the integration of United Nations Sustainable Development Goals (SDGs) into UCC curricula. Although a number of modules currently address various SDGs (Fig. 1), there will now be a more systematic and intentional approach to promote integration of SDGs from a transdisciplinary perspective which enables the linking of all aspects of teaching and learning though the common thread of sustainable development. This project aims to develop the knowledge and skills necessary for students to transform themselves into life-long learners and action-oriented global citizens empowered with a mindset to become innovative agents of change and to meet the challenges of a rapidly changing world in both their professional and personal lives.

In 2015, the United Nations member states unanimously agreed to a common framework for Sustainable Development based on 17 broad universal goals containing a total of 169 specific targets that meet the urgent economic, environmental and social challenges facing our global community. The SDGs are the legacy of former Irish UN Ambassador David Donoghue who co-facilitated the negotiations of the global goals with other world leaders at the time. The Irish government and the UN remain committed to the SDGs even in the wake of COVID-19 which demonstrate more than ever the needs for a more resilient society based on sustainable growth of human civilization while preserving our natural environment.

This project will also help to deliver on the Sustainability strand of UCC's Connected Curriculum which is Priority 1 of UCC's Academic Strategy 2018-2022. This ambitious action oriented plan provides the necessary guidance to further solidify UCC's position as a leader in sustainability education through the form of a living laboratory where students engage in research, teaching and learning while building active partnerships with the broader community. The SDG-toolkit project also supports other key stands of the Connected Curriculum such as Inter/Transdisciplinarity, Research Based Teaching and Global Reach while addressing Employability within the emerging green sectors of the economy.

This SDG project aims to provide evidence-based, flexible and inclusive professional development of UCC teaching staff thereby furthering their efforts to provide enhanced contextual teaching and learning experiences in relation to sustainable development. Specifically, the SDG project is developing resources for teaching staff including workshops and an online toolkit using lessons learned from UCC and global best practice and will employ active learning pedagogy including project-based learning, case study, and/or problem-based learning. The project aims for better coverage, measurement and assessment of SDG integration within UCC curricula to deliver on our state and institutional commitments to education for sustainable development.

Currently, we are in the initial phase of the project which is a qualitative analysis of best practice within UCC and internationally, and will soon transition into the next phase which is the development of an online toolkit covering each of the SDGs. In the upcoming months, there will be a series of facilitated focus groups to seek input from teaching staff and students regarding specific resource needs within the

toolkit, the toolkit's overall structure and to continue the process of documenting best practices within UCC. If you are interested in further information on this project, contributing to these focus groups, and/or being a member of this emerging community of practice please feel free to contact me directly.

John Barimo, PhD
john.barimo@ucc.ie

Above: SDGs in UCC Curriculum as per the 2018 The Sustainability Tracking, Assessment & Rating System evaluation (numbers in inner ring refer to number of modules related to each SDG). SDG Goals: 1 Poverty, 2 Hunger, 3 Health, 4 Education, 5 Gender Equality, 6 Water, 7 Sustainable Energy, 8 Sustainable Economy, 9 Sustainable Industrialization, 10 Reduce Inequality, 11 Inclusive Cities, 12 Sustainable Consumption and Production, 13 Urgent Action on Climate Change, 14 Conserve Sea and Marine Resources, 15 Protect the Environment and Biodiversity, 16 Inclusive Societies, and 17 Strengthen Global Partnerships.

Update from the Skills Centre

WE ARE DELIGHTED TO SAY THAT THE SKILLS CENTRE IS NOW DELIVERING 100% ONLINE.

During the initial transitionary period we created an exam resources for the **Keep Learning** pages and for our **website**, highlighting proven strategies and approaches to help students prepare for online learning and **examination**. The Centre's online tutorial space is facilitated by Google Meet. All UCC students have access to this platform through their Umail accounts. Booking an appointment could not be easier, they can email the Skills Centre **skillscentre@ucc.ie** and make a request. Should any staff member wish to refer a student you may do so by emailing the Skills Centre **skillscentre@ucc.ie** or contacting Kathy Bradley, the Skills Centre Manager, directly on **kathy.bradley@ucc.ie**

LANGUAGE CENTRE
Teacher Training update from Brendan Ó Sé, Head of Development and Professional Programmes

In April, the Language Centre was successful in its application to become an official centre for the delivery of online Cambridge CELTA teacher training courses, allowing us to offer fully-online teacher qualification courses.

Not only did most of the candidates planning to begin training in June on campus, take up the offer of an online course, but the interest was so great, we were able to create a second programme which started in July.

This opportunity has allowed us to cast the recruitment net globally and it is great to see that we will have trainees taking our courses from here at home in Ireland and as far away as Japan and Namibia. We also have students for the teaching practice sessions taking these classes from Argentina, Peru, the UK and locally in Cork.

We also offered a very exciting Summer Teacher Festival for language practitioners worldwide. Again, it was great to see participants from around the world join with some language teaching staff in other UCC language departments in a series of workshops over six weeks which culminated in an open-to-all mini-conference on Thursday, August 6th.

While this time may be one of uncertainty in many regards, it is heartening to see the response and results of our teacher training and development team in the Language Centre as we move forward meeting the current challenges and preparing for the future. Adapting to the demands of change has allowed us to broaden the scope and reach of our offering, which is an enormous positive.

Kerry Platts, Language Centre

LANGUAGE CENTRE

Pre-Sessional update from programme lead, Kerry Platts

This year, with the arrival of online teaching and the closure of all International English language testing exams centres around the world it proved to be a very busy few months for all the staff at the Language Centre. Our Pre-sessional programmes, previously having been campus-based and only two weeks in duration had to be developed quickly to become 10 and six-week online modular and non-modular programmes. This involved an enormous investment of time from the pre-sessional team but has now paid dividends as we had two courses which started on June 15th. With students from China, Oman and South Korea we have had to deal with time-zone issues when testing and timetabling, technical difficulties (although with great support from the IT Services team) and the trials involved in setting up our first Canvas courses – thank you to the Canvas team for all their support (in particular Sophie Gahan).

We had 23 students on our 10-week programme and our six-week programme began on July 13th with 24 students. All of these students progressed to their courses in September on successful completion of the programme, which involves a mix of continuous and summative assessment and an end-of-course exam. The Pre-sessional programme is a very intensive course for students with three hours live teaching per day, five days per week and approximately three and a half hours of self-study tasks per day. The areas they study are Academic Reading, Writing, Listening and Speaking, Intercultural Communication and Independent Learning Skills.

Although demanding, students' feedback during tutorials has been wonderful with great praise for the programme and teachers alike. I am confident this is the beginning of a new departure for UCC and will become one of the mainstays of the Language Centre offerings.

Nadine Carroll, Language Centre

We welcomed students from all over the world for the fully online Summer School. As a centre we never 'shut down' and thanks to the tenacity and resilience of the team we have capitalized on our existing skills and built up an enhanced skill set capable of delivering pre-sessionals, CELTA courses, an exciting online English language teaching skills conference and a brand new summer school programme online.

LANGUAGE CENTRE

Update on the Summer School by Nadine Carroll, Acting Director of Studies

Our summer school programme has a building block approach or, if you will, a menu style offering this year whereby students can pick and choose what they want to study considering how much (or little) time they have available or at differing times of the day to cope with different time zones. Students can join us just for four hours of Fluency classes or as much as 10 weeks of General English every day. We also offer specialist fast-track general Business and Professional Modules and also options for the Hospitality industry. Thereby hoping to cater for everybody in these now platitudinous 'trying times' and 'new normal'. Actually, it is not 'new' anymore and though not 'normal' we have adapted really well. We are now fully conversant with flipped learning, blended delivery and synchronous or asynchronous teaching. Our LC Way is born out of what we have learnt and we have a coherent method and rationale for structuring classes.

Our specialist courses have proven very popular with experts on hand in the fields of Business, Fluency and Irish Culture. Our Student Engagement Officer has also been pivotal in providing students with the personal touch to ensure they feel truly 'connected' to the university.

In terms of keeping in touch with each other, MS Teams is a revelation but not as much as the real 'team' that is the staff at the LC whose humour and calm forbearance have both astounded and comforted me these long home schooling/baking, bittersweet, trying days, weeks and months.

Our students too have walked with us and upskilled alongside the teachers who share links to courses, webinars and sites which offered free access to resources, platforms and media. If I have to join another forum or learn another password...!

We all agree that we have felt like we are building a plane while flying it* and when a successful lesson draws to a close we feel like we have made a safe landing after which we should hear the Ryanair "ta,dah".

In conclusion, communication is key while working from home and acknowledging that we are all in the same 'boat*' has helped us to stay focussed and grounded*. (*Mixing my metaphors!) We have set up virtual coffee time in our Virtual Seomra Cadrimh – no shop talk! We look forward to a safe return to campus but have learned a lot on the flight/voyage of home working and remote teaching and look forward to seeing everybody and sharing stories 'live' in person!

New Centre for Digital Education website!

The Centre for Digital Education has launched a new **website** which focuses on the delivery of education through digital technologies and the education of those who teach to use digital tools effectively. The target audience is staff who teach and those who support teaching staff. The website provides guidance on:

• the IUA's Digital Education Teaching and Learning project

• staff development programmes such as the '**Teach Digi**' sessions and **Canvas training**

• UCC's **Online and Blended** learning programmes and,

• **information** on the best practice application of technology.

 The CDE also offers a consultancy service and is happy to answer all your digital education queries. Go to the **Services We Offer** page to register for an appointment. You can also learn more about the CDE's involvement in **National and International** projects, **Informing Policy Development** within UCC and the latest in **Emerging Educational Technologies**.

Check out the full story at: **www.ucc.ie/en/digital-ed/**

HCI Applications Support

In late 2019, the Higher Education Authority announced a funding call entitled the **Human Capital Initiative**. The aim of this initiative is:

'*…to deliver an investment targeted towards increasing capacity in higher education in skills-focused programmes designed to meet priority skills needs*'.

Under the call, there were three 'pillars' – Pillar 1 for postgraduate conversion programmes, Pillar 2 for undergraduate courses and Pillar 3 for Innovation and Agility.

HCI Pillar Three: Innovation and Agility provided for projects from 2020 to 2024 with two objectives:

• Innovation in delivery stream aims to promote innovative methods of teaching and delivery, so that learners will benefit from improved quality and more engaging ways of learning on enterprise-focused courses.

• The agility stream aims at increasing institutions' ongoing capacity to anticipate, understand and respond to emerging skills needs of enterprise. This includes the ability to deliver new courses or adapt existing courses, so that institutions can more quickly respond to emerging developments in technology and enterprise.

The CDE has been collaborating and either reviewed or directly supported many applications from within UCC, primarily around the theme of micro-credentials. In March 2020, UCC submitted applications for ten projects and was successful in securing funding for five of these projects:

1. The iED HUB (UCC led, College of Medicine and Health)

2. Sustainability in Enterprise: Delivering a low carbon future (UCC led, Deputy President and Registrar's office)

3. Virtual Laboratories in Higher Education (UCC as partner)

4. Towards a Multi Campus Micro-Credentials System (sectoral bid)

5. Realising the potential of recognition of prior learning and lifelong learning in Irish Higher Education (sectoral bid).

INDEx Survey Results

Between November 11th and December 1st 2019, UCC staff and students took part in the INDEx Survey. This was managed nationally by the **National Forum for the Enhancement of Teaching** and Learning in Higher Education and co-ordinated within UCC by the **Centre for Digital Education** in the Office of Vice President for Learning and Teaching.

On Thursday May 7th, the findings of this national survey were released in a launch (available to view **HERE**) and we are delighted to be able to share this information with you, along with initial findings specifically within UCC.

The full national report can be accessed through this **LINK**.

When we emailed you and asked for your contributions to the survey on November 12th 2019, we committed to sharing the results with you and using them to inform future developments around the staff and student digital experience in UCC. We had hoped to get this to you in February, but it took a little longer to complete our initial analysis. UCC's findings can now be reviewed by going to **www.ucc.ie/en/digital-ed/happenings/**. Here you will see two presentations with the summary findings for both the staff and student versions of the survey. 300 staff and 1,463 students took part in the survey and our findings are largely in line with national results.

NEXT STEPS
A survey that sits on a shelf is no good to anyone and deeply disrespectful to those who took the time to provide their opinions. Over the coming months, the Centre for Digital Education intends to pursue the following actions:

1. Working with our UCC Students as partners, we will act on those areas that have achievable solutions as soon as we can. We will do this through collaboration with key stakeholders including UCC Management and UCC Information Services. We will publish these responses online.

2. Continue with the analysis of qualitative data to learn more about how staff and students view their digital experience in UCC. We will publish our findings as they become available on the CDE website.

3. Work with stakeholders to design more responses to more complex issues. This may take the form of information sessions, training interventions, communication campaigns and inputs into various committees.

4. Launch a 'Teach Digi' learning campaign to engage with staff and students around digital skills and knowledge.

5. Continue to offer consultations to staff around the application of technology to education. Staff can book one-to-one sessions through the form available **HERE**.

Should you have any questions, comments or other feedback on anything in this email or in the related information online, please send this to:

• Students: Student Union Education Officer, **sueducation@ucc.ie**
• Staff: Clíodhna O'Callaghan, Digital Education Officer in CDE, **c.ocallaghan@ucc.ie**

I hope you found this update useful and will take the time to consider the survey data on the CDE Website.

Tom O'Mara, Head of CDE

Teach Digi

Clíodhna O'Callaghan & Dr Sarah Thelen, Centre for Digital Education, UCC

Teach Digi

The Centre for Digital Education
An Ionad um Oideachas Digiteach

presents

Teach Digi

A series of training & education supports aimed at addressing the digital skills & professional development needs of all who teach or support learning & teaching in UCC

Enhancing Digital Teaching and Learning
Irish Universities Association

The Centre for Digital Education (CDE), together with The Centre for the Integration of Research, Teaching & Learning (CIRTL), were delighted to launch 'Teach Digi' – a series of digital educational training supports for UCC staff in June 2020. This, delivered in conjunction with the IUA's 'Enhancing Digital Teaching & Learning' project, ran throughout the months of June, July & August to support UCC staff in their digital education professional development, alongside existing university wide supports.

The Irish word for Digital is 'Digiteach' and so we are playing with that word by breaking it up into 'Teach Digi' – which literally means House of Digital. While we realise most people will read the word as the English word 'Teach', we are using the Irish word 'Teach'. Both meanings make sense and are appropriate to

what we are doing in the Centre for Digital Education, supporting staff in their digital education professional development.

June, July & August corresponded with the themes of 'Think, Plan & Teach' respectively.

Each week had a specific topic and consisted of two components:

1. a short pre-recorded video uploaded on our **website** every Monday for you to view;
2. an MS Teams live Q&A webinar each Wednesday

The findings of the Irish National Digital Experience (INDEx) Survey have provided an evidence base for our training, alongside informal and formal feedback from both UCC staff and students. The report from the findings of the **Irish National Digital Experience Survey**, which was launched in

May 2020, found that institutions need to "ensure dedicated time, and recognition/reward, to support staff who teach as they engage in formal and informal professional development related to the digital aspects of their roles." In establishing a dedicated series of professional development resources for UCC staff, Teach Digi aims to address the digital education, teaching and learning supports for staff and address the relevant needs in a meaningful and responsive way.

Should you have any feedback or questions on our Teach Digi series please contact Clíodhna O'Callaghan - **c.ocallaghan@ ucc.ie**. Clíodhna is leading on the IUA 'Enhancing Digital Teaching & Learning' project for UCC and coordinating this series of training supports.

CANVAS TRAINING CONTINUES

Canvas training continued throughout the summer, with the sessions being a little more customised than usual. A year of fundamentals training coupled with the specific needs of staff around remote exams and teaching has led to this decision to provide more specific sessions.

You can find an archive of previous sessions on the **Canvas Training website**. There are also several Live Events scheduled, which are open to all: Important Course Settings, Canvas and Panopto, and Accessibility.

Please email **sophie.gahan@ucc.ie** for more information.

The Digital Badge *Everyday Matters: Healthy Habits for University Life* was offered through the Skills Centre by Dr Eithne Hunt, of the OT Department in both semesters of the 2019/20 academic year. Much of the learning from this course is particularly pertinent to the situation we all found ourselves in following the lockdown due to COVID-19. We wanted to give students some advice on how they could keep well and study in these extraordinary circumstances. Eithne was delighted to work with us, creating a script and providing the voiceover to create a powerful series which we released for the UCC community. The series gathered national attention and several versions were created to speak to additional audiences such as second level students and those that support them. In case you missed it, you can catch up with the series on the **Keep Well** site and **Discover Resources for Daily Living** pages.

If you have time on your hands, we invite you to catch up on some of our additional assets. For your listening pleasure, our podcast series **Podcast Write Here, Write Now** is available on Spotify and is popular with a range of listeners.

University Wide Module 1201 'Global Sustainable Development: Interdisciplinary Perspectives' created by Dr Rosarii Griffin Targeting Goal 1 and Goal 3 of UCC's Strategic Plan

Dr Rosarii Griffin developed and coordinated a UW module with Dr Claire Dorrity (Applied Social Studies) on 'Global Sustainable Development: Interdisciplinary Perspectives'. This newly developed UW module began in Semester II, 2020. With an uptake of 45 students, half took it for examination, the remainder for CPD purposes, thus meeting Goal 1 Targeting increased CPD registrations. The class comprised UCC undergraduates, postgraduates, international students, UCC Staff members and members of the general public. Lectures were held face-to-face until the University closed in response to a government directive re: COVID-19. Immediately, lectures moved online to Canvas. The completion rate was a remarkable 90% despite the unprecedented situation. A high level of support was offered to students via online material, safety and wellbeing information, as well as 'a rapid-response' email service to student queries. Student feedback showed a high level of personal and professional satisfaction from the course. Those who dropped out did so for Covid-19 related personal reasons. The module will recommence again in Semester II of 2021. See Lecture Series Attached.

Updated Lecture List for UW Module

20 JANUARY: Introduction to the UW Module: Drs Rosarii Griffin, Claire Dorrity and Colette Cunningham [NOTE: UW Module Lecturers invited to attend and address group]. Dr R. Griffin to give short 'Introduction to SDGs and Global Sustainable Development'.

27 JANUARY: 'The SDG process at the UN: Ireland's approach to addressing the SDGs' by David Donoghue Former Irish Ambassador to the UN – talking about his role in the SDG process. This Public Lecture will be in lieu of the UW lecture, starting at the later time of 6pm -7.30pm.

3 FEBRUARY: Global Public Health and Development: Addressing SDG 3 through Public Health Initiatives by Colette Cunningham (Public Health).

10 FEBRUARY: Human Rights and Disasters (SDGs 1 & 11): Legal Perspectives by Dr Dug Cubie.

17 FEBRUARY: From Occupation to Discrimination: Palestinian Citizens of Israel by Rola Abu Zied-O'Neill.

24 FEBRUARY: Migration, Mobility and Securitisation Practices by Dr Claire Dorrity.

2 MARCH: Food Security and Sustainable Livelihoods (SDGs 2 & 15) - Food Business Perspectives by Dr Nick Chisholm / Dr Edward Lahiff. (Food and International Development).

9 MARCH: E-mobile Technology and Global Health (SDGs 3, 8 & 9) – Business Perspectives by Dr Ciara Heavin. (Business Information Systems).

16 MARCH: 'Global Migration of Children – Perspectives on Migration (SDGs 1, 3 & 5) by Dr Angela Veale (Psychology) or week of the 16th March – (TBC).

23 MARCH: 'Capacity Building in Maternal and Infant Health–Health Perspectives' (SDGs 3, 5 and 17) by Dr Patricia Leahy-Warren (Nursing and Midwifery).

30 MARCH: (SDGs 2, 8 and 12) By Dr Mike Fitzgibbon.

6 APRIL: 'Women and Children in the Developing Context - Gender Perspectives' (SDGs 5, 10 & 16) by Dr Jacqui O'Riordan (Applied Social Science).

20 APRIL: 'Freshwater and the Environment: Examining SDG 6' by Professor Debbie Chapman (GEMS/UN Project).

Last Date: Review of Lecture Series: SDGs and Interdisciplinary Perspectives – Feedback, Assessment and Awards, by Drs Rosarii Griffin, Claire Dorrity and Colette Cunningham et al. (inter-disciplinary contributors).

2020 UNIVERSITY WIDE (UW) MODULE: To facilitate the development of critical thinking on (1) Global Development, development theory, human rights and global justice (2) Education, equality, social justice, and global sustainable. (3) Health and well-being in developing contexts.

Course Objective: To facilitate the development of critical thinking on (1) Theories around Human and Global Sustainable Development (2) Education as a humanitarian response in developing contexts;

(3) Global public health and well-being; and (4) Interdisciplinary perspectives on human security, global human rights; business, economy, society and global sustainable development as a foundation for global citizenship.

Course Content: This course takes an interdisciplinary approach to global sustainable development from twelve different disciplinary perspectives, many of which are interlinked, but which may not have been considered as such before. By reflecting on global sustainable development through different lenses, students will appreciate the great complexity involved in sustainable development, and how it impacts on everyone from the global to the local level.

Digital Badges Requirement: Presentation and submission of final group projec which will identify key issues and develop critical perspectives pertaining to sustainable global human development:

• Demonstrate a sensitivity and awareness about global sustainable development;
• To critically evaluate the concept of development and security from a rights based perspective;
• Identify and promote development within a national and international context;
• Understand the interdisciplinary aspects of sustainable development.

ASSESSMENT: 2,000 Word Assignment plus Learning Log/Reflective Journal.

ATTENDANCE RECORD: will be kept every week.

ACE Return to Work COVID-19 Seminars

Above: James O'Herlihy and Belinda Gascoigne

The COVID-19 lockdown period brought greater challenges in engaging with our communities and so a number of initiatives were instigated in response to this challenge within the Adult Continuing Education Department.

One of these initiatives was designed and delivered by James O'Herlihy, part-time Health and Safety lecturer along with Belinda Gascoigne, ACE Senior Programme Co-ordinator and Lecturer who collaborated to offer free online seminars for business and society Returning to Work.

The courses took place over a number of dates in line with the Government's Phased Roadmap for reopening the country starting on May 28th ahead of Phase One to offer support to our communities, economy and society in navigating them through a challenging period as restrictions are eased and we return to the "new" normal both in the workplace and socially.

We wanted to help Ireland get back to work whether you run a small business or a multinational, are a teacher or run a guest house or café, the courses were designed to help all sectors across Ireland's economy know what is required of them and to help them get ready for when they can return to work with a focus on specific areas of how the workplace has changed, social distancing procedures, hygiene protocols and PPE, new work layouts and procedures and the role of the Compliance Officer within their organisation.

Over the four seminars over 500 companies and organisations attended the MS Teams Live seminars to learn, ask questions and get guidance as either employers or employees on how they needed to prepare to put systems and controls in place before they reopen.

Some feedback from the seminars included "really informative seminar", congrats on the seminar, it gave me practical information to use to move forward", "it de-mystified the guidelines and put them into manageable chunks", "excellent presentation, really useful Q&A".

The CGD Seminar Series on 'Global Sustainable Development' – Seminar Convenor: Dr Rosarii Griffin. Meeting Goals 1 and 3 of UCC's Strategic Plan

This Seminar Series, convened by Dr Rosarii Griffin, proved very popular yet again. The lunchtime seminars were delivered by UCC academic staff and NGO experts. They had a strong attendance by UCC Staff, students and members of the General Public. The face-to-face seminars ended on a high note that included a visiting delegation of academics from Mary Immaculate College, UL, and Lesotho College of Education, Lesotho. This Lesotho session attracted a lot of interest from both inside and outside the University. Following this penultimate seminar, the University closed due to COvid-19. The last seminar of the series was held online in June. This was the first online webinar given in the Series. [See entire Seminar Series Attached]. A new Global Sustainable Development seminar series, (COVID-19 related), will recommence in Sept//Oct. or Semester 1, 2020.

Between UCC and Carrigtwohill
By: Dr Rola Abu Zeid–O'Neill, ACE

Out of a personal belief of the importance of community, civic, and social involvement within your community, I am involved in my Irish village/ town Carrigtwohill (East Cork). This village/town, which has a population of around 7,000, has become home for people of around 40 different nationalities. Carrigtwohill proves that integration and inclusion can be a reality of life, the town won Pride of Place Award in 2017 for its integration work.

This work continues, as in 2018, a decision was made to take part in the Community Sponsorship Ireland (CSI) that had been launched by the Office for Promotion of Migrant Integration. In cooperation with SECAD, Nasc, and support from the church and SVP, Carrigtwohill Community Sponsorship Group (CSG) was created and came together to prepare for the arrival and settlement plan for a Syrian family among us, and to support them in their new life in Ireland. Luckily, the family arrived peacefully in May 2019, and received great welcome from the local population, community organisations, and educational system. I would say that the diversity of the committee members and their own professional background played a huge role to this initiative 'ultimate success', according to the Irish Examiner (20.06.2020).

I am highly involved in Carrigtwohill CSG, not because of being a Palestinian and native Arabic speaker, but as a sociologist and human rights activists who believes that everyone can make an influence and impact, especially among their own community, each one has the ability to 'light a candle' and contribute to better life conditions to us, and better future to the coming generations.

I would like to connect this as well to ACE Diploma in Development and Global Human Rights Studies (DDGHRS) (NFQ 7). DDGHRS is an interdisciplinary programme aiming to provide a critical and theoretical understanding of the issues, processes and institutions central to global poverty, inequality, development, and global human rights. DDGHRS covers diversity of subjects across human rights, politics, history, geography, economics, development theories, climate change, feminism, philosophy and more. DDGHRS is designed to stretch the students' knowledge and learning and help deepen their understanding towards various perspectives. Students engage in class discussions with lecturers, their peers, and listen to each other's opinions, experiences, and viewpoints. You can visit our website page **www.ucc.ie/en/ace-ddghrs/** for more full details.

Finally, my advice is... you can be the change, you can lead the change, just take the first step and 'light your own candle'.

Spotlight on:
Yasmine Radwan

Yasmine, the Skills Centre's Digital Content Creator began this role as part of the third-year undergraduate student work placement programme in the Digital Humanities degree. Yasmine designs and formats the Centre's webpages, curates the social media and creates and produces the suite of short animated educational videos, including the *Everyday Matters* series and *#Minute Methods*. In addition to her online work, Yasmine also works with students to improve their IT skills. Her voice in this student partnership is crucial to the Skills Centre's creative process and she is a valued member of the Skills Centre.

Dr Rosarii Griffin is a volunteer Presenter and Producer at her local radio station (**www.CRY104fm. com**). During COVID-19 lock-down, with so many elderly people cocooning in rural communities, she asked UCC staff to volunteer to be interviewed about their UCC research work, publications or indeed, their work in the voluntary sector of Irish society and NGOs operating either locally or globally. Dr Griffin got a huge response from her UCC colleagues, and has since interviewed at least

Engaging with Local Community Radio during COVID-19

20 colleagues (with about 60 to go) about their work. These interviews were already aired on CRY104fm and are currently being turned into podcasts for a wider online audience. Interviews ranged from Dr Theresa Reidy (Dept. of Government and Politics) who spoke knowledgeably about the Seanad and Government Formation; Dr Sabina Kriebel (Dept. of History of Art) who spoke eloquently about her book 'Revolutionary Beauty' on the life of John Heartfield, artist, on his anti-Nazi war efforts with his photomontages; Dr Ned Dwyer, on his NGO work pertaining to Migrants in Portugal; Dr Helen Kelly, Dept of Speech and Language Therapy (SALT),

on their Aphasia Café for those living with Aphasia; Dr Domhall Fleming (School of Education) on the importance of the student voice in education, etc. This is just an example of some of the interviews undertaken. Topics range from Environmental Science, Medicine – both traditional and scientific, music, literature and the Arts. Podcasts will be made available to the wider public once the technical assistance at the radio studio increases (which is currently understaffed due to government health and safety COVID-19 restrictions still in place). Links to these will follow.

ICORSA and UCC Targeting EU Horizon 2020 Funding

Dr Rosarii Griffin, as Director and Secretary of ICORSA, the 'International Consortium of Research Staff Associations' (**www.icorsa.org**) with UCC are partners in 3 major EU Horizon 2020 funded projects, coordinated by Dr Gordon Dalton (MAReI). These include RRING (**www.rring.eu**); GRRIP and (MUSICA, www.musica-project.eu) worth c. €6m euro. ICORSA-UCC has also submitted a further 3 new projects (worth c. €7 million euro) for future EU Horizon 2020 funding (Gendering, €3m; Lamarr, €2m & NetScience, €2m). Crucially, these projects meet the first four targets outlined in UCC Strategic Plan pertaining to Goal no. 2. The aim of these projects is to link within international organisations and groups (Action 16) to impact on policy globally. However, a key action targeted here is Goal no 4. To improve the lives and livelihoods of researchers, at every stage of their career both locally and internationally (Actions 21-25).

SUPPORTING THE COVID-19 PIVOT

With the closure of the university on March 12th, the CDE has been largely involved in supporting the rapid transition to online learning and assessment in UCC.

Supports

The Centre has provided ongoing consultations, email and training support to UCC staff around the application of educational technology to education.

Web Supports

Over the summer, in collaboration with our academic colleagues, we created the **Keep Teaching** and **Getting Started** websites. Getting Started should be your first stop to find out what your teaching options are and what we and IT Services recommend. We have also created and maintained the **Keep Assessing** website. The Keep Teaching and Keep Assessing sites are currently being updated under the guidance of the Exams Business Continuity Planning group with a view to creating a new Assessment Hub site, due to be launched in the second week of November.

The CDE has also been the base for the Teach Digi series of supports, developed through the IUA's Enhancing Digital Teaching and Learning project.

Full details on this initiative are available on **www.ucc.ie/en/digital-ed/digital-education/teachdigi/**

Teaching with Technology Support Service

On Monday 21st September, the Office of Vice President for Learning and Teaching and IT Services launched a new joint service – the Teaching with Technology Support Service. This is the first place for you to go to get information on using educational technology in UCC. Please go to our dedicated **Teaching with Technology MS Team** and post your questions there. To accompany this Team, the CDE created a **Teaching with Technology** Canvas course with colleagues in IT Services and AVMS, which includes FAQs taken from the Team conversations.

Canvas Courses Supporting Staff and Students

All students have been added to a new course called the **Success Zone**, a collaboration between the Skills Centre, the CDE, IT Services, UCC Library and the Graduate Attributes Programme. This course draws together the key supports, advice and resources students will need to help them in the year ahead. You may wish to point your students to some of the resources in this course.

The CDE set up and created the UCC Covid-19 Return to Work **Induction** course with OCLA, the **Covid 19 Student Induction** course with Student Health, and supported the development of the UCC Student Orientation course.

Recordings of the summer series of **Canvas Trainings** are available on the website and offer a range of information on setting up quizzes, discussion boards, using Panopto and Groupwork.

The CDE is working closely with UCC's Bystander Intervention team to assist in the development of similar educational approaches across other Irish HEIs.

The Centre continues to support the work of the Exams Business Continuity Planning group.

Digital Badging

The CDE continues to manage the administration of digital badging in UCC, something that has seen significant growth and interest over the last 2 years. We have revised UCC's Digital Badge Policy Framework and presented to other HEIs around this work, where UCC is seen as a national leader.

We currently have an open call for badge applications. Applications should be submitted for review to the Digital Badge Sub-Committee (DBSC) using the **Digital Badge Development form**. It is recommended that applicants discuss their application in full with a member of the CDE. Full guidelines can be found on the **Digital Badge** webpage.

Within UCC, a digital badge is a validated micro-credential awarded to earners in an online format. It is a means for the university to recognise non-accredited learning that support the values and attributes the university seeks to foster. A digital badge is awarded by the university once an earner demonstrates competence in pre-agreed learning outcomes.

If you have a digital badge related query, please email **digitalbadges@ucc.ie**

HCI Applications

The CDE was involved in supporting the submission of more than 10 applications for funding to the HEA under its Human Capital Initiative programme, particularly around Pillar 3, which focussed on Innovation and Agility. The CDE continues to advise and support colleagues in UCC and across other HEIs around successful applications, particularly in the area of micro-credentials.

Consultations Available

If you would like to book a consultation with an Instructional Designer or other member of the Centre for Digital Education, you can do so by filling in our **booking form** and we'll get back to you as soon as we can. A consultation is a one-on-one or small group meeting with a member of the Centre for Digital Education to answer questions about how to improve student learning through the use of technology. Consultations can range from a hands-on 'show and tell' session to more general discussions around ideas related to the planning, delivering, or assessment of student learning.

Other Supports for Staff

Canvas 24/7 support is available to take your calls and queries whenever we're not around. You can access this from the Help menu to the left of your Canvas dashboard.

Note the **Canvas Guides** are referenced throughout our supports and the definitive and up-to-date source of information.
In addition, the centre has also and contributed to Irish Times, Irish Examiner and Corkman articles around the pivot to online learning in Irish higher education.

LANGUAGE CENTRE: A REFLECTION

Zoe Williams, Director, Language Centre

Summer 2020 has been unexpected in so many ways. The campus closure and the move to online working in the Language Centre has created the conditions for a sudden acceleration in all the activity on our 'to do' list. During the period between March and the time of writing, we have completed work which was in the plan to take months if not years to accomplish.

We have launched our new pre-sessional programmes for degree entry, unpacked and repacked our traditional summer school; developed our first Irish culture classes; created short specialist courses in business and hospitality; created a teaching festival attracting peers from around the world and Ireland; run a mini conference; responded to a sector crisis in English language assessment; created a special skills assessment and an assessment and standards team; moderated, standardised and verified; been granted approval for and launched our first online Cambridge teacher training programme; developed filming and video editing skills and front-of-camera skills; launched new social media channels; redesigned the website; produced our first online flipbook brochure; collated over 25 inspirational alumni stories to mark the conclusion of our 25-year anniversary in October 2020; redefined the academic roles in the Centre; developed work-changing relationships with colleagues across the university; and all while learning (from scratch for many of us) how to use technology to teach, support and administer our programmes online.

We have not stopped working or teaching (excepting Friday March 13th), completing our 20-hour synchronous live classes, our part-time classes, our teaching programmes in Term 3 and then moving immediately into our summer programme.

I reflect below on how we were able to accomplish all this.

At the start of the year, we had just completed a process to recognise and redefine our mission, vision and values, and these were grounding for us as we moved off campus. Although these are corporate terms, the statements we wrote together came out of real one-to-one, small-group and whole-team conversations. The statements reflect a true picture of the motivation of each colleague to work together to keep learning and adapting. A colleague also produced a single statement which we did not share publicly, but which I repeat often: 'We are the Language Centre'. In other words, we believe our people, their expertise, knowledge, hard work and willpower are the substance of the Centre (every bit as much as the buildings and institution within which we work).

The Centre's sense of itself has remained constant throughout this period. By identifying as the Language Centre, we placed every single colleague, whatever their role, within the same locus. Each and every one of us has felt the same investment and the same sense of responsibility for keeping us going, and each individual has pushed further and harder to create and innovate and develop new practice, making us stronger than ever.

Another factor which helped us to adapt quickly was that we had just come through an eight-month review of our programmes which had moved us into a more complex, student-centred and responsive model. The teaching team had been in training for half a year to be able to adapt their resources and approaches to different learning situations, and, put simply, they were 'match-fit' for the new challenge.

We can now talk about the online 'LC Way': a new paradigm which takes what we have learned about best practice in online teaching, and what is retained of the elements which make the Language Centre what it is, wherever it is. We have discovered ways that online teaching can enhance our ability to connect to our students, and they to each other, and we are supporting learning in so many more ways than we were able to do previously.

This positivity around online teaching and learning, and teamwork of course belies the very many frustrations caused by technology as a disrupter. Almost every stress is now technologically-based rather than human. Connectivity issues have become everyday concerns for our teachers, academic managers, administrators and student support staff, many of whom before this time were completely unfamiliar with online working. These colleagues have become adept at navigating the various firewalls and synchronicity questions presented when working with a global student base, and they transition regularly between different platforms, seeking out the features which best support our pedagogies.

And throughout all of this they are all relying on the collegiality and generosity of their relationships to share and cascade knowledge. The Language Centre 'MS Team' is an incredible forum with numerous megabytes of chat data should anyone wish to do a study on experiential and collaborative learning through the pandemic (though obviously we'd have to edit it before sharing!)

I'd like to acknowledge and thank every single member of the team in the Language Centre for their incredible commitment to our shared endeavour. And to note that we couldn't have done any of this without the calm, patient and persistent IT services in UCC, who have provided us with all the help we have asked for and more. Thank you.

Zoe Williams, Language Centre Director
July 2020