

OVPLT eNewsletter

Office of the Vice President for Learning & Teaching

March 2023



University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

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STORIES BY TOPIC:

WELCOME TO THE LATEST EDITION OF THE OVPLT eNEWSLETTER 2023



Professor Paul McSweeney, VP Learning & Teaching

Welcome to the Spring edition of the Office of the VP Learning and Teaching newsletter.

The days are noticeably longer and the daffodils are in abundance throughout the campus. There is a palpable buzz of activity around the grounds as staff and students enjoy the many events taking place as well the daily workings of a day in the life of a university.

In this edition, we are delighted to celebrate the wonderful achievements of our colleagues which were marked by the Annual Staff Recognition Awards ceremony, which took place in December in the Hub. The President's Awards for Excellence in Teaching were presented to the successful nominees and the contributions of all nominees were acknowledged. In the following pages, several of the awardees discuss their work.

Two Lifetime Contribution Awards were also awarded to Dr Bettie Higgs and Dr Dan O'Sullivan for their outstanding work during their careers in UCC.

With the recent emergence of the Chat GPT, AI text generator and the increasing prevalence of Essay Mills, this edition contains several articles on reporting essay

mills, implications of artificial intelligence for teaching, learning and assessment in UCC and the Digital Badge: Fostering Academic Integrity in Learning and Teaching.

We bring you news and events from the Centre for Digital Education, Centre for the integration of Research, Teaching and Learning, UCC Skills Centre, UCC Language Centre, Adult Continuing Education, and the Boole Library.

We hope you enjoy reading our newsletter and any feedback or submissions for the next newsletter can be sent to

 j.churcher@ucc.ie

Professor Paul McSweeney
VP Learning & Teaching

 www.ucc.ie/teachlearn

AWARDS & CELEBRATIONS



Photo by Tomas Tyner

AWARDS

The Annual Staff Recognition Awards night took place on the 7th December 2022 in The Hub. The achievements of our colleagues were celebrated in style with a reception with canapés and music.

UCC prides itself on being a student-centred university. This awards scheme, the longest-running scheme of its kind in Ireland, 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. To be nominated is a significant honour and we congratulate all nominees and not just those who were successful.

Professor Paul McSweeney presented the Awards for Excellence in Teaching to the successful nominees in 2022.

Name	School/Faculty/Department/Unit/Research Centre	Award
Dr Bettie Higgs	Former Interim Vice President for Learning & Teaching, and School of BEES	President's Award for Excellence in Teaching - Lifetime Contribution Award
Dr Dan O'Sullivan	School of Education	President's Award for Excellence in Teaching - Lifetime Contribution Award
Mr Dragan Miladinovic	Department of German, School of Languages, Literature & Cultures	President's Award for Excellence in Teaching
Dr Gillian Murphy	School of Applied Psychology	President's Award for Excellence in Teaching
Dr Edel Semple	Department of English, School of English & Digital Humanities	President's Award for Excellence in Teaching
BU2001 module (Placement Skills and Professional Practice) Team	Management & Marketing / Economics, CUBS / Careers Office / Skills Centre	President's Award for Excellence in Teaching - Team Award
BU7007 module (Action Design Research) Team	Business Information Systems, CUBS	President's Award for Excellence in Teaching - Team Award
Practice Education Team	School of Clinical Therapies	President's Award for Excellence in Teaching - Team Award
Traveller Equality & Justice Project Team	School of Law	President's Award for Excellence in Teaching - Team Award

AWARDS & CELEBRATIONS



President John O'Halloran and Mr Dragan Miladinovic, Department of German. Photo by Tomas Tyner

EXCELLENCE IN TEACHING AWARD 2022

Dragan Miladinovic joined the Department of German in August 2015 as an Austrian Academic Exchange Lecturer and took up his current position of a University Language Teacher in July 2018. He teaches German language, linguistics, language pedagogy and translation. In November 2017, Dragan also embarked on a part-time PhD journey, researching the beliefs of international university language teachers about performative approaches in teaching, for which he received the Irish Association for Applied Linguistics Postgraduate Award 2022. He is co-editor of the UCC-based [Scenario Journal](#), has co-organised several conferences, and is co-host of the monthly [Scenario Forum Online Research Colloquium](#) which has been running since June 2020. Dragan has presented his research at conferences internationally and has given teacher training workshops in Ireland, Spain, Poland, and Austria. In 2020, his work in teaching and learning was recognized with the Fellowship of Advance HE. He also received the Teaching Hero Award 2021 from National Forum for the Enhancement of Teaching and Learning in Higher Education.

AWARDS & CELEBRATIONS

As a language teacher, my aim is ultimately to provide students with learning opportunities to become proficient users of German. However, for them to become more than just competent language users but global multilingual citizens, it is also necessary to foster and develop reflective and critical skills and to enable them to be understanding and compassionate of others. To achieve this, I cater for student-centred, inclusive and welcoming atmosphere where students take centre stage as active and independent agents of their own learning, and where their opinions and views are appreciated.

While studying a foreign language includes studying literature and culture of other countries, I always connect my modules to topics that are relevant to society and are therefore relatable, fostering not only development of language proficiency but also an awareness for the use of the language.

When I was a student at the University of Vienna, I was given the opportunity to reflect and scrutinize my own experiences by using scholarly discourse and this is something that not only changed my view on many things in life but that has stuck with me as a teacher: Giving students meaningful learning opportunities to become more reflective members of society.

Therefore, for example in the module GE3103 Linguistik II, where we deal with topics such as multilingualism,

society, and migration, I draw and share from my own experiences growing up as a child of immigrants in Austria. This way, I make the topic of linguistic discrimination more tangible for students and I strongly believe that sharing real-life and relevant examples for theoretical frameworks discussed in class is necessary for a better understanding of these concepts. I give my students the opportunity to reflect on potential linguistic discrimination they experienced or how they might be – even if unintentionally – involved in the reproduction of discriminatory practices. I cater for a safe space to share, think about, reflect on, and discuss their own experiences with the backdrop of scholarly discourse so that students ultimately learn to reflect on their own use of language and how this may affect others, catering for a more compassionate and respectful community.

When I was informed that my contribution to teaching in UCC will be recognized by the President's Award for Excellence in Teaching 2022, I was truly honoured and very happy. I could not have done it without my students, whose kind letters of support not only endorsed my application but also made me feel very humbled and grateful. Teaching and learning is a collaborative effort and the award reflects their fantastic contributions. Go raibh mile maith agaibh!

- Mr Dragan Miladinovic

AWARDS & CELEBRATIONS

AN OVERNIGHT SUCCESS: A STORY OF EXCELLENCE IN THE SCHOLARLY APPROACH TO TEACHING AND LEARNING

Dr. Tadhg Nagle, Prof. David Sammon, and Gail Birkbeck

They say an overnight success is at least ten years in the making. The same could be said for the success of the BU7007 module (Action Design Research), which was the inspiration for our successful submission to the UCC President’s Awards for Excellence in Teaching (2022). However, to say BU7007 is an overnight success overlooks the fact that it is the benefactor of our team’s 12-year scholarly approach to teaching and learning that has produced multiple curriculum designs, innovative pedagogies, and embedded a significant amount of homegrown research in our curricula. The inception of this team is a teaching partnership between Tadhg and Dave that began in 2010 on a co-taught module on ‘Information Systems Research Fundamentals’. Since then, it has had many collaborations along the way, the latest involving Gail, a student turned lecturer (poacher turned gamekeeper), who first engaged with the team in 2017 and has provided a fantastic channel for educational co-creation thereafter.

As a precursor to the BU7007 module, we designed and launched the MSc Data Business programme in April 2013. Through continuously improving the programme, we developed a “living lab” for experiential learning (to provide participants/practitioners with the capabilities to become data-savvy leaders and to tackle wicked problems). Core to the “living lab”



Prof. David Sammon (left) and Dr. Tadhg Nagle (right) with Prof. John O'Halloran at the UCC Staff Awards Ceremony (7th December 2022). Gail Birkbeck was unable to attend on the night. Photo by Tomas Tyner

was a 30-credit Data Business applied research project, which utilised Action Design Research (ADR) to solve the organisational data problems experienced by participants. ADR is a problem-solving methodology that explicitly aims to design solutions as tangible “design artefacts” (e.g. models, frameworks, applications) that unpack/solve complex problems currently experienced by organisations. At the time, ADR was a novel problem-solving method (which is still maturing to this day) that required a significant design effort to embed into the programme. Since 2011 and underpinning our philosophy of “teaching by example”, we have published a dozen teaching and learning research papers which detail the

AWARDS & CELEBRATIONS



Gail Birkbeck

curricula and pedagogical insights we have formalised along the way. Most notably, we also developed the Data Value Map (DVM), a discursive template for building a shared understanding of data initiatives (<http://datavaluemap.com>).

Earning a **CUBS Research Impact Award (2020)**, the DVM also guided participants dealing with data problems and provided an example of how to build “design artefacts”. Further documenting our pedagogical reflections during Data Business, we developed a guide for participants on their ADR journey, highlighted the challenges of those adopting ADR, and

demonstrated how to bridge the divide between researchers and practitioners wishing to solve real-world problems.

While we accumulated a wealth of experience from Data Business, in 2019 we faced the challenge of condensing all our knowledge and expertise into a more consumable format

for doctoral candidates. In essence, the task required the team to boil down all the problem-solving elements of a 90-credit programme and package it into a 5-credit module delivered over 8 x 3-hour seminar sessions (without losing the rigour and relevance of ADR). ADR demands proximity to the problem domain and is iterative in nature, thereby promoting continuous problem-centric conversations leading to an improved “design artefact” over time. The last thing we wanted to implement was a “problem-solving lite” offering that lacked real-world authenticity that is essential for teaching “how to solve problems”.

First delivered in the 20/21 academic year, BU7007 aligns with the strategic vision of Cork University Business School (CUBS) with “experiential learning” at its core and the ambition to facilitate “critical, creative, and independent thinking where learning is authentic in its problem-solving” (UCC Academic Strategy, p.12). An analysis of our BU7007 experiences to date is now leading to the emergence of a Simple Hermeneutics-inspired Learning Analytics Model for Modules. This further highlights the evolution of our ongoing scholarly approach and our desire to solve real-world problems (through the integration of our research, teaching, and learning).

AWARDS & CELEBRATIONS

EXCELLENCE IN TEACHING AWARD

Dr Edel Semple, School Of English And Digital Humanities

Dr Edel Semple is Lecturer in Shakespeare Studies and Programme Director of the BA English. In December 2022, Edel was recognised with a President's Award for Excellence in Teaching for promoting learning by using Problem Based Learning (PBL) in the BA English curriculum. Edel joined UCC in 2012 and since then she has championed PBL as an innovative pedagogy which inspires and enhances student learning.

The BA English, the School's flagship programme, welcomed its first cohort in 2014. PBL has been central to the BA since its inception, forming the basis of the 10-credit core module EN1103 Problems in Literature. As Edel demonstrated during the design-stage of the BA English and as each new student cohort proves, PBL is a student-centred curriculum that can promote learning outcomes fundamental to the discipline: independent and collaborative research, critical thinking, digital literacy, and communication and writing proficiency across different modes (e.g. oral presentation, report, creative writing). PBL fosters deep learning as students encounter relevant, real-world 'problems' which they cannot solve with their existing knowledge, and so it inspires self-directed enquiry and skills development.

In EN1103, students are tasked with the 'problem' of creating a sample edition of a magazine that promotes the short story by demonstrating the genre's diversity, longevity, and vitality. Using PBL ensures an



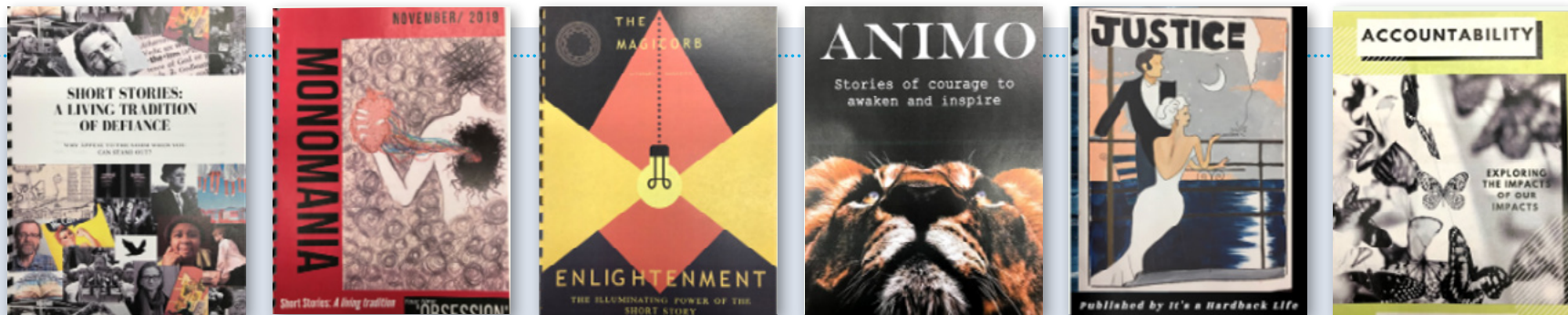
Professor Paul McSweeney, VP Learning and Teaching, Dr Edel Semple, and Professor Claire Connolly of the School of English and Digital Humanities, at the UCC Staff Awards 2022 - photo by Tomas Tyner

AWARDS & CELEBRATIONS

effective and positive learning experience for all students via lectures, tutorials, and workshops from Department staff, the Library's Learning & Teaching team, Special Collections, Skills Centre, and engaging with guest speakers and the Cork International Short Story Festival.

Edel's excellence in teaching has been recognised by her colleagues, graduates, and students. Dr Clóna Ó Gallchoir, Director of Teaching and Learning for the School of English and Digital Humanities, stated: Edel's

Edel is solely responsible for training and mentoring English PhDs in PBL. The positive impact of Edel's teaching and of EN1103 on PhD Tutors is seen in the transformative effect on their approach to teaching. For instance, Dr Eoin O'Callaghan, who as a PhD Tutor undertook training in PBL with Edel and taught on EN1103, noted that "In the construction, coordination, and delivery of this module, Edel has, at all times, been a wise and resourceful educator. Drawing upon her substantial experience of teaching PBL, she has provided me with lesson plans, teaching



*The covers of prototype short story magazine created by EN1103 students (2019-2020)
(Image from the Department of English "Student Achievements" webpage)*

"innovative use of PBL in the curriculum design of EN1103 enables students to experience English as a discipline that engages with and is shaped by contemporary social and cultural contexts and as a living creative practice. The design of EN1103's curriculum ensures that students connect with and contribute to Cork's artistic and cultural life and heritage, gaining along the way a strong sense of belonging and identity as UCC students of English."

strategies, reading, and technologies, all of which have helped me with the effective delivery of this module and have made me, in turn, a better educator and researcher. Whether the problems are personal or practical, UCC students, including myself, regard Edel as an approachable and dependable point of contact, and an exemplar of excellence in teaching."

In addition to her work on the BA English programme, Edel teaches on a range of undergraduate and postgraduate modules, from small-group seminars on her areas of research expertise to large lectures (e.g. 300+ students in First Year English). She is committed to her professional development; she holds a Postgraduate Certificate in T&L in HE and Digital Badges in PBL Tutor Training, Successful Team Leadership, and UDL. Edel is passionate about literature and strives to impart this curiosity and enthusiasm to everyone in her classes. Her success in this endeavour is evident in the responses of students on her lecture module EN2073 Introduction to Shakespeare:



“I thoroughly enjoyed having Edel Semple as my lecturer for this course, she was very friendly and understanding, on top of being well-organised and having a noticeable love for the subject and for teaching. One thing that made the course experience for me was her sense of humour, which I find made her very non-threatening while engaging us as a class. She was also very professional when it came to more strict matters such as plagiarism and grading.”

“I honestly think that you are one of the best lecturers I’ve ever had! I’m an Erasmus student and actually don’t study English back home but rather chose this module because I thought it sounded fun and interesting. Although I was excited to learn more about Shakespeare’s plays I did not expect them to be as good and as easily understood as they are! Since we’ve covered the different genres of Shakespeare in such a good way, I now feel really inspired to keep reading and discover more of his works! Plus, you’re really funny and I also appreciate the elements of feminism in your lectures.”

- Dr Edel Semple

AWARDS & CELEBRATIONS

EXCELLENCE IN TEACHING AWARD - PRACTICE EDUCATION TEAM - SCHOOL OF CLINICAL THERAPIES

In December 2022 the Practice Education Team of the School of Clinical Therapies were presented a President's Award for Excellence in Teaching.

The School of Clinical Therapies (SCT) delivers four pre-registration programmes leading to clinical qualifications in Speech and Language Therapy (SLT), Audiology, Occupational Therapy (OT) and Physiotherapy. The members of the Practice Education Team are responsible for all aspects of the SCT's clinical curricula. To that end each discipline has a wealth of experienced clinical practitioners who have chosen to bring their clinical expertise and passion for educating the next generation of clinicians to UCC's School of Clinical Therapies.

During the widespread and long-lasting restrictions and limitations imposed in 2020 due to Covid-19, it was extremely difficult to secure sufficient practice education placements for student cohorts from the School of Clinical Therapies (SCT). In response, all Practice Education Team (PET) members pivoted to ensure high quality learning outcomes were attained. Innovative and novel approaches of redesigning practice education modules rapidly occurred. These satisfied the necessary regulatory requirements and assisted students to progress to their next year. Final year cohorts graduated with required proficiencies in a timely



*President John O'Halloran, Kerrie O'Grady, Speech and Language Therapy;
John Hastings Occupational Therapy; Ellie Sweeney, Audiology; Aaron Cole, Physiotherapy.
Photo by Tomas Tyner*

AWARDS & CELEBRATIONS

manner. For example, in Speech and Language Therapy practical workshops were introduced online via MS Teams to introduce and to clearly explain the learning outcomes of the redesigned modules. The integrity of learning outcomes was maintained through liaising with academic staff and specialist guest lecturers. Specific workshops supported skill building to work with clients virtually through the medium of teletherapy. For Physiotherapy students, online tutor days were managed on MS Teams with a weekly timetable and tasks developed prior to each placement. Students worked offsite on their allocated online tutor day, and the PET sought to enhance peer support and learning in mixed scheduling. Online weekly practical case studies were delivered to Audiology students in a virtual clinic format. This supported preparation for placement when face to face teaching was prohibited. Occupational Therapy (OT) students examined a constrained body of knowledge pertaining to clients, reflecting current OT practice. Following a Task-Based Learning approach, students developed case studies by conducting research, engaging in collective discussions, and articulating their reasoning with tutorial support. Following easing of restrictions and the positive outcomes of the redesigned modules many of these novel approaches have been integrated into the more traditional face-to-face clinical experiences of the SCT students for the foreseeable future.

In 2020, the SCT PETs created a steering group to facilitate a collaborative Interprofessional Learning (IPL) initiative titled "Preparation for practice education". Its rationale was to combine resources on topics that were previously covered separately per discipline. The IPL day is now mandatory practice education for all SCT students in year 1. Topics include

- Introduction to the other disciplines
- Feedback
- Health and Wellbeing
- Professionalism.

Delivery is through a workshop with small interprofessional groups of students representing each discipline. In January 2021 and 2022, a redesign of the IPL involved a pivot to MS Teams delivery with the same learning outcomes achieved. Small group work exercises and discussions were facilitated in break out groups. Mentimeter and interactive elements (polls) promoted interactive engagement. Other IPL initiatives centering on dysphagia management brought SLT and Pharmacy students together, while an innovative workshop focusing on older persons' care was aimed at the entirety of COMH students. Additionally, a yearly dementia IPL workshop has continued to grow, and this year over 150 students from 11 disciplines participated across the COMH. All four SCT disciplines participated with medicine, radiography, radiation therapy, nursing, paramedical studies, pharmacy, and dental hygiene.

Clinical work is a dynamic and flexible practice that needs to begin at pre-registration level and follow throughout further studies and career pathways. Thanks to the dedicated, student focused Practice Education Team here in the School of Clinical Therapies, UCC can be proud of its clinical therapy graduates who leave here with a solid foundation in solution focused approaches to clinical practice and interprofessional working.

AWARDS & CELEBRATIONS



THE TRAVELLER EQUALITY & JUSTICE PROJECT (TEJP)

Introduction:

The Traveller Equality & Justice Project (TEJP) is a **partnership** between staff at the School of Law, UCC and the **Free Legal Advice** Centre. Funded by an EU Rights Equality & Citizenship Award 2021- 2023. The 'TEJP Clinic' provides information and representation to Travellers who have experienced discrimination in accessing goods and services in Cork and Kerry. In recognising the significant unmet legal needs of Travellers in Cork & Kerry, the TEJP provides vital access to justice for affected victims of discrimination and is an embedded community partnership organisation with Traveller rights-groups in the region adopting a 'nothing about us without us approach,' through all work and outputs.

Importance of the Clinic:

Travellers experience extremely high-levels of discrimination in accessing all services, including legal representation, this compounds their entrenched marginalisation and exclusion. Notwithstanding this, there is no appropriate law centre providing representation and advice in such matters accessible to Travellers outside of Dublin. The TEJP Clinic, as a Traveller-specific live-client clinic, provides legal information and supports to Traveller victims of discrimination within Cork & Kerry,



*Alannah Humphries, School of Law and Dr Fiona Donson, Director of the TEJP, School of Law
Photo by Tomas Tyner*

responding directly to the aforementioned 'unmet legal need.' The TEJPs novel partnership with FLAC provides the opportunity to run our live-client legal clinic supporting Traveller Community clients based within Law UCC, facilitating a clinical education model which allows students to learn how to perform like social justice lawyers through casework and associated tasks. The TEJP Clinic, and the valuable work of our students, fills this gap by providing legal information to Travellers and to embedding social justice/equality litigation within formal legal education.

Our students welcome the opportunity to undertake this work, and this is reflected in our 100% positive module feedback. The TEJP Clinic provides crucial access to legal information for vulnerable Traveller litigants with significant unmet legal need. At the same time, the Clinic allows students to undertake research and information provision tasks within an active live-client clinic model while also committing to our community-engaged

AWARDS & CELEBRATIONS



*Alannah Humphries, School of Law and Dr Fiona Donson, Director of the TEJP, School of Law
Photo by Tomas Tyrer*

research work. The work goes beyond the (important) aspirational change approach to foreground the provision of legal information and supports on live cases providing students with hands on experience of social justice research and litigation, while also building upon their performance of discipline specific graduate attribute development.

Prior to commencing their core work, students are required to take prejudice and anti-bias training **'Traveller Cultural Awareness Training.'** TCAT is provided by Traveller instructors who use video, audio testimony, group discussion and role-play to consider racism, bias and to foster deeper understanding of what it means to be a Traveller in Ireland and how this is impacted upon by societal exclusion. TCAT allows students to reflect on any possible implicit bias they may hold to enable them to become better Traveller allies and advocates.

Using a learner-centred approach, students are in charge of their own learning performances in a manner akin to legal practice, summarising case law and observing court cases to understand adjudication framework and operation. Students also engage with Traveller litigants and experienced practitioners to gain understanding of the challenges and obstacles experienced by the Traveller Community to understand the lived-experience perspective, further enriching their understanding of not only how the legal system works, but how minority victims of discrimination experience it.

Skills developed in semester one are used as departure points for semester two, when students support TEJP Clinic staff with live cases, allowing them to follow a case from initial referral through to the adjudication body. During semester two students engage with this case work whilst

also providing valuable resources for our Traveller Community partners. This requires our cohort to perform tasks such as evidence gathering, point of law research and service-user engagement. Students may also be required to perform court observation and ethnographic research, prepare practice guides if required and to assist staff in drafting and submitting policy submissions in line with **broader TEJP research outputs.**

This tutoring and exposure to the issues experienced by the Clinic clients is designed to foster understanding of how the legal system operates in practice (as observed through case work) and how it excludes the most vulnerable from its scope (lived-experience exposure). This approach provides students with opportunity to undertake the type of work they ordinarily would only see once graduated or in placements with law firms and will promote a sense of real achievement in seeing their work translate into litigation. The TEJP Clinic seeking to create socially aware students, while also building BCL graduate attributes.

A strong example of community-based research and learning:

Staff within the TEJP have a strong, trust-based relationship with our Traveller Community partners. All research generated by TEJP staff is participatory and community led. The TEJP itself is overseen by both a Project Advisory Board (majority Traveller membership) and Traveller Research Advisory Group (full Traveller representation) which ensures research is Community-lead. This 'nothing about us without us' approach is embedded within the TEJP Clinic, with our Community Partners engaging with students throughout the year ensuring Traveller perspectives are always present.



The TEJP Clinic is an innovative example of how clinical legal education and pedagogy can enhance graduate attributes, providing students with discipline-specific skill-development, while meeting the broader needs of UCC's community through both research and learning outputs. The TEJP was delighted to receive a President's Award for Teaching & Learning in 2022 for our social justice informed legal work.

WHAT'S NEW WITH THE UCC SKILLS CENTRE?

Semester 1 has been another busy but very rewarding term for the Skills Centre! Over 10,000 active engagement points with our services were recorded, through group sessions, one to ones and students dropping into our Centre. In addition, the [Student Success Zone](#) Canvas space, where they can avail of academic writing and development resources, was also in high demand. Learners from all four colleges availed of our services, as well as learners from ACE. Demand for our one-to-one appointments has been immense, and more than 600 students received individual, targeted guidance on academic writing and study skills by availing of a 30 minute one to one appointment, from a member of our tutor team. [SPEAK](#), our flagship digital badge on presentation skills, remained as popular as ever, and we were delighted to award more than 300 digital badges to students who completed this programme. Our [Calculation Centre](#), run with the support of the School of Mathematical Sciences, is proving to be another valuable addition to our suite of academic study resources, and the three weekly sessions were very well-attended throughout the semester.

More than 100 students entering higher level education or students already enrolled within UCC registered for our [the Digital Passport programme](#), (supported by Access UCC) which increases learners' confidence in their digital literacy which, in turn, helps them to manage their individual academic workloads more efficiently.

Working closely with our colleagues in History, English, Economics, Pharmacy, Nursing, Biotechnology, CUBS and many more, we delivered bespoke academic writing sessions to specific cohorts, to supplement the open sessions which were also available to them throughout the semester and encourage peer engagement.

We continued to run our very popular [Saturday morning sessions](#), supported by our colleagues in Adult Continuing Education (ACE), and these will also continue throughout semester 2. These sessions, delivered entirely online, are hugely beneficial for our ACE students, and also those learners who, for various reasons, cannot attend our sessions during the traditional working week but who value the support offered by the University through the Skills Centre and who want to maintain close engagement.

OUT AND ABOUT WITH THE SKILLS CENTRE

We were delighted to work with colleagues UCC+ for College Awareness week. We were honoured to provide study sessions for the leaving certificate classes for some second level schools. Our team spent a fantastic morning in Nagel Community College where we were greeted enthusiastically by the students and staff.

Our Team have been out and about, meeting and greeting and getting involved in campus life. Our postgraduate tutors were delighted with all the positive engagement at the recent postgraduate fair.

A lot of work done, but so much more to do this semester – watch this space!



DIGITAL BADGE: FOSTERING ACADEMIC INTEGRITY IN LEARNING AND TEACHING

As academic integrity comes under increasing threat from the proliferation of online tools and services that promote cheating – including contract cheating, or “essay mill”, companies that actively target students, and artificial intelligence applications – it is vital that, in addition to detecting misconduct, we foster a culture of academic integrity through open discussion and educational opportunities. The Digital Badge in Fostering Academic Integrity in Learning and Teaching has been designed with this in mind and will help you to navigate the current academic integrity landscape, including recently updated information on artificial intelligence, and support you to promote a culture of academic integrity at UCC.

This short course is comprised of six modules that introduce you to nuanced concepts of academic integrity, highlight key points of intervention along the student learning journey where you can support academic integrity, demonstrate how to evaluate reports from text-matching software and use these as a teaching tool, explain appropriate policies and procedures regarding academic misconduct, and, finally, showcase resources in UCC that you can use to support the development of students’ academic skills. You’ll hear from colleagues and students from across the University and engage with a variety of content that draws on key theory and examples of good practice to encourage you to reflect on your role in fostering academic integrity and take action.



Relevant to all staff who support student learning, this self-paced course has open registration, and you can engage with the sections according to your interests or needs. In order to obtain the Digital Badge, you will need to complete short activities throughout and submit the final assessment (300–500-word reflection) where you will be asked to situate your learning from the course within your current and developing practice and identify a practical intervention that you will implement to students, embedding it in our curriculum, and assessment design.

Find out more and [register to participate here](#)

If you have any queries about this course, please contact Dr Loretta Goff: loretta:

✉ loretta.goff@ucc.ie

CORK LEARNING NEIGHBOURHOODS.

Cork Learning neighbourhoods is a key initiative of Cork Learning City which supports lifelong learning across six communities. The Learning Neighbourhoods Initiative was piloted in 2015, with Ballyphehane and Knocknaheeny as the chosen neighbourhoods. The success of these learning neighbourhoods led to the expansion of the Learning Neighbourhood programme to Togher, Mayfield, The Glen and South Parish.

Through the learning neighbourhoods programme, local neighbourhoods form their own coordination groups that celebrate existing learning as well as working together to develop new learning opportunities for their communities. The coordination groups work with local residents, organisations and businesses in the area to provide fun and diverse learning opportunities in the local area. Each learning neighbourhood aims to highlight learning opportunities available across their community as well as reflecting the needs of the community when planning new learning opportunities.


THE GLEN

This year, the Glen Learning Neighbourhood coordination group are delivering an 8 week 'Neighbourhood University College' Programme. This programme is a free, 8 week ,part time programme that provides participants with a sample of further and higher education in a local community venue. Lecturers from across UCC, MTU and FET colleges provide classes on a variety of subjects over the course of the programme. The programme finishes with a tour of the UCC and MTU campus. This programme is also being delivered across Knocknaheeny, South Parish, Togher and Mayfield communities throughout 2023.



NATIONAL WORKSHOP ON INTEGRATING SDGS INTO THE CURRICULUM

In December, CIRTl hosted a national workshop on integrating SDGs in the curriculum in collaboration with the Educational Development in Ireland Network (EDIN). Organised by Dr Owen Jump, Director of CIRTl's PG Cert in Teaching and Learning, the workshop drew on the work of Dr John Barimo, UCC's Engaged Research Officer, and explored how to support educators, and consequently teaching and learning staff, to integrate the Sustainable Development Goals (SDG) in the curriculum. Participants were supported to align their discipline and teaching with the SDGs and to consider spaces and approaches for integrating education for sustainable development in their teaching/educational development activities. This included an introduction to [the open-source mapping tools and resources](#) developed by CIRTl under SATLE 2019 funding. Through framing their practice within the SDGs framework, participants were also provided with a reflective space for considering how their respective areas and the EDIN network might respond nationally to national and international challenges focused on sustainability in higher education practices. The workshop resources were subsequently shared nationally with members of the EDIN network and also with the National Forum Associates to guide thinking around how to respond to the Education for Sustainable Development focus of the 2022 national SATLE grant scheme.



1 NO POVERTY
Icon: Family of four

2 ZERO HUNGER
Icon: Bowl of food

3 GOOD HEALTH AND WELL-BEING
Icon: Heart with pulse line

4 QUALITY EDUCATION
Icon: Open book and pencil

5 GENDER EQUALITY
Icon: Gender symbols

6 CLEAN WATER AND SANITATION
Icon: Water tap with drop

7 AFFORDABLE AND CLEAN ENERGY
Icon: Sun with power symbol

8 DECENT WORK AND ECONOMIC GROWTH
Icon: Bar chart with upward arrow

9 INDUSTRY INNOVATION AND INFRASTRUCTURE
Icon: Three cubes

10 REDUCED INEQUALITIES
Icon: Scales of justice

11 SUSTAINABLE CITIES AND COMMUNITIES
Icon: Buildings

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Icon: Recycle symbol

13 CLIMATE ACTION
Icon: Earth with eye

14 LIFE BELOW WATER
Icon: Fish

15 LIFE ON LAND
Icon: Tree and birds

16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Icon: Dove and scales

17 PARTNERSHIPS FOR THE GOALS
Icon: Interlocking circles

SUSTAINABLE DEVELOPMENT GOALS

At UCC, we commit to Leave No One Behind.



EDI SOAPBOX: FOSTERING INCLUSION IN LEARNING AND TEACHING

The recent EDI Soapbox event proved an engaging, inspiring event with multiple examples of practice shared by colleagues across UCC. Dr Ruth Hally and Dr Katy Dineen presented details of ongoing work in CIRTLL focussed on fostering inclusion.

Ruth presented on the **Civic Engagement toolkit** which was designed to support all staff who teach in UCC to integrate civic engagement into their teaching. Staff have requested opportunities to exchange knowledge, hear from their peers, learn what's worked well elsewhere, and be inspired. The toolkit is a response to this request and includes practical examples and resources to support implementation drawing on peers in UCC, nationally and internationally. The CE toolkit can be used to enhance professional practice in community-engaged teaching and learning and uncovers the variety of learning activities and methodologies that are available for use in teaching. Dr Hally is available to work with staff individually or in teams to support them to integrate civic engagement in the curriculum.

Her email is: ✉ ruth.hally@ucc.ie.



The CIRTLL Circle outlining the various offerings and initiatives that support inclusive teaching practices.

Dr Katy Dineen outlined the range of offerings from CIRTLL that foster inclusive teaching practice including a new elective she is developing on inclusive academic practice for CIRTLL's Postgraduate Certificate and Postgraduate Diploma programmes. Dr Dineen's research looks at narrow and broad conceptions of inclusions and how these work together in Irish Higher Education and she presented on this work at the recent **Inclusive National Higher Education Forum (INHEF) Symposium**. While inclusion is explicit in the titles of some of CIRTLL's programmes (UDL badge, inclusive assessment), it is also woven into the very fabric of CIRTLL's offerings for staff and students through the foundational emphasis on universal design for learning and ensuring student voice and choice in learning and assessment. This was highlighted in the EDI Soapbox event and these details are developed in the below CIRTLL Circle image.

EVENTS

CONNECTING LANGUAGE CENTRE STUDENTS

Alongside supporting international degree students and those who work with them, the Language Centre delivers full-time courses to non-degree students. Many of these students are on a journey towards undergraduate or postgraduate study and the LC tries to connect them with all the opportunities at UCC, as well as prepare them in understanding the academic culture in an Irish university. Two events took place in January in support of these aims:

As part of an LC curriculum project around UN Sustainability Goals, the LC arranged for a guest lecture by the Office of Sustainability and Climate Action. Sustainability Officer, Dr. Maria Kirrane and Greenshoots Green Campus coordinator; Irene Sullivan, gave a presentation to LC students on the action UCC is taking to make our environment more sustainable. They spoke about UCC’s climate action plan and answered questions from the floor. The lecture was part of a wider project looking at UN Sustainability goals and led to individual project presentations looking at each student’s home country’s actions around the UN goals.

Colette Coughlan, International Manager for CACSSSS and Emma Connelly, Strategy Officer for the International Education Office, presented to a group of students from a new Language Centre partner university, Shinwa Women’s university in Japan. Colette and Emma spoke to them about postgraduate study opportunities in CACSSS and the other colleges.



The students were coming to the end of an extended semester abroad programme at the LC as part of their undergraduate degrees. They had come to Ireland for a full calendar year and we had waited until the end of their programme to ensure that they would have the comprehension skills and experience to be able to absorb the information presented to them without an interpreter.

EVENTS

SANCTUARY SCHOLARSHIPS

UCC Language Centre have two important announcements on how we support sanctuary scholars in the Cork area:

In support of Refugee Week at UCC, the LC offered a free English language lesson. This event showcased an interactive lesson such as those offered in the Language Centre and gave potential candidates information on the **6 full-time scholarships awarded each academic year** by the Language Centre to displaced persons in Cork.

The Language Centre is also delighted to announce that in addition to our full-year scholarships, we will now be able to offer short 4-week full-time courses or 6-week evening classes starting 17th April 2023 as part of Apple's sponsorship programme with UCC Language Centre. See [our website](#) with details on how to apply.

Find out about the Sanctuary scholarship English language programmes

I support UCC Refugee Week

FREE LESSON!

UCC Language Centre supports refugees and asylum seekers in Cork. Our event for refugee week is a free sample English fluency lesson

WHEN: Thursday 23 February 5pm
WHERE: O'Rahilly Building Room G46
 Register with this QR link or come along on the day (max 20)

UCC
 University College Cork, Ireland
 Ceoláirí na hOllscoile Corcaigh

LANGUAGE CENTRE

EVENTS

UCC LANGUAGE CENTRE SUMMER SCHOOL 2023

After successfully pivoting to deliver an adapted and lively online version of our very popular Summer School in 2020 and again in 2021, a decision partly taken in response to requests from individual students, international agents and partner universities in Asia and Europe, we were delighted in 2022 to return to delivery of our Summer School face-to-face on campus once more. We welcomed in excess of 300 students last year, with an age range of 18 to 58, representing 25 different nationalities from around the globe. The students, while benefiting hugely from time spent in the classroom, thoroughly enjoyed their time on campus, having the opportunity to experience and explore what Cork City and Counties Cork and Kerry have to offer as part of their programme, while also independently taking the time to explore Ireland and travelling further afield at weekends to visit the cities of Europe and the UK during their stay.

We are hoping that this year's [Summer School](#) will be even more successful. We are looking forward to welcoming many new students together with students from previous summer schools and term-time programmes, and students referred by their friends or colleagues to undertake an intensive English language programme with us on campus.



EVENTS

This year's Summer School will run over 10 weeks between 19 June and 25 August, with the option to take any number of weeks during that time. There will be a choice of 20 and 16-hour programmes each week, including a free social programme on Wednesday afternoons and Thursday evenings. Students can choose between [Academic English](#), [English for Work and Life \(General English\)](#) or English for Exams. There is also the opportunity for students to register for additional [one-to-one classes](#), tailored to meet the specific needs of the student, and/or one or more of our [part-time evening programmes](#), which take place over a 6-week period between 3rd July and 11th August.

Feel free to share details of our [Summer School 2023](#) with your contacts abroad, we would be happy to extend to them or to student groups or individuals from other institutions, on mention of your name on their Application Form or email, a 'welcome' reduction on our published prices.

We have a dedicated mailbox (eflsummerschool@ucc.ie) and staff available to field enquiries and process applications. Our Summer School 2023 [Application Form can be accessed here](#).

We are looking forward to welcoming students from around the world to study with us on our beautiful campus this summer and giving them the best experience that they have come to expect when they choose to study at [UCC Language Centre](#).





Cork is very unique place to go, not many Koreans come to Ireland. I like the culture, friendliness and many delicious beers. I improved my speaking and listening with native speakers.

Jae Kyung Lee
Korea



It was a fantastic course and a great experience in a very nice university with an amazing environment!

**Marta Garcia-Conde
& Eva Pellicer**
Spain



UCC Language Centre classes are not only good for young people but for working people too. My goal was to be more fluent in speaking, I achieved my goal. I will recommend this course to all professional people I meet,

Corrado Brilli
Italy



What I like most about Cork is the people. They are very kind here. I think learning English in the language centre in University College Cork is a good match for me. Everyone is very friendly. I love it.

Yuma Otsubo
Japan

RESEARCH FUNDING

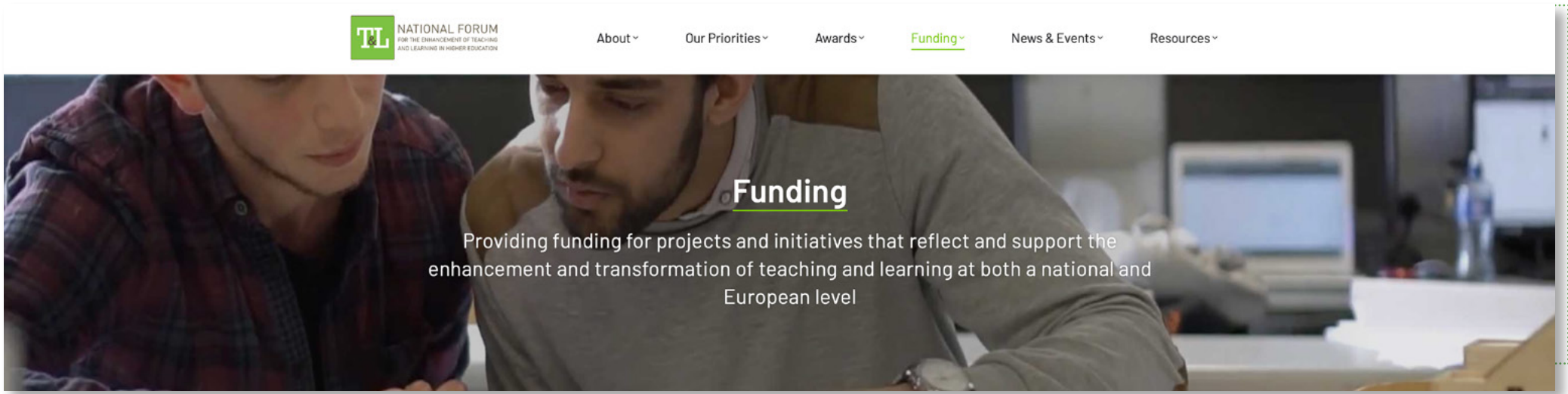
Launch of [UCC Path 4 2023 Inclusive University project](#)

CIRTL is thrilled to be collaborating with Access UCC and Inclusive UCC in the Path 4 2023 Inclusive University initiative with funding of €241,000 from the HEA. This collaboration takes a three-pronged approach to enact a sustainable model of professional development fostering equity-minded inclusive teaching practices that support the participation and success of all our learners. The project team, with Dr Anna Santucci as PI, will work on researching, designing, and implementing models that build long-term, sustainable capacity for institutional change towards equity-minded inclusive teaching practice grounded in universal design and critically inclusive practice approaches.

This will include the development of:

1. Pedagogical Partnerships with students who identify as members of the National Access Plan priority groups (socio-economically disadvantaged, minority communities, disabilities);
2. Intentional structures around facilitating Continued Professional Development (CPD) for academic colleagues and enable their growth as critical and equity-minded change agents
3. A plan for an EU Doctoral Network aiming to create an internationally accessible professional pathway into Inclusive Teaching and Learning Enhancement in Higher Education.

Resulting measures to capture evidence of impact will inform UCC's approach to the assessment of inclusive teaching, and findings will be shared institutionally, nationally and internationally.



LEARNING AND TEACHING FUND

The [Strategic Alignment of Teaching and Learning Enhancement \(SATLE\) 2022/23](#) fund is an initiative aimed at driving innovation in learning and teaching across the Higher Education sector in Ireland. This year's allocation for UCC is €715,000, to support almost 30 Teaching and Learning Enhancement initiatives which will be crucial in supporting the provision of a student-centred, inclusive, and digitally enhanced learning environment. SATLE 22/23 is coordinated by the Office of the Vice-President for Learning & Teaching through the Centre for the Integration of Research, Teaching and Learning. A showcase event at the end of 2023 will provide an opportunity for all staff and students to learn about the various initiatives and their impact on the advancement of learning and teaching at UCC.

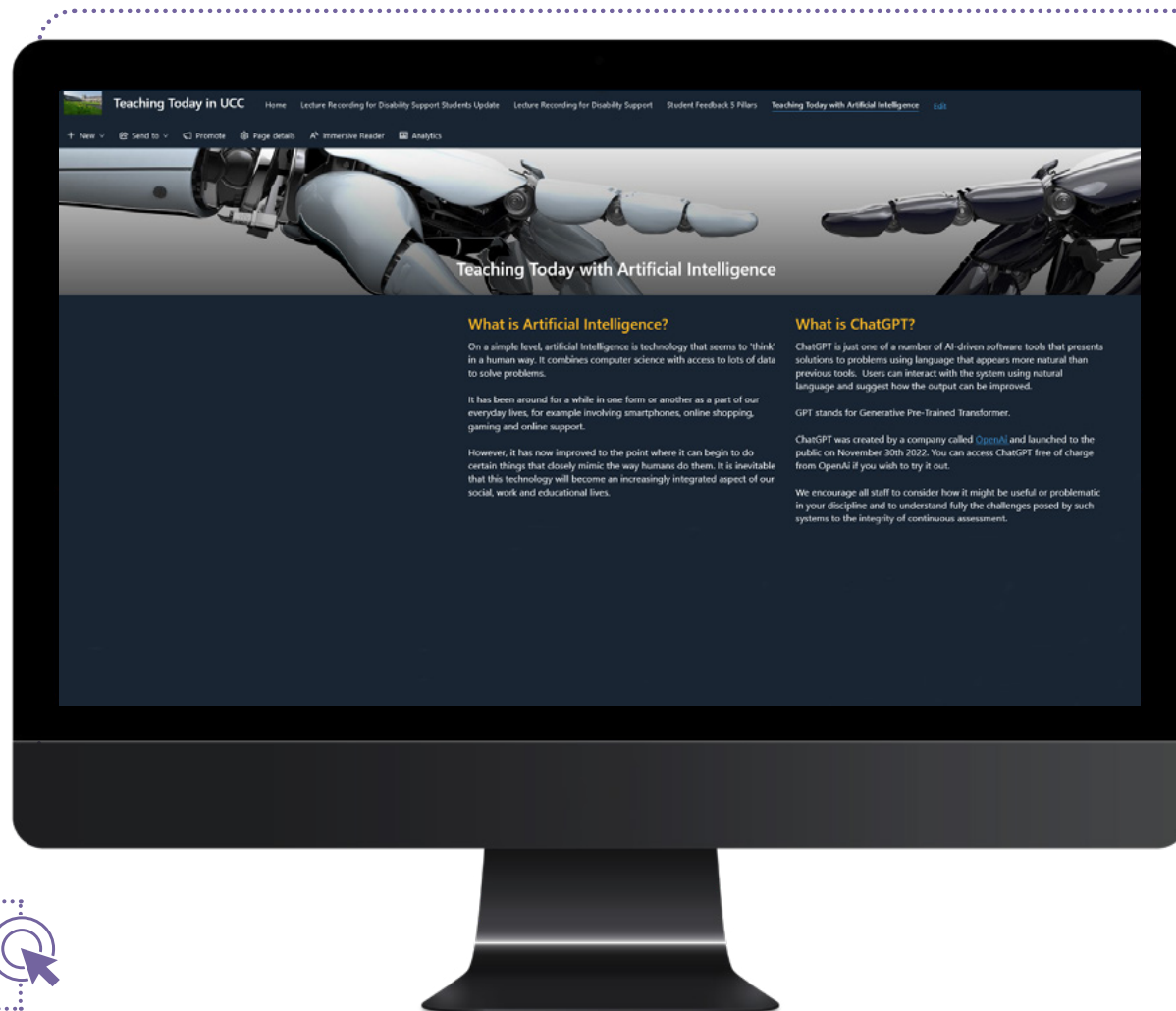


TEACHING TODAY WITH ARTIFICIAL INTELLIGENCE

Teaching Today with Artificial Intelligence

With the highly public release of ChatGPT at the end of November 2022, the CDE along with other centres in the Office of Vice President for Learning and Teaching, updated the Teaching Today in UCC SharePoint site to provide some information and advice to staff about the implications of artificial intelligence for teaching, learning and assessment in UCC. We recommend staff take some time to consider the challenges and pitfalls with this technology and engage with OVPLT around potentially changing practice.

For more on this, please go to <https://uccireland.sharepoint.com/sites/teachingtodayinucc>



REPORT CONTACT AND ADVERTISEMENT BY CONTRACT CHEATING PROVIDERS



Contract cheating providers, also known as essay mills, are increasing their efforts in targeting both students and staff. Over the holiday period, we received several reports of various accounts repeatedly messaging students on social media to ask if they were UCC students and then offering their services to help complete assignments. It appears that on this occasion they were targeting students who might have their university listed in the social media bio. As these providers are becoming increasingly

predatory, the Skills Centre have now set up a reporting form for students that was launched on Valentine's Day with our "Love Your Work" social media awareness campaign. Students can use this form to share the details of any contact or advertisement by contract cheating providers and we will report this to Quality and Qualifications Ireland on their behalf, keeping the student's details anonymous. QQI are able to prosecute these providers (not students!) under [Section 43A of the Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) Act 2019](#)

Please share our [reporting](#) form with your students and encourage them to join us in our fight against contract cheating providers that are targeting them. Students can also drop by the Skills Centre to discuss any concerns or to find out more about the resources and help available here.

These providers target staff as well and have recently been attempting to have links to their websites embedded on university webpages. Be wary of any messages you receive that highlight broken links on your site and suggest a replacement link. These will be in the guise of complimenting the information on your site and directing towards helpful resources, but the link they provide ultimately leads to a contract cheating provider (often disguised as an educational platform with resources and tutoring services).

Any staff who are contacted by accounts they believe might be essay mills or who notice advertisements for contract cheating services can report these directly to Dr Loretta Goff at loretta.goff@ucc.ie and can come to the Skills Centre should they wish to discuss any approaches they may have had from contract cheating providers.

FOR STAFF

DIGITAL EDUCATION TRAINING AND SUPPORTS

So far, this academic year the Centre for Digital Education has run three series of training sessions to support all staff who use the Digital Education tools available in UCC and those who assist them.

In August and September training kicked-off with a series of sessions that covered the basics of Canvas and Panopto. These sessions were held both online and on campus and aimed to help new staff understand the basics of the platforms while offering more experienced staff a refresher as semester one got underway.

October to December saw the rollout of a series of ten short online training sessions twice a week called 'Teach Digi Bytesize Sessions'. These short and focused sessions were designed to be as long as a coffee break, with a brief 15-minute demonstration around a specific feature in Canvas or Panopto.

Most recently, with the New Year came a new training series. The "CDE Intro" series takes a different approach to getting started with our Digital Education tools. The series sees the CDE team joined by the LTU, AVMS and the DAC to cover introductions to Canvas, Panopto and Microsoft 365 for Education. These sessions are geared around learning to navigate the platforms and where to go for support while providing insights as to how the features can be used in teaching practices in UCC.

**CENTRE FOR DIGITAL EDUCATION
2022/2023**

Feedback quotes:

- "It was timed nicely just as we start to put the finishing touches to preparations for the new year of learning!"
- "It introduced me to other aspects of canvas, that I wasn't aware of."
- "I needed a general introduction to Canvas so it was just perfect."
- Let us know what you think!

Series timeline:




- BASICS SERIES** (August - September)
- BYTESIZE SERIES** (October - December)
- INTRO SERIES** (January)
- Next Series** (Red arrow with question mark)

Resources, Email Support and Consultations (Yellow arrow)

CENTRE FOR DIGITAL EDUCATION, University College Cork.
cde@ucc.ie

CDE INTRO SERIES

These Sessions focus on logging in and navigating and around the platforms, and on completion you should be able to find and identify the different features that can be incorporated into your teaching and training practices and take the first steps in setting up these tools to enhance the learning experience.

 <p>INTRO TO CANVAS, UCC'S VLE</p> <p>Joined by the LTU, we cover the basics of Canvas, UCC's virtual Learning Environment, how to log-in and navigate the system and looks at some of the different features available and how they are used in UCC.</p>	 <p>INTRO TO PANOPTO, FOR LIVE RECORDING</p> <p>Joined by AVMS, we cover the basics of Panopto, UCC's video Recording and Management Tool - How to access it through Canvas and record and stream lectures. We look at some of the settings to be aware of and how they are used in UCC.</p>	 <p>INTRO TO MICROSOFT365 FOR EDUCATION</p> <p>Joined by the DAC, we introduce some of the features of the Microsoft365 platform that can be used to enhance your teaching practices and outline the kinds of scenarios that these tools can be used for in Digital Education in UCC.</p>
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CENTRE FOR DIGITAL EDUCATION, University College Cork.
cde@ucc.ie

For each series, additional time is allocated to sessions for any questions staff may have around the topics covered. Recordings of all the online training sessions to date can be found on the [CDE's Training page on SharePoint](#). We are currently considering what our next block of training will look like. This is your opportunity to shape what support the Centre for Digital Education can provide you with, so please get in touch if you have any ideas for future digital education training topics or see any gaps that we haven't covered using the [CDE Suggestions Box](#).

Along with running the training sessions above, the CDE team also provides supports in the form of online resources such as the [Teaching with Technology Canvas Course](#) that all UCC staff are enrolled in. We are currently revamping this course which will see the content re-organised and updated to help you to quickly find the information you need when you need it. More information will be published on this in the near future.

As always, the CDE has been underpinning training and resources with one-to-one support by email or consultation. If you have any questions around Digital Education in UCC,

you can email us at:  cde@ucc.ie

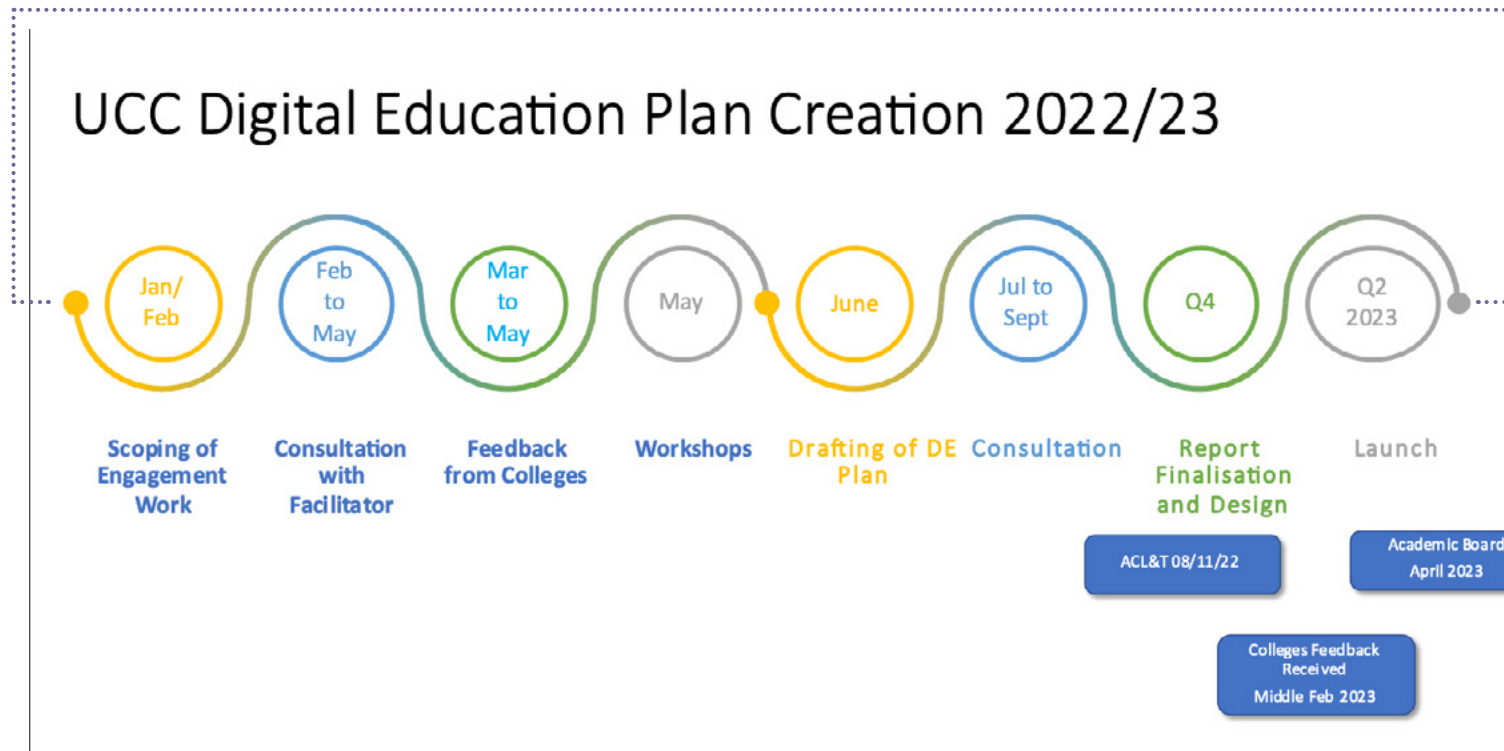
[or book a consultation](#) with us.

DIGITAL EDUCATION PLAN - UPDATE

A draft of UCC's first Digital Education Plan was circulated to colleges for feedback on 18th November 2022. The plan has incorporated staff and student feedback on digital education dating back to the Index surveys of 2019 and a significant amount of national and international reports and surveys. In 2022, the consultation process included initial college feedback in March, on campus and online workshops in May, and Academic Council Learning and Teaching

committee feedback in November. All colleges provided written feedback on January 18th and additional feedback from one school was sent on 14th February 2023.

The CDE is not redrafting the plan to accommodate this feedback with the intention of bringing it forward for AB approval in April 2023.



UPDATE TO CDE SHAREPOINT SITE

The CDE SharePoint Communications site has undergone a series of updates which we hope will better serve the current and future needs of our audience. Our wealth of training resources, information on digital badges, and one-to-one consultation

service are now more accessible than ever. Our site-users should look forward to even more updates as we prepare to launch the online iteration of the forthcoming Digital Education Plan.

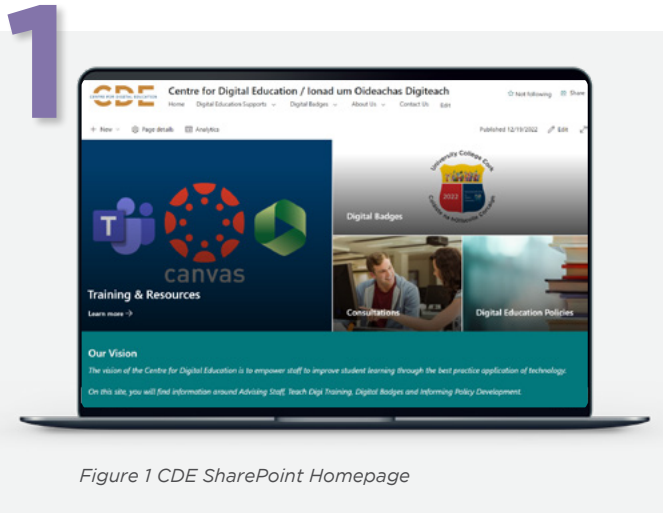


Figure 1 CDE SharePoint Homepage

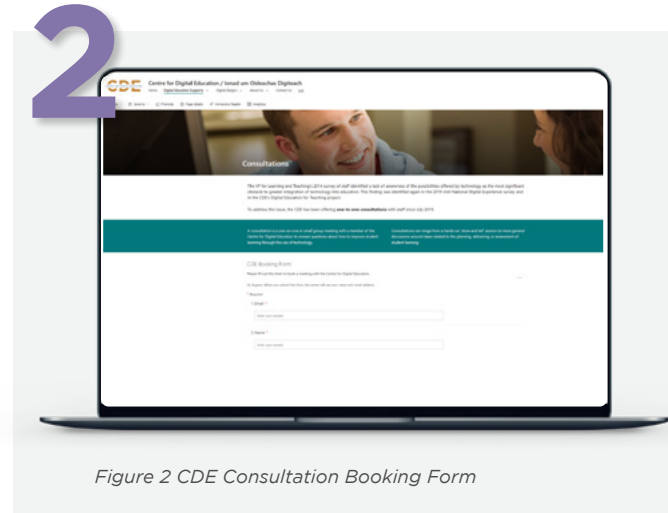


Figure 2 CDE Consultation Booking Form

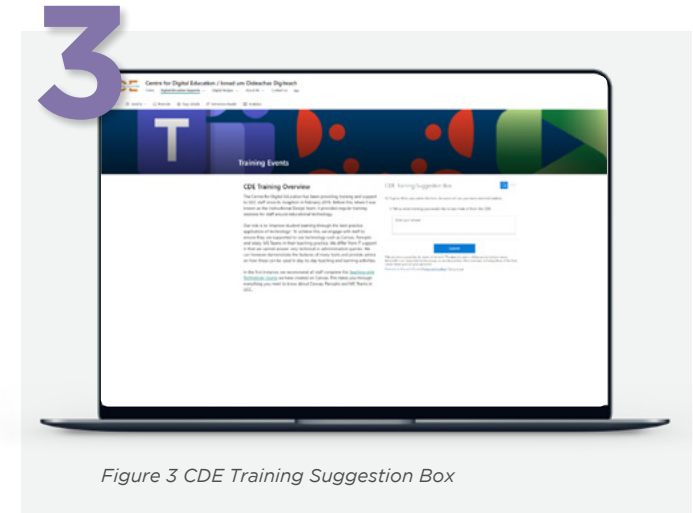


Figure 3 CDE Training Suggestion Box

FOR STAFF



Badge Issuing Events



Recipients Since December



Total Number Of Badge Earners



DIGITAL BADGES

Since the start of December 25 badge issuing events have been processed with 131 recipients successfully earning digital badges in topics ranging from the Manufacture and Science of Cheese to the Bystander Intervention programme.

To date, 96 digital badges have been approved and awarded. The total number of badge earners since the beginning of the programme is 4905.

FOR YOUR STUDENTS



SUPPORTS FROM THE LIBRARY

Reading Lists for Canvas:

This new service gives students direct access to course readings via their Canvas course. The service provides easy access to a reading list for each course – it can show a variety of formats, the location and availability of print books in the library, direct access to e-books and e-journal articles, digitised chapters of print material. Other resources such as links to websites, databases and videos can also be included. Lists can be structured to suit your Canvas course, by week or topic or essential and recommended reading.

Register and submit a list on the library website:
<https://libguides.ucc.ie/readinglistsonline>



Lists can be edited, stored and rolled over to the next semester or academic year. Library staff will create the list for you and lists can be suppressed until you are ready to make them available to students. Lists do not need to be complete to submit them to the library, we can start work on an 'in progress' list. Lists for semester two can be submitted now.

Feedback from staff who have used the service has been very positive. We encourage staff to try the service.

REGISTRATION OPENS FOR CIRTL'S PROGRAMMES

CIRTL runs a number of professional development offerings for staff, running from September 2023 to May 2024 which are now open for registration. Please see below for some guidance on which programme to choose before the closing date of 31st July 2023.

If you are new in your role in supporting student learning, whether as a lecturer or professional services staff member, then consider enrolling in the **Postgraduate Certificate in Teaching and Learning**. To date more than 50% of academic staff in UCC have completed the PG Cert in Teaching and Learning. Graduates of this programme then have the opportunity to progress to the Postgraduate Diploma or the Masters in Teaching and Learning. If you have completed introductory Teaching and Learning courses in other HEIs, you may be eligible to enrol directly in the Postgraduate Diploma or the MA programme; contact CIRTL about Recognition of Prior Learning pathways.

The **PG Certificate in Professional Practice and Leadership** is suitable for all staff seeking to formalise their experience, develop their leadership potential, and enhance their skills and professional competencies in the Higher Education sector. With a unique focus on leadership in higher education, participants in this part-time programme will explore the higher education landscape and operations, discover the latest insights into the development of policy and practice and connect with peers across the HE sector.

CIRTL's suite of programmes are aligned with UCC's promotional criteria for both academic and professional services staff, and with the National Forum's Professional Development Framework. Please contact Claire Devaney with any questions you may have about registration at claire.devaney@ucc.ie.



The CIRTL Circle outlining the various offerings and initiatives that support inclusive teaching practices.

COURSES



CERTIFICATE IN CPD IN DIGITAL EDUCATION

After a great first semester, the Certificate in CPD in Digital Education is back with a new cohort which started in January. With participants from UCC, DCU, the Educational Training Board, and University of Oviedo we'll spend the semester exploring ways to use Digital Education to support and promote student engagement and collaboration, to rethink and (hopefully) improve our teaching materials as well as assessment and feedback approaches.

The Certificate in CPD in Digital Education is a semester-long, 10-credit, Level 9 course and will run again in September. If you would like to receive updates on the programme, please contact Dr Sarah Thelen directly or [fill out the Expression of Interest form](#).



Certificate in CPD in Digital Education

COLLABORATION FOR STUDENT SUCCESS

The OVPLT is always looking to develop synergies to ensure student success. One of the latest collaborations involves the Language Centre and the Skills Centre. Sally Orren of the Language Centre is delivering a series of interactive sessions aimed at international students in collaboration with the Skills Centre. Each of these weekly workshops addresses common challenges for our international students. Attendees have responded extremely positively and have found them useful to help them navigate their study and life in Cork. The first session on *How English in Ireland is different from “standard” English* identified where the English spoken here varies from the standard they learned at school or college. This includes how vocabulary (e.g. “it’s grand”) pronunciation (e.g. “thirty-three”) and grammar (e.g. “she’s after losing it”) differ here from what they learned in a classroom. The workshop on *Using English communicatively when speaking* focused on strategies to help attendees focus on getting their message across, and the *Pronunciation workshop* focused on articulation, word stress and difficult sounds in English. Additional workshops in this series took place throughout February and March.

These sessions take place in the Skills Centre, Q-1 of the Boole Library on Monday afternoons at 4 pm. Please encourage your international students to attend these sessions. They can be booked via the Skills Centre [website](#) (open the “Public Calendar” to book) or students can drop in on the day and will be welcomed if the workshop is not yet full.



Sally Orren from UCC Language Centre who is running these workshops. Contact sally.orren@ucc.ie or on Teams

INTERNATIONAL MASTER'S PATHWAY

Applications are coming in from prospective students. Programme leads can contact academicenquiries@ucc.ie for an informal chat if they would like to hear how this programme can assist you in recruiting highly prepared applicants to your master's programme



THE INTERNATIONAL MASTER'S PATHWAY



Hi I'm Julie, the programme director for the International Master's Pathway

If you'd like to know more about this route into postgraduate study at UCC, why not contact me for a chat?

Email: academicenquiries@ucc.ie

SCAN HERE



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

THE INTERNATIONAL MASTER'S PATHWAY

Level 8 Higher Diploma in Academic Discourse and Skills
– a route into postgraduate study at UCC

Combining academic skills development with modules from your chosen master's discipline, gain a Higher Diploma and guaranteed entry to your master's on successful completion of this programme



SCAN HERE

For students who don't have the right grade at undergraduate level to meet the entry requirements for their master's and/or their English level is currently too low

Gain all the skills and confidence you need to succeed on your master's. **Begin, belong and become at UCC**

Find the list of eligible master's programmes at www.ucc.ie/en/imp/ or by scanning the QR code

COURSES



中國傳媒大學
COMMUNICATION UNIVERSITY OF CHINA



Centre for the Integration of Research,
Teaching and Learning (CIRTL)

VISITING SCHOLAR PROGRAM AND CIRTL PARTNERSHIP WITH CHINA UNIVERSITY OF COMMUNICATION

The Centre for the Integration of Research, Teaching and Learning (CIRTL), is delighted to announce the return of our Visiting Scholars program in collaboration with China University of Communication (CUC). This online course developed and co-ordinated by CIRTL aims to respond to three transformations of “digitization, internationalisation, and sustainability” in Higher education. It combines the expertise of CIRTL staff with guest lectures drawn from University College Cork leadership and includes national and international case studies. The course will be coordinated by Dr Owen Jump, in collaboration with a number of guest lecturers. The Visiting Scholar Programme has been run in UCC since 2012 and this online course is a welcome return to this international exchange of practice.



NEW SPRING SCHOOL ON SUPERVISION

CIRTL will run a two-day spring school (20th and 21st April) on the topic of research supervision in collaboration with outgoing Dean of Graduate Studies and UCC Futures. This two-day course will provide post-graduate supervisors with an opportunity to reflect on their supervisory practice and consider frameworks and approaches to enhance their practice. Participants will also be attuned to key UCC policies and procedures, as well as broader themes in the context of research supervision. Contact Dr Katy Dineen with enquiries katy.dineen@ucc.ie

SUPERCHARGING LANGUAGE LEARNING WITH CHATGPT WORKSHOP

Brendan Ó Sé, Head of Development and Professional Programmes in the Language Centre, delivered an online pedagogy workshop to teachers from different countries about the new opportunities presented by the large language model AI - ChatGPT. The workshop was open to both novice and experienced language teachers. Brendan structured the workshop to provide a better understanding of how to harness the potential of ChatGPT for personalized, accelerated learning in and outside the classroom. In a collaborative learning setting, the session generated multiple ready-to-use materials for the classroom. The workshop explored questions about the emergent AI and its impact on the roles of both teachers and learners as the dynamics of education continue to shift.



PEOPLE



NEW ROLE AT UCC LIBRARY

Following the completion of a recruitment competition, Grace McGlynn has assumed the role of Head of Business Operations & Projects, working with the University Librarian to lead on executive operations for UCC Library.

In her role, Grace will manage the Library administration and Library Events teams, and will work directly with the University Librarian to support the operations of Cork University Press. Grace will sit on the Library's Leadership Team and Management Team.

Grace has worked since 2015 in the now defunct Information Services unit providing executive-level support to the Director of Information Services and University Librarian as well as the Director of Library Services and Director of IT Services.

Grace has over 30 years' management and leadership experience working in both private industry and public sector settings.

STAFF PROFILE

Laura Lee, Research Manager in CIRTLL

Hello everyone! My name is Laura Lee, and I am the Research Manager in the Centre for the Integration of Research, Teaching and Learning (CIRTLL). I came to this position having studied Applied Psychology. I first did my BA and then went on to complete my PhD, both in UCC. For my PhD I studied the reading fluency development of monolingual and bilingual primary school children. I conducted my research in primary schools, and absolutely adored the experience of working closely with children in an educational setting.

My interest in education brought me to CIRTLL, where I have had the great fortune of working for the past 5 years. My role is multifaceted, but ultimately involves me working to support Teaching and Learning Enhancement. I coordinate Teaching and Learning funding opportunities, and love that work as it allows me to connect with colleagues across the institution striving to innovate in their Teaching and Learning practices. Another primary focus of my work is to deliver Professional Development for staff in relation to Universal Design for Learning (UDL). Again, this is a wonderful opportunity to connect with colleagues working in a multitude of roles and disciplines. My work with international research and capacity building initiatives has brought me to many wonderful corners of the world, and allows me to learn with and from colleagues working within very varied Higher Education landscapes.



Laura with her dog Beau

When I'm not in work I'm usually found with my husband and two dogs rambling around the countryside in East Cork. I am a yoga and pilates enthusiast, and have recently returned to making ceramics which is a tremendous joy. For the past 10 years I have been a spokesperson for Multiple Sclerosis (MS) Ireland, and have been honoured to represent the MS community as a patient advocate.

If ever you'd like to have a coffee and learn more about what I do, please reach out to me at:

✉ l.lee@ucc.ie

Q&A RÍANNA PECK – CDE



Q: Can you tell us a little about yourself, where you're from and how you ended up in the CDE?

I was born in the UK to an Irish mother and an American father, but I've lived in Ireland since I was four years old and grew up in Ballincollig, Co. Cork. I had many different interests in school including music, languages, English and sciences, but eventually settled on pursuing and completing a Bachelor of Pharmacy in UCC. Before I went through with fully qualifying as a pharmacist, I realised Pharmacy wasn't the career for me, and with the help of UCC Careers Services, I discovered an interest in technology and education, and found a place in the Centre for Digital Education (back when the unit was called Instructional Design) in 2017. And I've been here ever since!

Q: What is your role in UCC and what do you like about it?

I'm an Instructional Designer in the Centre for Digital Education. In this role I provide advice and guidance to staff on their digital education queries, conduct training and demos for staff on the use of digital education tools, and facilitate the availability of digital education resources to staff.

I like that in my role I can help empower UCC staff to enhance their teaching through the best practice use of technology. I find it fulfilling to help staff resolve digital education issues they have encountered or discuss digital education elements they may wish to implement in their teaching. And since technology is always developing, challenges can arise, so it keeps things interesting!

Q: What do you think we have learned, if anything, about the role of technology during the pandemic?

I think one thing we've learnt is how integrating technology into third level teaching can allow academics to reconsider how they use their in-class time with their students.

For example, when teaching a new topic students could first be directed to engage with the topic through self-directed learning on Canvas, maybe through watching pre-recorded videos that cover the topic's key concepts and completing knowledge-check quizzes and other basic exercises. Then, with students now having that basic understanding of the theory, the limited, valuable in-class time academics have with their students can then be used more efficiently on initiating students' higher order thinking skills, maybe by having a class discussion around examining a case study, arguing the validity of a statement, solving a complex problem, or comparing and contrasting two concepts. Another lesson learned I think is the importance of balancing our increased use of technology with maintaining healthy habits dedicated to self-care and wellbeing, such as regularly scheduling time away from our screens. With working from home becoming the new normal during the pandemic, I think it became a huge struggle for many of us to switch off fully from work, with our work and home lives overlapping more than ever before and many social and leisure activities that would usually take us away from our computer screens and out of the house, being postponed for a time. People's mental health suffered, and many experienced fatigue and burn out. While things are certainly better now than they were during lockdown, I think the crisis has opened up conversations around digital wellbeing, conversations we'll likely continue to have as we navigate a working world that is becoming more mobile and increasing its integration of technology.

Q&A RÍANNA PECK – CDE

Q: Any thoughts on what the future might hold for us, in terms of digital education generally?

Going forward I see digital literacy becoming an increasingly essential skill in today's third level education environment, whether you are an academic, an administrator or a student. There are many ways that technology can expand the way content is taught and learning is assessed, so I think those working in education need to remain open-minded around the possibilities that technology offers. Despite this, it's crucial that the principles of pedagogy still underpin all choices made in digital education and that we don't fall into the trap of using technology just for the sake of it. I also anticipate - and as a neurodivergent person, am hopeful for - an increased willingness from those working in the digital education sphere, to adhere to accessibility standards. I think more and more people will come around to the understanding that creating content with accessibility and inclusivity in mind from the outset improves the learning experience not just for students with disabilities, but for everyone else as well. Both students and staff can benefit from the accessibility supports technology can provide, which can help them work more efficiently and flexibly.

Q: Some quickfire questions.... outside of work, Ríanna, I know you're a music fan. What was the best gig you ever went to and why?

That's really tough as I've been to quite a few amazing gigs! Definitely one of my favourite gigs ever was seeing the Icelandic musician Daði Freyr in the Olympia Theatre last year. My friends and I got really lucky and managed to get a spot right at the front. The concert was an absolute joy from start to finish, we had so much fun! He even surprised us with a cover of Smash Mouth's 'All Star'!

Q: Any recommendations for our readers on something new to listen to?

I'm a big fan of French electronica legends Daft Punk so would always recommend checking out their discography. And if you're looking for a newer artist, I'd definitely suggest giving Norwegian singer AURORA a listen. Her music is a really interesting blend of electropop, art pop and Nordic folk.

Q: Do you have anything to recommend watching on streaming?

If you have Disney Plus and love a good political sci-fi thriller, I highly recommend checking out Andor - it was the best show I watched last year.

Q: Favourite movie?

I'm a big fan of animated films and it's hard to choose a favourite! I adore the works of Japanese animation studio Studio Ghibli, with my favourite films from them being Hayao Miyazaki's masterpieces 'Princess Mononoke' and 'Spirited Away'. And then, my favourite American animated films would probably be Pixar's 'Ratatouille' and Dreamworks' 'Kung Fu Panda'.

Q: Something about yourself your UCC colleagues mightn't know....

Here's a couple of things:

- I got my name from my mother mishearing a Fleetwood Mac song on the radio.
- I studied Japanese for my Leaving Cert.
- I used to do gymnastics as a kid and can still *just* about do a cartwheel.

Q: Favourite place for a lunch on or near campus?

Sicilian Delights on Magazine Road, their tomato soup is just so tasty!

Q: You rub the third Ogham stone in the north wing corridor of the quad, a genie appears and grants you one wish, to be transported somewhere for one perfect day. Describe what that might be?

I would love to spend the day taking a train trip with a loved one through the Swiss countryside (winter or summer - either season would be beautiful) and then finish off the day checking into a cosy inn in a picturesque village.

PEOPLE

DR SÉAMUS Ó TUAMA

Dr Séamus Ó Tuama is Director of Adult Continuing Education and an academic in the School of Government & Politics at University College Cork, Ireland. He is Chair of the ASEM Education and Research Hub for Lifelong Learning, an official network on lifelong learning research an official programme of ASEM. Below he writes about his recent trip to Asia, where he had the opportunity to learn about new approaches to lifelong learning.

Not as ambitious as Jules Verne's *Around the World in Eighty Days*, but filled with so many vivid impressions of the dynamism of South-East Asia, new approaches to lifelong learning, a university system that seems more focused, more resilient and more future oriented than their European counterparts. It would be impossible to capture everything from my ASEM Lifelong Learning mission in the seven countries I visited. I will instead give seven snapshots from my album, one from each country, in the order of my visit.

Singapore offered us one of the four slots in the Global Lifelong Learning Summit, putting us on the same level as the OECD, UNESCO, and the International Labour Organisation (ILO). We were presenting to a global audience including senior ministers, drawing directly on homegrown research, the ASEM LLL Hub panel also included UCC colleague Cathal O'Connell.

Having the opportunity to speak at the plenary of the QS Higher Ed Summit: Asia Pacific 2022 in Jakarta gave very high visibility to the ASEM LLL Hub, Ireland and UCC. The event was attended by all the leading and more ambitious universities in the region, and also offered opportunities to meet with many of them face-to-face in the periphery.

The Learning City of Balanga in The Philippines really left a lasting impression. They have embraced a joined-up approach to lifelong learning from the cradle to

the grave, covering every facet of life, using every imaginable means. They include every educational actor from primary schools to universities, with a very strong message that they can create the conditions for better lives for everyone. Among the metrics they quoted was that they have raised average life expectancy by seven years, think about that in terms of impact. They have made an unbelievable sea-change in the physical environment, created full-employment with huge levels of direct investment in high-tech sector, literacy levels are way ahead of the rest of the country, there is no homelessness, they have pushed drugs, crime and the red-light district out of town. They are doing everything from growing organic food to advanced research.



PEOPLE

Among my engagements in Thailand was to visit a learning centre in the city of Ayutthaya, in what was the former capital. Again, the bringing together of everyone with a common mission was astounding. But the jewel in the crown is without doubt what they have done with the water-hyacinth. This weed has clogged canals and rivers and caused phenomenal problems. In Ayutthaya they have used advanced science, traditional skills and a lot of ingenuity to turn a problem into a benefit. They have established a whole suite of industries that use this weed to weave cloth, make bags, biodegradable plates and bowls and a whole host of other products down to even extracting the plant food and even cat litter at the very end of the cycle. Every part of the plant is used, people have good jobs, the whole community is benefitting from sales including exports to markets like Japan.



My strong impression from Vietnam gives a sense of Asia in a hurry. I met with the Rector of the National University in Hanoi, we discussed a potential joint-project. The very next day I was with the Rector pitching the idea in the Irish embassy. That sense that Asia wants to create a new more optimistic future for its people, is evident everywhere, but I was still surprised at how quickly they managed to set up the meeting in the embassy. What is also evident in Vietnam and all the countries in the region is that they are as determined around social values as they are around economic ones, they want quality of life in safe, environmentally friendly environments, in which people of all ages can flourish and be respected.

When you land in Malaysia you are immediately aware that they are positioning themselves as the destination for university education. They are not just looking at their neighbours in Asia, they want to recruit European, American, Australian and African students too. In short order they are likely to be a step ahead of Europe,

they are building their reputation for high level education and research, they have a very welcoming environment and everything is so much cheaper. When I visited universities there, the main decisionmakers were there to not just meet and greet, but to try to glean as much information as possible from me. If Ireland wants to stay ahead in third level, it needs to think an awful lot more about joint-programmes where the Irish students go to Asia, not just Asian students come to Europe. For now Asia has all the advantages, they know Europe and they know Asia - we only know Europe and the anglophone world.

Brunei was an unexpected surprise. It has a reputation in the region for being a very conservative country, where the role of women is not to the forefront. On my first day there I gave the keynote to the national industry engagement forum. Afterwards there was a panel discussion. On my left side was an engineer who had worked their entire career in the gas and oil industry, out there on the rigs. They worked up the ladder to become the CEO and a leading voice in the modernisation of industry in Brunei. On my right-hand side was the equivalent of the Secretary General of the DFHERIS. That person had trained as a doctor, became a leading consultant in one of the top London hospitals, returned home and moved from medicine to become a key policy maker on national education policy. Both women spoke with authority and their voices were heard as loudly and clearly as anyone else in the room. I got the feeling Brunei might be a few steps ahead of Ireland in terms of gender equality, a point that became abundantly clear when I gave a workshop for university leaders the following day.



THE WORLD SCIENCE FORUM CONFERENCE

DR ROSARRI GRIFFITH

The World Science Forum Conference

This year, the 'World Science Forum' was held in Cape Town, South Africa (6-9th December 2022) This year it focused on the theme 'Social Justice and Dignity for Science in Africa', exploring the social and economic relevance, influence and responsibilities of science in global sustainable development. Keynote speakers included Tamás Freund President of the Hungary Academy of Sciences and President H.E. Cyril Ramaphosa, President of South Africa. At this global conference, Dr Rosarii Griffin presented and moderated at a session entitled: 'Scientific Freedom, Responsible Research and Innovation - UNESCO's Recommendation on Science and Scientific Researchers'. On the panel and in attendance included representatives from UNESCO, National Research Foundation (NRF) South Africa, South African Development Community (SADC), and the Science Department of the South African government. This bi-annual conference attracts academics, researchers, policymakers, scholars, governmental and NGO officials from national and international organisations. Sessions included: '*Science for Human Dignity - What Role for Science in Fighting Poverty, Unemployment, Inequality and Exclusion*'; '*Justice in Social Science - How to ensure science reflects the kind of society we want*' and '*African Agenda for Social Justice*' for example. The WSF is an excellent place to network and collaborate. The next WSF is in Budapest, Hungary in 2024.



LESOTHO - THE MOUNTAIN KINGDOM IN SUB-SAHARAN AFRICA

Dr Rosarii Griffith

In the heart of the northern part of South Africa, in the depths of the mountains, lies a little-known country named 'Lesotho'. Here the Basotho people are surrounded by beautiful mountains, rolling hills and magnificent countryside. However, this picturesque scene belies some of the most economically impoverished people in the world (culturally and socially, they are far from impoverished). In the heart of Lesotho, the province where I worked in December was Mafateng. Here typical households (rondavels) have no running water, no electricity, no indoor or outdoor latrines (toilets). Getting to and from places is difficult due to poor infrastructure: roads left in a bad condition following recent flooding, with some bridges swept away or badly damaged. I was in Lesotho on a research project, evaluating the work of a local NGO project. Its core mission was to support 'Orphaned and Vulnerable Children' (OVCs), children who have lost one or both parents primarily to HIV and AIDS. Supports included: educational fees, uniform and books; food stipends, and transport assistance, especially for those with disability. Other related projects include horticultural community gardens,



School Library, Lesotho

women's craft cooperatives and support groups for women and girls, as well as men delivering health messages around HIV/AIDs, Covid-19, etc. Overall, the NGO was doing tremendous work, and it was encouraging to see how much can be achieved with the dedication of core staff, focusing on ensuring these sustaining development projects worked, which were able to continue thanks to the support of philanthropic funders. Despite this great work, still so much more has to be done to bring Lesotho - as one of the least developed countries - to a point where every Mosotho's basic human rights and needs are met. The world must never tire of trying to help those with less, and who deserve so much more.



Transport and infrastructure, Lesotho



Garden project in Lesotho

PEOPLE



Michelle Finn and Chris McMahon, UCC Language Centre at the Postgraduate Expo



Norma Browne, ACE at the Postgraduate Expo



Sarah Armstrong, Ann O'Donovan, Julie Butters, Sally Orren, UCC Language Centre at the Postgraduate Expo



Luke Watson and Chara Charalambous, UCC Skills Centre ambassadors at the Postgraduate Expo



Samantha O'Sullivan, Eileen McBride, Orna Hayes, from ACE at Staff Orientation Cafe in the Aula Maxima



Ann O'Donovan and Nadine Carroll, UCC Language Centre at the Staff Orientation Café.

PEOPLE



Anna Santucci, Claire Maloney and David Moran, UCC Language Centre at the OVPLT Coffee morning.



Mary O'Rourke, OVPLT Office; Tom O'Mara, Centre for Digital Education and Laura Lee, CIRTL; at the OVPLT Coffee morning.



Rosarii Griffith and Jacqui Churcher, OVPLT; Carolyn O'Brien and David Moran, Language Centre



Catherine O'Mahony, CIRTL, Marian McCarthy, former VP Learning and Teaching, Lyndsey El Amoud, Adult Continuing Education.



Marian McCarthy, former VP for Learning and Teaching; Jacqui Churcher, OVPLT; Bettie Higgs, former Interim VP for Learning and Teaching.



Kathy Bradley, UCC Skills Centre; Sally Orren, UCC Language Centre, OVPLT Coffee morning.

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