

DOUBLE CLICK TO NAVIGATE 

## STORIES BY TOPIC:



## WELCOME TO THE WINTER EDITION OF THE OVPLT eNEWSLETTER 2023



*Professor Paul McSweeney, VP Learning & Teaching*

Welcome to the latest edition of the OVPLT eNewsletter. We have so many events, projects, workshops and news items to tell you about, it's hard to fit them all into one newsletter!

In this edition, we celebrate the wide-ranging achievements of our colleagues both in university life and in the outside world. The annual Learning and Teaching showcase took place on the 5th December, further details on the following pages.

The newsletter is packed full of upcoming events and workshops of benefit to UCC staff and also contains reports on events which have already taken place and will also be of interest to colleagues. The office of the Vice President for Learning and Teaching now comprises of 7 units which are Adult Continuing Education, the Centre for Digital Education, the Centre for the integration of Research, Teaching and

Learning, the Exam Appeals Office, the Language Centre, the Library and Cork University Press, and the Skills Centre.

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

Please contact Jacqui at [✉ j.churcher@ucc.ie](mailto:j.churcher@ucc.ie)

Best Wishes

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

**Professor Paul McSweeney**  
**VP Learning & Teaching**

 [www.ucc.ie/teachlearn](http://www.ucc.ie/teachlearn)

## AWARDS AND CELEBRATIONS

## LEARNING AND TEACHING SHOWCASE

The Learning and Teaching Showcase took place on the 5th December. The 2023 Showcase is a day-long event to highlight the diversity of learning and teaching initiatives happening across UCC and to exchange ideas and approaches. Themes include digital education, academic integrity, universal design for learning, education for sustainable development, and student engagement.

The Keynote presenter for the **2023 Learning and Teaching Showcase** was [Professor Randall Bass from Georgetown University](#). Randy Bass is Vice President for Strategic Education Initiatives and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and acts as the Director of the Baker Trust for Transformational Learning. He has been working at the intersections of technology, innovation and the scholarship of teaching and learning for more than thirty years. He provided a thought and conversation provoking perspective on teaching in higher education.

This year's Showcase brings together colleagues from across the university and includes 10 lightning talks, 11 panel speakers, and 79 posters reflecting the breadth and depth of engagement in learning and teaching enhancement in UCC. The event culminated in the President's Awards for Excellence in Teaching in the Aula Maxima.

**More information on the 2023 Learning & Teaching Showcase at:**  
[2023 Learning and Teaching Showcase | University College Cork \(ucc.ie\)](#)



Should you have queries on any of the above, please email:  
[✉ ovplt@ucc.ie](mailto:ovplt@ucc.ie)

## CONGRATULATIONS

**Congratulations** to our colleague in the Boole Library, **Angela Long**, who recently represented Ireland in the World Para Power Lifting Championships in Dubai in Dubai in August. Angela has since competed in the Irish Nationals and is hoping to qualify next year for the World Cup in Manchester June 2024.



*Angela Long in training.*

## AWARDS AND CELEBRATIONS



L to R, Marion Elders, Kathy Bradley, Eadaoin Regan, Evan Scanlan, UCC Skills Centre

## THE EUROPEAN FIRST YEAR EXPERIENCE LEADER/CHAMPION.

Congratulations to **Kathy Bradley**, former Head of the UCC Skills Centre and now Programme Development Coordinator for FET-HE Pathways Project, who recently was named as the inaugural winner of the **European First Year Experience Leader/Champion**. Kathy was delighted to accept this award on behalf of the Tutor Team and the Skills Centre Staff who have embraced her ethos and underpinned their service delivery with kindness and compassion. Kathy was awarded the title at the European First Year Experience (#EFYE2023) conference in Dundee Scotland. The EFYE Conference is in its 17th year, and this year, for the first time it has introduced awards. There are two available, EFYE Leader / EFYE Champion and EFYE Rising Star.

At the conference where, together with Dr Éadaoin Regan, the Skills Centre presented 3 different pieces of work. They had two Show and Tell sessions, the first sharing our Academic Study Coaching, while the second looked at four case studies of writing interventions that have been undertaken in the past year with each of our four Colleges. The final piece was a poster detailing the Postgraduate Push-Through writing retreat.

## AWARDS AND CELEBRATIONS



## DIGITAL SCHOLARSHIP STUDIO

The [Digital Scholarship Studio](#) in UCC Library is a technology-rich space providing access to equipment, hardware, and software to enable new modes of knowledge building and to create opportunities for students and staff to develop their digital literacy and integrate digital tools into their learning and teaching.

Within the Digital Scholarship Studio, you can find the following spaces and services:

### Guidance and advice

- [Workshops and training](#)
- High-spec [bookable computers](#) preloaded with specialist software such as Adobe Creative Cloud products (Photoshop, Illustrator, Acrobat Pro, etc), Unity Engine (3D, 2D, VR and AR development), Blender (3D graphics), and more
- Digital Makerspace: staff facilitated [3D printing](#), [3D scanning](#), and mold making.
- [Equipment loans](#)
- [Specialist peripherals](#) for use within the Studio space ·
- [Breakout room](#) for multi-person podcasting (up to a maximum of 4 people) or for project planning and consultations for digital scholarship projects ·
- Access to the [Japanese National Diet Library](#) online through a [bookable computer](#). UCC Library is one of eight partner libraries outside of Japan and the only library in Ireland providing access to view restricted material.
- Associated spaces include the newly upgraded [Library Studio](#) and the [Virtual Reality Lounge](#).

- Some examples of how our services and spaces have been used by staff and students include:
- Helping Digital Humanities students digitise butter wrappers from The Butter Museum
- Printing various 3D learning objects such as bacteriophages, animal cells, Japanese flutes (shakuhachi)
- Using software for projects and assignments. For example, users have been in the space for video and audio editing, graphic design work, coding, 3D modelling, architectural design. Inclusive UCC interns used Acrobat Pro to edit PDFs for accessibility.
- 3D scanning a cooked salmon fillet to create a 3D model that could be 3D printed as food. This project was to demonstrate proof of concept for people diagnosed with dysphagia.



These spaces and services are supported by Declan, Dave, Martin, William, and Stephanie who are on hand to help with any queries or provide general guidance Monday to Friday from 9am to 5pm. On Tuesdays, we offer extended evening hours until 7pm.

Have any questions or want to learn more? Get in touch with us via email at [✉ librarydigitalexperiences@ucc.ie](mailto:librarydigitalexperiences@ucc.ie)

## EVENTS IN THE DIGITAL SCHOLARSHIP STUDIO

### Drop-in Orientation Tours

Until the end of October, staff ran drop-in orientation tours for staff and students. Tours will run on Tuesdays and Thursdays for approximately 30 minutes.

### Maker Mondays

Once a month, the Digital Scholarship Studio will host Maker Mondays. This is an opportunity for staff and students to engage with technology from the Digital Scholarship Studio's Makerspace. [Maker Monday](#) started in October

### EmployAgility Workshops – Improving Student's Digital Fluency

To promote UCC Graduate Attributes and Values and digital skills, [UCC Library](#), [Graduate Attributes](#) Programme (GAP), and [Skills Centre](#) are running a series of in-person workshops for students focusing on visual communication, podcasting and audio editing, video editing, and accessibility.

Attendance in these workshops can count towards the [UCC EmployAgility Award](#), a digital badge which provides official recognition that students have engaged in and developed professional skills through extra-curricular activities, enhancing student's employability and graduate attributes.

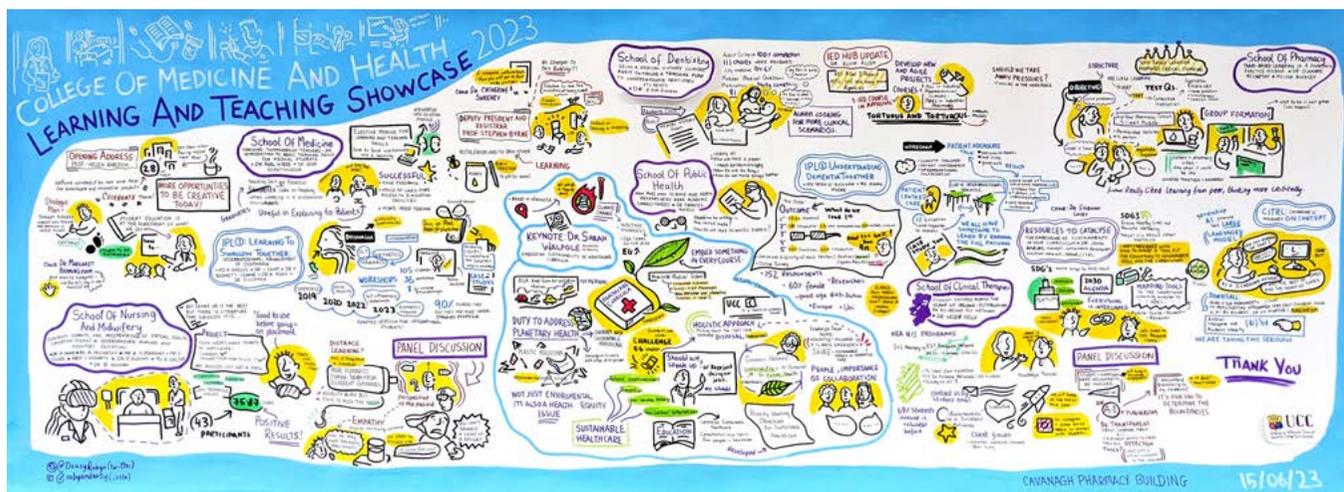
These workshops were held in the Digital Scholarship Studio in October and November on Wednesdays and Thursdays from 11:00 to 12:00. Registrations for all workshops via the [Library's Upcoming Events calendar](#).

### Other workshops, training, and events

We're always looking to offer different types of opportunities for staff and students to use the space to develop digital skills or support the development of these skills. Follow UCC Library on its social media channels ([Facebook](#), Twitter, and Instagram) to hear about new or upcoming workshops, training, and events in the Digital Scholarship Studio.

If you're UCC staff or student and interested in using the Digital Scholarship Studio as a teaching space, send us an email at [librarydigitalexperiences@ucc.ie](mailto:librarydigitalexperiences@ucc.ie) to discuss further.

## COLLEGE OF MEDICINE AND HEALTH LEARNING AND TEACHING SHOWCASE



Graphic harvesting image describing the College of Medicine and Health Learning and Teaching Showcase, artist Robyn Deasy.

The College of Medicine and Health Learning and Teaching Showcase was held in the Pharmacy Building on Friday 16th June. There was a large turnout from the College and across the University.

The keynote address on Embedding Sustainability in Healthcare Curricula was delivered by Dr Sarah Walpole, Newcastle University. Dr Walpole was introduced by Deputy President and Registrar Prof Stephen Byrne and went on to describe the role of healthcare in contributing to the climate crisis and how healthcare educators can embed sustainability issues throughout their programmes.

Guest speakers at the event were Dr John Barrimo (Sustainable Development Solutions Network Ireland/CIRTL) and Dr Catherine O'Mahony (CIRTL). Dr Barrimo's talk aligned with the sustainability focus as he described resources to catalyse the embedding of sustainability in curricula. Dr O'Mahony discussed the very relevant topic of ChatGPT and the challenges and opportunities posed by this development.

Each School in the College delivered a presentation on a Learning and Teaching innovation. Topics included: Virtual reality simulation in undergraduate nursing and midwifery education (Dr Mohammad

Saab, School of Nursing and Midwifery), Teaching tomorrow's teachers (Dr Anel Wiese, School of Medicine), Team-based learning (Dr Suzanne McCarthy and Ms Lisa Buckley, School of Pharmacy), How and why science and health researchers read academic papers (Dr Frances Shiely, School of Public Health), Using a medical history clinical audit to tailor a teaching plan to undergraduate dentistry students (Dr Eoin Gough, School of Dentistry), Establishing an all-island speech and language therapy student network (Dr Helen Kelly, School of Clinical Therapies).

Two presentations were delivered reporting advances in interprofessional learning in the College of Medicine and Health. Staff from the School of Clinical Therapies, School of Pharmacy and School of Food and Nutritional Sciences described Learning to Swallow Together, an interprofessional workshop on the management of dysphagia. Trish O'Sullivan (School of Clinical Therapies) and Niamh Moore (School of Medicine) outlined the Understanding Dementia Together interprofessional initiative that involves students from 11 disciplines in the College of Medicine and Health.

In addition to oral presentations, 27 poster presentations were on display during the showcase.

**Planning is underway for the 2024 event!**

## COLLEGE OF MEDICINE AND HEALTH LEARNING AND TEACHING SHOWCASE



Learning and Teaching Showcase Organising Committee: Dr Eithne Hunt, School of Clinical Therapies; Ms Maria O'Malley, School of Nursing and Midwifery; Dr Christie Godsmark, School of Public Health; Ms Anne Burke, College of Medicine and Health; Dr Catherine Sweeney, School of Medicine; Dr Siobhan Lucey, School of Dentistry; Dr Margaret Bermingham, School of Pharmacy; absent from photo Ms Jane Hurley, College of Medicine and Health.

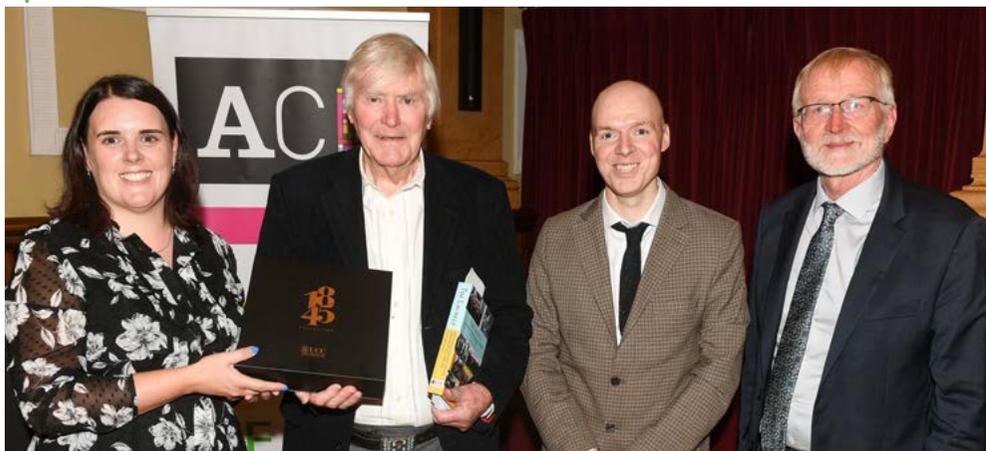


Attendees discuss one of the 27 posters presented at the Showcase.



Keynote speaker Dr Sarah Walpole was welcomed by Prof Stephen Byrne, Deputy President and Registrar, UCC.

## NEWS AND EVENTS



Lyndsey El Amoud, ACE; Prof. Michael Mortell; Alan McCarthy, Author; Seamus O'Tuama, ACE.

## CELEBRATING LIFELONG LEARNING; BOOK LAUNCH, LECTURE AND AWARD 2023

Former UCC President, Prof. Michael P. Mortell, was invited to launch Dr. Alan McCarthy's book, "The Laurels", about the history of adult education and lifelong learning at UCC spanning from 1946 to 2022 at an event in Council Chambers at City Hall.

Also on the day were the Alfred O'Rahilly Lecture and Bertram Windle Award:

### Alfred O'Rahilly Lecture:

This year's Alfred O'Rahilly Lecture was delivered by Dr. Josephine Finn from the Department of Adult and Community Education at Maynooth University. This annual event was initiated in 2016 to celebrate ACE's 70th anniversary. The lecture series aims to explore the public mission of the university, with a particular focus on adult education, lifelong learning, access, and community engagement. Dr Josephine Finn posed the question, what kind of future do we want to build? She discussed the role of education in building that future, touching on topics of AI, technology, sustainability, community and communication.

### Bertram Windle Award:

The Bertram Windle Award, also established in 2016, was presented to Ms. Tina Neylon, in recognition of her exemplary contribution to lifelong learning in her former role as founding Coordinator of Cork Lifelong Learning Festival. The award was designed by Artist Tom Little who was also in attendance on the evening.



Seamus O'Tuama, ACE; Tina Neylon, Learning City Festival; Tom Little, Artist; Lyndsey El Amoud, ACE.

## NEWS AND EVENTS



## LEARNING CITIES DAY

On Thursday 28th September, Cork celebrated Learning City Day and we were delighted to have an opportunity to celebrate the University's contributions to creating the special learning ecosystem here in UCC that has made such a profound impact globally through the UNESCO process.

UCC is one of the four pillar partners in Cork UNESCO Learning city, and our Learning Neighbourhoods Coordinator, Norma Browne hosted the Learning Neighbourhoods Recognition ceremony at Council Chamber in City Hall, celebrating not only the learning Neighbourhoods, but also the contribution of our colleagues across the institution to a world leading model of partnership.

## ACE WELCOME DAY

We were delighted to host our new student Welcome Day on the 23rd of September in the Aula Maxima. The new students were welcomed by Deputy Director of ACE, Lyndsey El Amoud and Vice-President for Learning and Teaching, Paul McSweeney. Following these introductions, there were presentations by former and current students about their student experience, sharing advice with the new students. We were also thrilled to have support from our colleagues in the Skills Centre, the Boole Library, Visitor Centre and Student Life who facilitated talks and tours on the day for our new starters.



## NEWS AND EVENTS



## UPDATE FROM THE SKILLS CENTRE

The Skills Centre had a busy summer of planning for the coming academic year and now that we have been back a couple of months, we are delighted with how the semester is going. We began providing short talks to incoming and returning students about our resources from as early as mid-August. As of the end of September, we have had **1,937 engagements**: Group sessions, Introduction Talks, and Promotional Stands (1,861) and One-to-ones (76).



This has been a phenomenal time for us and we are only getting started. Thankfully, the 2023 2024 Skills Centre tutor team is our biggest yet with 34 postgraduate tutors and 9 undergraduate tutors.

## SKILLS CENTRE MAKER SPACE

**TUESDAY: 10AM-4PM**  
**WEDNESDAY: 10AM-4PM**

(YOU CAN ALSO FIND US IN Q-1, BOOLE LIBRARY FROM 9AM-5PM, MON-FRI)



SCAN ME

✉ [skillscentre@ucc.ie](mailto:skillscentre@ucc.ie) ☎ 021-490-3839



Skills Centre



## UPDATE FROM THE SKILLS CENTRE

Skills Centre is officially above ground! At least, for two days a week. On Tuesday 3rd October we launched our pop-up Skills Centre in Makerspace, The Hub. This space acts as an all-day drop-in space for students to ask Skills Centre tutors anything about our services or enjoy a one-to-one chat with a tutor to discuss their individual academic writing, coaching, or soft IT skill needs. We will also begin hosting 'Spotlight' classes for the coming semester.

In our first two weeks in Makerspace, we had already engaged with 201 students which has been a phenomenal result for us. Drop-in clinics take place in our Q-1 location on Mondays, Tuesdays, and Thursdays from 3-4pm. Across these few timeslots, we typically see in total 10-15 students in a week. The use of Makerspace has therefore been an incredible addition to our services, making us more visible to students, and allowing us to promote our Q-1 fulltime centre too. Special thanks must be given to Gary Mulcahy, Head of Student Life for providing us with use of the space this year.

We will also be hosting themed weeks to encourage our roadmap to success alongside Dr Loretta Goff, our Academic Integrity Education Officer, and our colleague Benjamin Williamson and Ronan Madden from the Library. These 'Spotlight' timeslots will take place at various weeks throughout the semester from 11am-12pm on Tuesdays and 3pm-4pm on Wednesdays. Students can

feel free to drop in at these times during the set weeks to discuss the current week's academic theme and concerns around academic integrity with our Skills tutors, or sourcing journal articles, referencing, and much more with our library colleagues.

On Mon Oct 16th Academic Integrity week took place with workshops in our Q-1 location that complement the skills that promote and encourage academic integrity and in Makerspace. There were also lots of fun activities planned for students, such as Academic Integrity Bingo and our 'Spotlight' guest slot with Loretta to discuss all things Academic Integrity, including queries around the use of Chat GPT.

The pop-up Skills Centre in Makerspace, The Hub is open every Tuesday and Wednesday from 10am-4pm in addition to our fixed location in Q-1 Boole Library, Monday-Friday 9am-5pm.

If you have any queries, please do not hesitate to get in touch with Dr Éadaoin Regan, the Skills Centre Coordinator, or contact the front desk:

✉ [skillscentre@ucc.ie](mailto:skillscentre@ucc.ie)

## VISITORS FROM SHANGHAI UNIVERSITY

UCC Library were delighted to show treasures old and new to the visiting Shanghai University delegation on Friday 22 September 2023.

As part of the delegation's visit to UCC, they were given a short tour of UCC Library led by Alan Carbery (Head of Academic Services, UCC Library) with a particular focus on the Digital Scholarship Studio on Q+1 floor and the Special Collections and Archives RBRR on Q-1 floor.

Emer Twomey (Archivist, UCC Library) greeted the group at Special Collections and Archives, showing them to the Rare Books and Manuscript Reading Room where on display was a selection of material from our collections.

These included a scrapbook of Queens College Cork Examinations set by Professor George Boole, notable for having annotated answers by Boole to his own questions, examples of the graphic design work of Elizabeth Friedlander, an eighteenth-century coloured map of Inchiclough from the Bantry Estate Collection, and a selection of Cork County postcards from the John James Postcards Collection, notably Blarney Castle and Blackrock Castle Observatory.

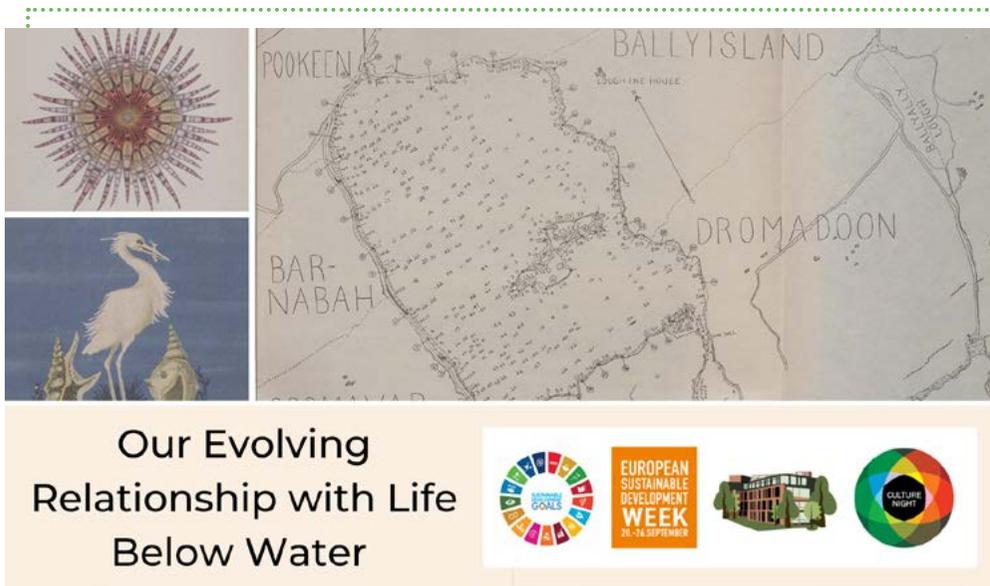


*The Shanghai Delegation viewing material in Special Collections and Archives.*

NEWS AND EVENTS

## SPECIAL COLLECTIONS EXHIBITION SERIES - OUR EVOLVING RELATIONSHIP WITH LIFE BELOW WATER

For Culture Night/[European Sustainable Development Week](#) 2023 Special Collections presented Our Evolving Relationship with Life Below Water, the second of an on-going exhibition series using the SDGs. In this series Special Collections' unique and distinct collections provide the building blocks to explore and consider how historical stories, discoveries and ideas from the 16th century to the present continue to shape our world and are relevant to modern research and global challenges.



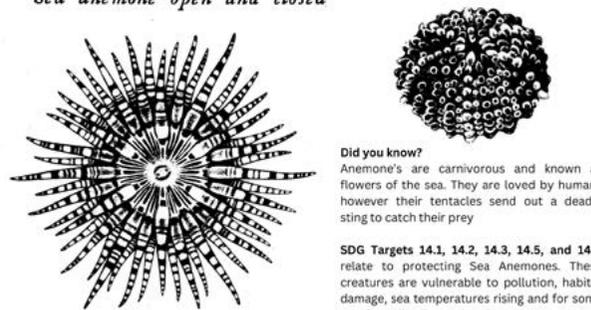
Our Evolving Relationship with [Life Below Water builds on the exhibition Life on Land: Birds & Trees from the 17th-21st Centuries](#) recognising the missing elements of that exhibition, namely a lack of interactive elements and student input. Both Life on Land and Life Below Water exhibitions relate to UN SDGs [15](#) and [14](#) respectively, and draw from [UCC's Sustainable Development Goal Toolkit](#).

Our Evolving Relationship with Life Below Water Culture Night event combined: a drop-in exhibition tour in Special Collections, hands-on activities on UCC Library's ground floor and a sound installation present both on both Q-1 and Q floors. In order to deliver this interactive event Elaine Harrington and John Rooney worked with two students to create the various elements. In a hands-on workshop Elaine and John introduced Tadhg Dennehy & Katie McShane to a range of items that could be included in the exhibition. Tadhg and Katie contributed to shaping the direction of the interactive event by suggesting other relevant items and suggesting in the spirit of the SDGs to limit the amount of plastic we produced for the interactive elements.

Katie McShane, an undergraduate student who leads Wise Water educational programmes worked with Elaine & John to create the interactive elements. It was important to us to make the link between the items to be coloured and the SDGs. Therefore, for the colouring sheets Katie selected a fact about the image shown and identified how the item on the image shown matched the SDGs.

### Our Evolving Relationship with Life Below Water

*Sea anemone open and closed*



**Did you know?**  
Anemones are carnivorous and known as flowers of the sea. They are loved by humans however their tentacles send out a deadly sting to catch their prey

**SDG Targets 14.1, 14.2, 14.3, 14.5, and 14.A** relate to protecting Sea Anemones. These creatures are vulnerable to pollution, habitat damage, sea temperatures rising and for some species collection and trade.

Image Source: Stephenson, Thomas Alan. *Seashore Life and Pattern*. London: King Penguin, 1944. [Friedlander Collection]



## NEWS AND EVENTS

Tadhg Dennehy, a PhD student in Film & Screen Media, responded to and was inspired by Preliminary Work of a New Biological Station (Lough Ine, Co Cork, I.F.S.) by Louis P.W. Renouf. Tadhg made underwater recordings from beneath the surface of Lough Hyne using an Aquarian Audio H2D Hydrophone which had a 9m cable. The sound recordings of life below water deepens our understanding of the invisible. Tadhg gathered and assembled the field recordings with a sample of music by Neil Quigley to create “Lough Hyne Under Louis P.W. Renouf.”



Tadhg Dennehy

By using items that matched textual, visual, audio and olfactory (older books smell like vanilla!) senses, we aimed to connect with as wide an audience as possible. Professional Service units and students partnered in an innovative manner to deliver a tenet that underpins much work undertaken by UCC. Our Evolving Relationship with Life Below Water matches UCC’s Strategic Plan under Goal Two (Student Success) and Goal Five (Our Place, Our Footprint). Through primary school, undergraduate and PhD students’ responses (in 2D, 3D and audio-visually) to items in the exhibition, we enhance the relationship between teaching and research, in turn supporting UCC’s academic strategy which will shape our future.



The drop-in exhibition tour in Special Collections included maps, posters and books of historical voyages of exploration and scientific investigations of seas and lakes. Elaine and John selected items under thematic headings: sea-voyages, unveiling the wonders of the deep, environmental awareness, research & conservation, arts & culture. The exhibition also

included artwork from Sophie, a student at Scoil Eanna, who responded to a prompt from UCC’s Skills Centre to create artwork, in their chosen medium, for what they believe reflects what can be found in their local rivers, lakes and beaches.



58 people attended Our Evolving Relationship with Life Below Water Culture Night/ESDW event. The in-person exhibition is live from now until 15 December 2023 in Special Collections, UCC Library. Our Evolving Relationship with Life Below Water online exhibition includes versions of the interactive visual and sound elements, and is available for all members of UCC to use as a digital tool. The hydrophone mic will be available for borrowing as part of Digital Scholarship’s complement of [borrowable equipment](#).

## NEWS AND EVENTS

# LAUNCH OF THE UCC TOOLKIT FOR THE ETHICAL INTEGRATION OF GENERATIVE ARTIFICIAL INTELLIGENCE

**National Academic Integrity Week 2023** took place from 16th -20th October and UCC held a number of events for both students and staff on campus.

The Launch of the **UCC Toolkit on the Ethical Integration of Generative Artificial Intelligence** took place on Tuesday October 17th and the Dora Allman room was at full capacity to hear Dr Loretta Goff, Academic Integrity Education Officer and Tadhg Dennehy, Research Support Officer at UCC Skills Centre introduce the toolkit. The publication of this toolkit is the culmination of the **(AI)<sup>2</sup>ed: Academic Integrity & Artificial Intelligence** research project, which paired students and staff across the four colleges of UCC to experiment with ChatGPT in their assessment design.

The Toolkit, developed as part of the (AI)<sup>2</sup>ed: Academic Integrity & Artificial Intelligence project, contains explanations of what generative AI is and how

it works; a framework for introducing this technology alongside academic integrity, including acknowledging use; an introduction to critical AI literacy; risk assessments and case studies evaluating the use of GenAI in learning and assessment from student-staff pairings across UCC's four Colleges; and practical recommendations for ethically introducing GenAI into learning activities. The Toolkit can be found on the project page and on the Skills Centre Information for Staff page, under Academic Integrity & Artificial Intelligence.



Students taking part in Academic Integrity Bingo

Professor Paul McSweeney, VP for Learning and Teaching at UCC gave the opening address and introduced the project leaders.

Followed by an Introduction to the Toolkit, and presentation from Dr Loretta Goff, Academic Integrity Education Officer, and Tadhg Dennehy, Research Support Officer, the event concluded with an animated panel discussion which generated so much interest that it ran half an hour over time and could have continued. The panel consisted of academics and students who partnered with the skills centre to analyse how AI could be used in a positive way in learning and teaching.



Tadhg Dennehy and Dr Loretta Goff, UCC Skills Centre.

**More information on the project can be found here**  
[\(AI\)<sup>2</sup>ed: Artificial Intelligence & Academic Integrity | University College Cork \(ucc.ie\)](https://www.ucc.ie/en/ai2ed/)

**And a recording of the launch can be viewed here**  
[Launch of the Toolkit for the Ethical Use of Generative AI in Learning and Teaching - YouTube](https://www.youtube.com/watch?v=...)



CORK UNIVERSITY PRESS

## WISE'S IRISH WHISKEY: THE HISTORY OF THE NORTH MALL DISTILLERY



*Distillery House, North Mall*



We have been eagerly awaiting the delivery of one of our key Autumn titles, Wise's Irish Whiskey: the history of the North Mall distillery by Barry Crockett and Stephen D'Alton, which was launched in October.

This is the untold story of the North Mall distillery in Cork, of which virtually no trace now survives.

Between 1825 and 1828, Ireland distilled more gallons of proof spirits than either Scotland or England. In 1828 over 400,000 gallons of spirits were distilled at North Mall.

The Wise family were great Cork entrepreneurs and business people.

In researching the book, authors Barry Crockett and Stephen D'Alton have drawn back the curtain on a hitherto forgotten area of Cork city, and on a fascinating layer of its industrial and social history.

There are insights into the politics of Cork Corporation, the lives of the workers, and how the coopers held sway in the whiskey trade until their power was broken by cheaper imports. There are also stories of harassment, extortion and arson.

Barry Crockett will be known to whiskey enthusiasts as Master Distiller Emeritus of Middleton Distillery, where he was born and where he spent his distinguished distilling career of forty-seven years.

Stephen D'Alton is a descendant of the North Mall distillery owners.

Irish Distillers Ltd (Pernod Ricard) are kindly supporting the launch, which takes place on the nineteenth of October in Cork. We are looking forward to raising a glass to the success of this fascinating book.

**Wise's Irish Whiskey: The history of Cork's North Mall distillery**  
**By Barry Crockett and Stephen D'Alton**  
**Published by Cork University Press, October 2023**  
**ISBN 9781782055754**

## PROJECTS & PUBLICATIONS

# CO-CREATING INCLUSION AND EQUITY IN TEACHING AND LEARNING

Co-Creating Inclusion and Equity in Teaching and Learning is part of CIRTl's contribution to the Path 4 2023 Inclusive University plan in collaboration with Access UCC, with funding of €241,000 from the Higher Education Authority (HEA). This initiative takes a three-pronged approach to enact sustainable models of professional development fostering equity-minded inclusive teaching practices that are grounded in universal design and support the participation and success of all UCC learners. The project team, with Dr Anna Santucci (PI), Dr. Bonnie Mullinix (Research Fellow) and Dr. Sharon Ultsch (Postdoctoral Researcher), is working on researching, designing, and implementing models that build long-term, sustainable capacity for institutional change towards these goals.



### The initiatives includes the development of three prongs:

### Titled:

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



Launch of the CIRTl Pedagogical Partners Project 5 September, 2023

## PROJECTS & PUBLICATIONS

### THE CIRTL PEDAGOGICAL PARTNERS PROJECT (CPPP)

partners teaching staff with students who have unique and intersectional identities, experiences and perspectives to share and offer to voice these on behalf of other learners to enhance learning for all students. Many student partners are members of the National Access Plan priority groups (socio-economically disadvantaged, minority communities, disabilities) and bring valuable insights to the learning conversation. These pedagogical partnerships provide teaching staff with the opportunity to gain student insights and perspectives on their module instruction, structures and effectiveness. The design of this project is emergent and, while informed by other projects across the globe, is deeply contextualised in the University College Cork setting. Launched on 5 September 2023, this first semester of AY23-24 represents the pilot phase of this project. Based on open calls to the UCC community and articulated interest from 37 students and 20 staff, we identified potential partners from across all 4 Colleges and Adult Continuing Education (ACE). Finalists participated in additional conversations and were narrowed to form 5 CIRTL Teams addressing 5 modules with 6 CIRTL Teacher Partners and 10 CIRTL Student Partners. Each CIRTL Teacher Partner (CTP) partners with two CIRTL Student Partners (CSPs) and together, they comprise a CIRTL Partner Team. Together each Partner Team will reflect on and discuss teaching and learning in the module. CIRTL Student Partners will observe and gather data on teaching practices, offer insights based on grounded student perspectives and discuss ideas for enhancing inclusion with their CIRTL Teacher Partner.

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

A Pedagogical Partners Project Showcase will be held the second week of January 2024 to highlight the insights, innovations and steps taken to enhance inclusive learning and equity-minded teaching as a result of this pilot project.

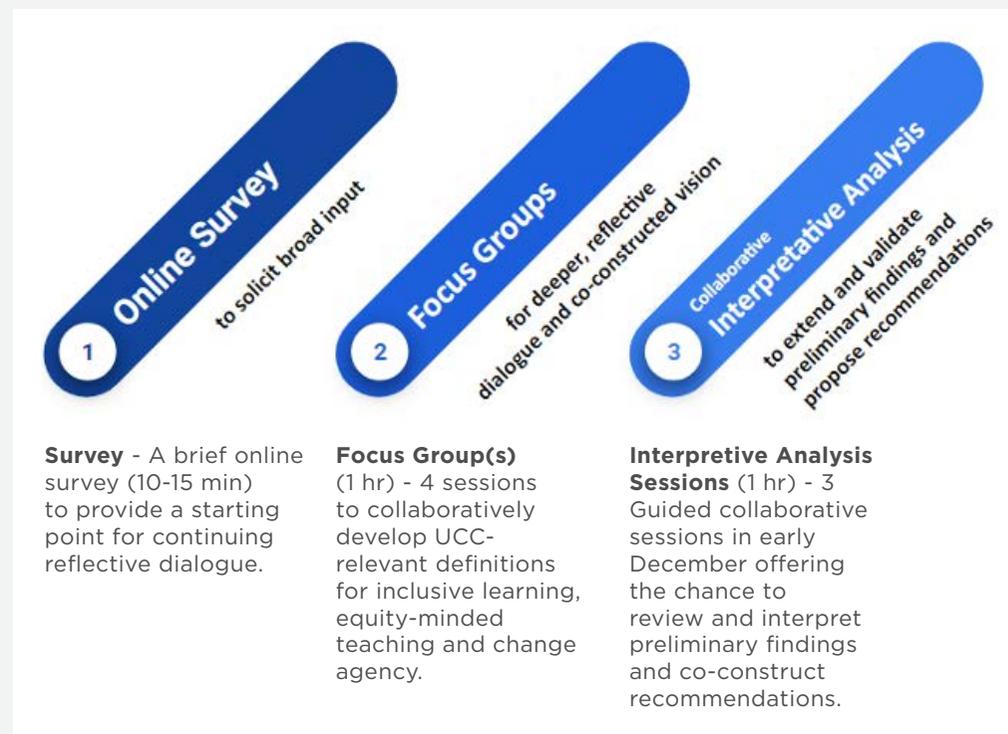
## DEVELOPING INCLUSIVE, EQUITY-MINDED CHANGE AGENCY (DIECA)

Is the second prong of this initiative and aims to engage UCC staff in co-imagining Continued Professional Development (CPD) offerings that foster change agency for inclusive, equity-minded approaches to teaching and learning at UCC.

The first step towards achieving this involves a project-based research study designed to inform the development of intentional structures of Continued Professional Development (CPD). The second step involves designing and offering the CPD to academic colleagues to enable their growth as reflective, equity-minded change agents. As such, the purpose of both project activities and research study is divided into two phases as follows:

1. To engage CIRTl affiliated academic staff in a reflective process of identifying and considering CPD offerings/activities that may provide effective support to understanding and engaging with equity-minded, inclusive teaching.
2. To identify, deliver and evaluate CPD that addresses key influences and competencies to support UCC academic staff in their development as reflective, equity-minded change agents for teaching and learning (T&L) in higher education.

In the initial study-oriented phase of the project, academic staff who have some relationship to and affiliation with CIRTl will participate in a series of activities and events and build on their shared, experiential understanding of CIRTl's CPD context to co-create guiding definitions and collaboratively influence the identification and development new CPD offerings supporting change agency for inclusive, equity-minded teaching. This study is being conducted across three scaffolded stages:



**Survey** - A brief online survey (10-15 min) to provide a starting point for continuing reflective dialogue.

**Focus Group(s)** (1 hr) - 4 sessions to collaboratively develop UCC-relevant definitions for inclusive learning, equity-minded teaching and change agency.

**Interpretive Analysis Sessions** (1 hr) - 3 Guided collaborative sessions in early December offering the chance to review and interpret preliminary findings and co-construct recommendations.

This collaborative process will help to ensure that the co-created CPD offerings reflect the needs and interests of UCC academic staff to enhance educator agency and build capacity towards envisioning and contributing to a more inclusive and equitable teaching and learning ecosystem at UCC.

Dissemination of Project activities and outcomes for these projects is already underway. Sessions are scheduled at UCC for semester 1 and presentations and articles are proposed and planned for October 2023 through April 2024.

## PROJECTS & PUBLICATIONS



### INTERNATIONAL GRANT SUCCESS FOR CIRTL



A grant proposal developed by the European University Association with a CIRTL team led by Dr Catherine O'Mahony, Dr Laura Lee, Dr Katy Dineen and Dr Owen Jump was recently deemed successful by international reviewers. The project spans 3 years and includes colleagues from Ruhr University Bochum, Utrecht University and the University of Oslo. The project will focus on how to enhance staff development across the EUA partner countries in support of teaching and learning. The timing of the project is serendipitous given UCC's hosting of the EUA Learning and Teaching Forum from 27-28 February 2025 at which point some emergent findings may be shared.



### L&T SEMINAR FUNDING DISTRIBUTED ACROSS UCC

CIRTL and OVPLT were delighted to support 23 Learning and Teaching Enhancement Seminars with support from the National Forum's SATLE 2022/2023 fund. The seminars, running between September and December 2023, will provide colleagues the opportunity to connect with peers and to focus on shared interests related to Teaching and Learning Enhancement. The seminars also create opportunities to hear from national and international experts on Teaching and Learning topics, and to disseminate examples of good practice to a wider audience. Seminars will be announced by their School/Departmental hosts across email and social media so make sure to keep an eye out for upcoming events!

## SPOTLIGHT ON SATLE PROJECT



Ruth Hally

### Developing and Documenting Community-engaged Learning (DD\_CEL) Modules in UCC

Civic Engagement is a reasonably well understood concept in higher education. But, for many academics, it is not clear how to bring civic engagement into their teaching. We are great at highlighting the best examples of civic engagement and capturing them in glossy case studies and exciting videos but how do we reach the academic staff who don't know where to begin or those who seek further clarity? Community engaged learning is considered an impactful, high-quality means by which to action Education for Sustainable Development (including the SDGs) and

to make progress on UCC's Connected Curriculum, and thereby staff need accessible resources and supports to integrate civic and community engagement in their teaching approaches. Alongside the role played by Dr Ruth Hally as the Engaged Learning Officer, this is a gap that the DD-CEL project aims to address.

The purpose of DD-CEL is to develop four Community-engaged Learning modules in UCC's 4 colleges and illustrate the steps involved in designing these modules.

#### The project partners are:

- Dr John Goodwin and Ryan Goulding (School of Nursing and Midwifery)
- Dr Sharon Lambert, School of Applied Psychology
- Dr Noreen Byrne, Cork University Business School
- Dr Jerry Reen, School of Microbiology

DD-CEL aims to 'lift the bonnet' on designing and delivering CEL modules so that others can benefit from making these learnings explicit. The open educational resources (OERs) produced at the end of the project will demystify the process of developing a CEL module with a community partner. As well as creating a partnership with a community-based organisation, the academic staff will each recruit a student to partner with for the duration of the SATLE funded project. This student partner (a paid role from the DD-CEL budget) will work hand in hand with the lecturer to inform and shape what the module will look like.

Dr Ruth Hally, in CIRTL, will support the 4 lecturers, and their student-, and community- partners to develop CEL modules and share this learning process with academic staff in UCC and beyond. The project is designed to provide a space for project team members to share their discoveries together and for the student and community partners to also contribute to and benefit from in this shared learning and experiential space. Built into the project design, is a skills training workshop where project team members (including community partners and the student partners) will attend a half day training session to learn how to use resources such as Canva and Videoscribe. Using these newly honed skills, each module team will create a short visual guide to capture the development and implementation of their CEL module. Additionally, 4 short videos will be produced by a media production company which will allow the different DD-CEL project members to tell their stories of what it was like to create a module with a CEL teaching approach. An end of project showcase will be held to launch the OERs and to platform the 4 academics as CEL champions in their respective colleges and in the university more generally.

For more information contact Ruth Hally:

✉ [ruth.hally@ucc.ie](mailto:ruth.hally@ucc.ie)

#### Civic Engagement Toolkit

<https://www.ucc.ie/en/cirtl/resources/cetoolkit/aboutthetoolkit/>



## PROJECTS &amp; PUBLICATIONS

## DIGITAL EDUCATION PRINCIPLES

UCC's first Digital Education Principles have been published and are available on <https://uccireland.sharepoint.com/sites/CentreforDigitalEducation2>. We have a limited number of hard copies available. If anyone would like one of these, please email: [cde@ucc.ie](mailto:cde@ucc.ie) and we will get them to you.

### DE Principles

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

### Some of the new actions currently underway in support of these Principles include:

- Rollout of university-wide Vevox access, an online live audience/polling engagement tool;
- An overhaul of our Teaching with Technology Canvas course, to include CDE Recommendations;
- A Digital Assessment Project, aiming to bring together policies, pedagogical thinking, Canvas guides and IT considerations into simple practical guidance by the end of Semester 1;
- A Digital Education thread in the Learning And Teaching showcase event on December 5th; and
- A Lecture Recording Automation pilot, with a report due in Semester 2.

### Other projects expected to begin soon include:

- A review of UCC's Learning Taxonomy;
- Mapping of digital education resources across the campus;
- Updated DE training and support processes; and
- Guidance on use of learning analytics.



## MIC4VET

This September, our Deputy Director in Adult Continuing Education [Lyndsey El Amoud](#), welcomed European representatives to Cork for the second Transnational meeting of the [MIC4VET Project](#).

MIC4VET is a project funded by the Erasmus+ Programme of the European Union and the team have been exploring the potential use of microcredentials to enhance the acquisition of transversal and soft skills and competencies in the VET sector. Lyndsey is the Irish representative on the Erasmus+ MIC4VET project. This is a very exciting project that could be the starting point for a change in the European training system.

During their visit to Cork, the team also took the opportunity to participate in guided tours of [Crawford Art Gallery](#) and [University College Cork](#).





## MANY NORTH CORK TRAVELLER CHILDREN STILL FACING BARRIERS TO EDUCATION, STUDY FINDS

- New research finds many children are experiencing ‘high levels’ of disadvantage.
- This study explores the barriers to education for Traveller children from their parents’ perspectives.
- The report outlines 20 recommendations.

A new report reveals the significant barriers to education faced by Traveller children living in the north Cork region, with many children still experiences ‘high levels of disadvantage’ across the region.

The Travellers of North Cork report undertaken by Dr Patricia McGrath at Adult Continuing Education, examines the pressing issues affecting the Travelling Community and shares their experiences of the barriers to progression from one level of education to the next.

Dr Patricia McGrath said: “Historically, Irish Traveller children have encountered significant disadvantages within the Irish education system. Despite the Government’s commitment to reducing this disadvantage and improving progression rates to Further and Higher education, this research finds that barriers to education persist for Traveller children in primary and secondary schools. It is essential to address these challenges throughout a child’s life journey, ensuring schools have adequate resources to support Traveller children.”

“With the necessary supports in place, Traveller children ought to transition successfully from primary to secondary schools, levelling the playing field to give them the opportunity to progress to further and higher education and achieve their full potential,” Dr Patricia McGrath said.

### Key findings in the report include:

- The study has highlighted a scarcity of National Educational Psychological Service (NEPS) assessments in primary schools, which is essential for identifying and addressing additional educational needs.
- The report emphasises the absence of Traveller Cultural Awareness Training in schools and in the curriculum, contributing to non-inclusive environments where children feel marginalized.
- Schools that acknowledge and celebrate Traveller Culture are highlighted as welcoming environments and models of good practice for others to follow.
- The research identifies the lack of Traveller Cultural awareness in teacher training colleges, calling for the inclusion of trauma-informed practices and Traveller Culture Awareness in teacher training programs.
- Some schools still segregate children into Traveller-only classrooms, a practice that should have been eliminated in the past.
- The report found that early school leaving is encouraged, with some teachers actively encouraging children to leave school once they reach the legal age of sixteen.
- Low expectations of Traveller children in schools perpetuate barriers to progression from primary to secondary education and beyond.

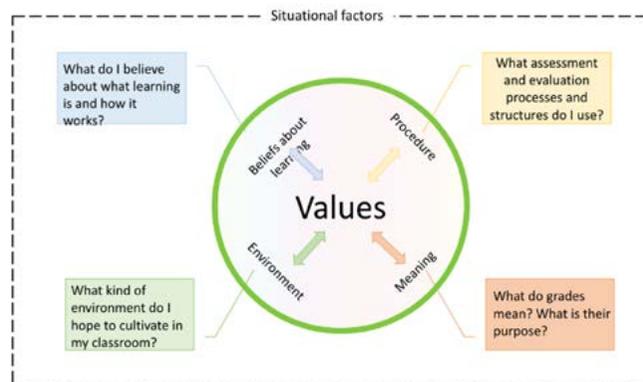
The report makes 20 recommendations how to improve the educational experience and rates of progression for Traveller children, including that all schools should have Traveller Cultural Awareness Training; all schools should actively promote cultural identity, diversity and inclusion for all children, and specific funding should be made available for schools to support Traveller students to progress in education.

## PROJECTS & PUBLICATIONS

### SCHOLARLY CONTRIBUTIONS FROM THE CIRTL TEAM

Anna Santucci was invited to open the [30th SoTL \(Scholarship of Teaching & Learning\) Summit](#), organised by Kennesaw State University (USA). She and her colleague Sara Nasrollahian (Univ of Iowa, USA) facilitated this interactive plenary session: The People We SoTL With: [SoTL as Collaborative Process and Inclusive Trans-disciplinary Practice](#), which explored SoTL’s intentional state of disruptive liminality and constant emergence as a transdisciplinary field informed and shaped by the intrinsic diversity of its participants. They collaboratively asked how our epistemological perspectives (including who we are, our stories, and the people that shape our journeys) inform the way we understand Teaching and Learning. Participants were encouraged to apply insights surfacing from this conversation into their contexts, envisioning how SoTL discourse can help foster practices that expand individuals’ potential and value relational complexity in inquiry processes, thus enabling us to enact more equitable approaches within our spheres of influence.

Anna also presented at the 2023 Grading Conference, which brings together online university educators interested in alternative and equity-minded assessment, her collaborative work in progress on the VALUES Framework, which helps teachers design more equitable assessment strategies that better align with their values and student learning goals.



Dr Katy Dineen presented her work in July at the European Conference on Ethics and Integrity in Academia in Derby, UK. Katy’s paper addressed “The virtues and vices of those who research, those who teach, and those who learn”. This builds on the research and practice examples that inform the short course for staff on Fostering Academic Integrity in Learning and Teaching. This short course was developed collaboratively by Katy Dineen, CIRTL, and Loretta Goff, Academic Integrity Education Officer in the Skills Centre and is open to all staff in UCC.

### BBC4 PANEL DISCUSSION ON EXERCISING POWER OVER CHILDREN AND YOUNG PEOPLE

Dr Katy Dineen shared her insights on childism and the rights of children as an invited panellist on BBC Radio 4’s Moral Maze programme. The panel discussion addressed the topic of “Adults, Children and Power: What’s the moral case for exercising power over children and young people?”. Katy drew on her scholarship on Kantian philosophy and outlined practical strategies for those trying to navigate between demonstrating authority in classrooms, lecture rooms etc and treating children and young people with dignity and respect. Some useful insights as we return to teaching.

**Listen Back**

[www.bbc.co.uk/programmes/m001qmhb](http://www.bbc.co.uk/programmes/m001qmhb)



## PROJECTS &amp; PUBLICATIONS

## PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT (POD) NETWORK IN HIGHER EDUCATION

Dr. Bonnie Mullinix has been appointed to the POD Network Core Committee (Governing Board) for a three-year term, 2023-2026. She has also guided the [AI in Education](#) Group into Special Interest Group (SIG) status within POD. As a founding moderator of the original group, now over 1100 members from across the globe, she will serve as the Core representative for this group, the Digital Resources and Innovation Committee and the Co-creating through Partnerships SIG.

## POD NETWORK CONFERENCE IN PITTSBURG, PA USA 16-19 NOVEMBER, 2023.

Dr. Bonnie Mullinix has also been accepted to present sessions on Generative AI at the upcoming Titles: Leaning into AI: Proactive Responses to Generative AI Tools and Birds of a Feather: AI in Education.

Dr. Anna Santucci and Dr. Sharon Ultsch will also be presenting at the Conference as part of the session sponsored by the Co-creating through Partnerships SIG highlighting the CIRTL Pedagogical Partners Project.

## CIRTL PUBLICATIONS:

Bonnie Mullinix & Anna Santucci. Pedagogical Partnerships: Co-creating Inclusive Learning and Equity-minded Teaching Presentation at Innovative & Inclusive Academia Symposium, Modena, Italy 19-20/10/23

Mullinix, B.B., Organizational Positioning of Centers for Teaching and Learning, POD Network Centering Centers podcast 6 October, 2023.

2023 Reviewer of the Year (Inaugural): Journal of Faculty Development (announcement January 2024 issue)\*\*

**Santucci, A., J. Golas, and A. Cox (2023) "Grading for Learning." *The Exchange, Spring*, pp. 7-12.**

<https://nefdc.org/wp-content/uploads/2023/08/ExchangePublicationSpring-2023.pdf>

**Supple, Briony, and James G. R. Cronin (2023) "A Pedagogy of Slow: Integrating Experiences of Physical and Virtual Gallery Spaces to Foster Critical Engagement in SoTL." *Teaching & Learning Inquiry*, 11, pp. 1-20.**

<https://doi.org/10.20343/teachlearningqu.11.2>

## COURSES

### CIRTL'S PROGRAMMES ATTRACT A LARGE INTERNATIONAL AUDIENCE

This semester sees close to 120 participants across three of CIRTL's staff development programmes on teaching and learning in Higher Education. The participants reflect 22 different nationalities and 60+ different disciplines and are drawn from 17 different institutions worldwide. This makes for very rich, interdisciplinary, inter-institutional and international conversations around teaching and learning.

If you are interested in taking the Postgraduate Certificate in Teaching and Learning in 2024/25 please contact Programme Director Dr Owen Jump. [www.ucc.ie/en/ckb02/](http://www.ucc.ie/en/ckb02/)



### NEW PG6013 MODULE ON CRITICAL TRENDS IN TEACHING & LEARNING AVAILABLE STARTING SEMESTER 2 2024

Dr. Anna Santucci looks forward to welcoming postgraduate students in this new module, whose goals are to develop knowledge of current international trends in the field of Teaching and Learning in Higher Education, increase critical awareness of one's values, skills and competencies in relation to inclusive educational practice, and connect Scholarship of Teaching and Learning (SoTL) principles to one's specific contexts and career plans.

*See more details about [PG6013 in the Book of Modules](#), and encourage your students and colleagues to consider participating!*



## COURSES

### Hopscotch 4-SoTL



## MA IN TEACHING & LEARNING IN HIGHER EDUCATION COHORT

CIRTL is excited to welcome 9 Teaching & Learning projects in this year's MA cohort, which features 5 UCC colleagues, 2 currently teaching in Dublin and Galway, and 2 joining us from Austria. MA director Dr. Anna Santucci is implementing this new [Hopscotch 4 SoTL](#) tool, developed from the Center for Excellence in Teaching and Learning (CETL) at Kennesaw State University to support SoTL inquiry design and implementation.

## RPL DIGITAL BADGE

The current delivery of the free 6-week digital badge in Recognition of Prior Learning is underway. This exciting course is offered through the HCI National Project in RPL in association with the National Forum for the Enhancement of Teaching and Learning. The badge is an excellent opportunity to discuss and share RPL experiences and practices with peers from across the tertiary sector. Learning outcomes for the course include:

- Explain the concept of RPL and reflect on its application within their own setting;
- Reflect on the potential impact of RPL for an institution, its staff and students;
- Identify existing policies and consider their alignment with practice;
- Analyse the relationship between programme and module learning outcomes and the RPL candidate.

Please see this [link](#) for more information. The digital badge is facilitated by Dr Ciara Staunton, ACE Academic Operations, Manager.

## COURSES

## ACE AT UCC AND BIOPHARMACHEM SKILLNET LAUNCH NEW BIOPHARMACHEM CREDENTIAL PROGRAMME

ACE at UCC and BioPharmaChem Skillnet have launched a new micro-credential to support the continued growth of the domestic BioPharmaChem sector.

The 'Certificate in Continuing Professional Development: An Introduction to BioPharmaceuticals and Advanced Personalised Therapies' has been developed by Adult Continuing Education (ACE) at UCC, in collaboration with UCC's School of Biochemistry and Cell Biology.

The micro-credential has been designed to meet the upskilling and reskilling needs of those currently involved in or looking to transition into the biopharmaceutical or the emerging cell and gene therapies sectors.

The new micro-credential programme will provide students with an introduction to the molecular and cellular basis of disease and how this informs the design and manufacture of biological therapies.

There will be a focus on protein and vaccine based therapeutic approaches, as well as emerging gene and cell therapies, and the personalised treatment of disease which will be of huge benefit to the biopharma sector.

Speaking at the launch of the programme, Lyndsey El Amoud, Deputy Director in Adult Continuing Education at ACE, said: "The Biopharmaceutical industry is undergoing a period of rapid expansion, growing its significant contributions to Ireland's economy. This brings with it the prospect of additional employment opportunities, but also the challenge of meeting the appropriate skills and knowledge needs to expand the sector."

Dr Eoin Fleming, of the School of Biochemistry and Cell Biology, said: "Continuing expansion in the Irish Biopharmaceutical Industry is offering incredible opportunities for those prepared to upskill and reskill to meet the urgent recruitment needs of the companies. Technological advances are also allowing for the emergence of advanced therapy medicinal products (ATMP's), and we are at the start of a new era that will involve novel personalized therapies being used to treat the diseases of individual patients. Those involved in the sector, including the Irish Government and BioPharma companies, are investing heavily in these technologies as they aim to make Ireland a site of excellence for the development of new cell and gene therapies."

Aoife O'Sullivan, Head of Network Development & Innovation, Skillnet Ireland, said: "Skillnet Ireland prides itself on meeting the individual education and upskilling needs of Irish businesses through its 70 Business Networks, including BioPharmaChem Skillnet. This exciting new micro-credential programme has been launched at a critical time for the rapidly expanding and evolving Irish Biopharmaceutical sector. The sector and its workforce will benefit greatly from the programmes' forward-looking focus and accessible learning experience."

The new programme will be available from Autumn 2023. Further information and registration details became available online in September.



## PLAY THERAPY PROGRAMMES AT ACE

Childhood Emotional and Behavioural Wellbeing and Mental Health: Nurturing Young Minds of Children for a Brighter Future

APAC (Academy of Play and Child Psychotherapy) hold a deep commitment to advancing the cause of children's emotional and mental health, recognising it as a cornerstone for a positive future. We firmly believe that supporting the emotional, behavioural and mental well-being of our children is not just a professional endeavour; it's a moral imperative. In this spirit, we offer a comprehensive suite of play therapy programs that empower professionals to make a profound impact on the lives of children and families, ultimately fostering expertise and empathy in the field.

Evidence-Based Practice (EBP): Our dedication to childhood mental health begins with the foundation of evidence-based practice. We understand that the most effective therapeutic outcomes arise when practitioners are armed with the latest research and proven methodologies. Consequently, our courses instill in our students the skills to critically evaluate theory and research and apply it effectively in the practice of play therapy.

Level 9 MA Post Graduate Certificate: Our Level 9 Post Graduate Certificate in Play Therapy serves as the launchpad for professionals seeking specialised training in play therapy. This program offers an immersive exploration of the theories and techniques that underpin non-directive play therapy, equipping students with the skills needed to facilitate transformative change for children. Students further their journey by completing 100 hours of supervised clinical placement, gaining hands-on experience in the process.

Post Graduate Diploma: Building upon the foundational knowledge gained in the Post Graduate Certificate program, our Post Graduate Diploma takes a holistic approach to preparing students for advanced clinical practice. Through a combination of supervised clinical placements, intensive coursework, and in-depth case studies, students refine their therapeutic skills and cultivate a profound understanding of child development and psychopathology, all while logging an additional 100 hours of clinical experience.

MA in Practice-Based Play Therapy: Our MA program stands as the pinnacle of play therapy education, attracting those who aspire to be leaders in the field. This advanced course seamlessly integrates academic rigor with extensive supervised practice, ensuring that graduates not only possess a profound theoretical knowledge but are also adept at skilfully applying their expertise in clinical settings.

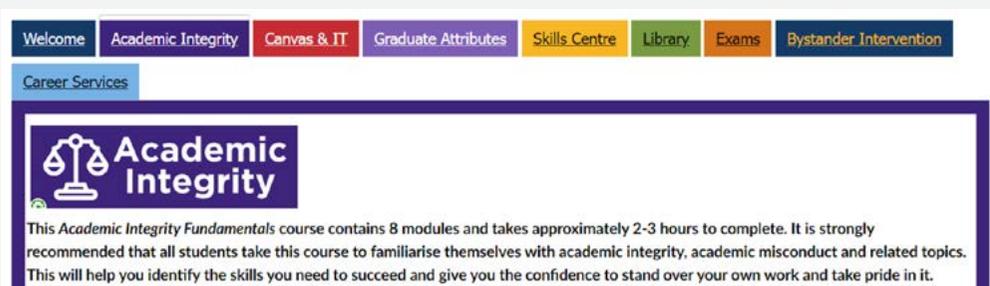
We firmly believe that play therapy is more than just a profession; it is a calling—a calling to nurture compassionate and skilled play therapists who hold the power to make a lasting, positive impact on the lives of children. Through research, evidence-based practice, and advanced education, we are shaping the future of play therapy, one dedicated student at a time. Join us in this transformative journey to bring healing, hope, and happiness to the young hearts we cherish so dearly. Together, we can create a brighter future for our children.

## COURSES

## NEW COURSE FOR STUDENTS - ACADEMIC INTEGRITY FUNDAMENTALS

All staff are asked to strongly encourage students to engage with the new Academic Integrity Fundamentals course, located under the Academic Integrity tab on the homepage of the Canvas Success Zone. Ensuring that students have a clear understanding of academic integrity, academic misconduct, and the supports available to them in UCC is vital to fostering a culture of academic integrity in the face of challenges posed by predatory cheating services and emerging technologies.

The course takes approximately 2-3 hours to complete and contains information on academic integrity, encouraging a positive approach to it that highlights the benefits of learning and taking pride in your own work. It also provides vital information on several threats to academic integrity, including contract cheating services, file-sharing sites, and misuse of generative artificial intelligence.



The screenshot shows a navigation menu with the following items: Welcome, Academic Integrity, Canvas & IT, Graduate Attributes, Skills Centre, Library, Exams, and Bystander Intervention. Below the menu is a banner for the 'Academic Integrity' course. The banner features a scale of justice icon and the text: 'Academic Integrity'. Below the banner, a text box states: 'This Academic Integrity Fundamentals course contains 8 modules and takes approximately 2-3 hours to complete. It is strongly recommended that all students take this course to familiarise themselves with academic integrity, academic misconduct and related topics. This will help you identify the skills you need to succeed and give you the confidence to stand over your own work and take pride in it.'

### Over eight modules, the course covers:

- The principles of academic integrity
- Skills that support academic integrity
- Ethical vs. unethical use of generative artificial intelligence
- Various forms of academic misconduct
- Particular risks from file-sharing sites, online plagiarism checkers and contract cheating services
- How Turnitin works/understanding Originality Reports
- Supports available in UCC

To progress through the course, students will need to complete all the sections of each module in order to unlock the next one. They can do this in one sitting or over a longer period of time, picking up where they left off. Upon completion, they can fill out a form located at the end of the course in order to be issued with a certificate in recognition of their achievement.

Should you wish to make this course a requirement for your students, the course certificate issued by the Skills Centre can serve as proof of completion. Please be aware that the Skills Centre will process certificates on a weekly basis so it may take a couple of weeks for the student to receive theirs.

All queries on this course can be directed to Dr Loretta Goff, Academic Integrity Education Officer:

✉ [loretta.goff@ucc.ie](mailto:loretta.goff@ucc.ie)

## COURSES

## PG6012: SCHOLARLY APPROACHES TO TEACHING AND LEARNING IN HIGHER EDUCATION

Module Objective: To enable graduates to critically evaluate, interrogate and discuss extracts from a selection of classic readings in the Scholarship of Teaching and Learning in Higher Education (SoTL) that have shaped understanding and approaches to scholarly teaching and learning in higher education.

Module Content: Each seminar will seek to critically evaluate, interrogate, and discuss extracts from a selection of classic SoTL readings. Seminars will consider how the Scholarship of Teaching and Learning has discussed “learning” from both a cognitive and social perspective so as to inform “teaching” as a reflective practice. All seminars will be hosted online through MSTeams:

1. Learning and Motivation
2. Learning as Process
3. Communities of Practice
4. Making Learning Integrative
5. Teaching Your Discipline
6. Multiple Intelligences Theory: connecting learning through curriculum design
7. Universal Design for Learning: an inclusive framework for curriculum design
8. Disciplinary Understanding: Its Dimensions, Features & Levels
9. Connecting the Curriculum

**Learning Outcomes: On successful completion of this module, students should be able to:**

1. Engage with various sources of evidence and scholarship to evaluate and develop their teaching practice.
2. Demonstrate critical reflection on personal teaching practice within their own disciplinary contexts using Teaching for Understanding principles to move from remediation to investigation of learning and teaching within their own disciplinary contexts
3. Communicate appropriate strategies to enhance professional development of their teaching. Assignment: At CIRTl we use reflective learning to structure formative assessment. The advantage of this method is that it supports a “reflection-in-action” and “reflection-on-action” (Donald Schön) approach to understanding as a performative process and it makes visible and scaffolds intentional action. This module uses a learning journal as a collection of notes, observations, thoughts and other relevant materials built up over a period of time and usually accompanies a period of study, a placement experience or fieldwork. These reflective journal entries focus on meaning making and learning transfer. The momentum of the reflective process should move from knowledge acquisition to meaning making and learning transfer. Reflective learning is therefore not only about recognising something new (knowledge acquisition), but it is also about seeing reality in a new way and this can make it a transformative experience for participants who fully engage with the process. (James Cronin).

FOR UCC STAFF

## CIRTL SEMINAR SERIES, SEMESTER 1 2023

CIRTL Series sessions explore a wide range of Teaching & Learning topics and are open to the entire UCC community; they are typically one hour long and are facilitated by CIRTL team members and/or partners. The theme advanced in the Semester 1 CIRTL Seminar Series is “Co-Creating Inclusion and Equity in Teaching and Learning”. Presenters in these four sessions shared insights and sparked discussions building on work underway as part of the HEA funded project to support universally designed higher education environments for all.

## MODULE AND PROGRAMME DESIGN WORKSHOPS AVAILABLE ON REQUEST

CIRTL offers a 90 minute interactive workshop for staff seeking to redesign modules or programmes. A recent workshop was run with colleagues in Cork University Dental School and Hospital who are involved in an exciting programme redesign. Other workshops over the summer were run with the School of Public Health as they develop a module aligned with Ireland’s National Suicide Prevention Strategy. This approach builds on the Learning Design model which has been used successfully to integrate Universal Design for Learning, to integrate Virtual and Augmented Reality, to align modules and programmes with UCC’s Connected Curriculum, and to enhance assessment approaches.

Please contact Dr Owen Jump in CIRTL if you or your programme team would like us to run a similar offering for you.

<p><b>Learning type: Acquisition</b></p> <p>Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.</p>	<p><b>Learning type: Collaboration</b></p> <p>Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself.</p>	<p><b>Learning type: Discussion</b></p> <p>Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.</p>
<p><b>Learning type: Investigation</b></p> <p>Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.</p>	<p><b>Learning type: Practice</b></p> <p>Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself. If it shows them how to improve the result of their action in relation to the goal.</p>	<p><b>Learning type: Production</b></p> <p>Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.</p>

FOR UCC STAFF

## CRITICAL PEDAGOGY PEER LEARNING GROUP UPDATE



Professor Deanne Bell

Colleagues with a shared interest from across the University completed a training in Spring 2023 in Critical Pedagogy, facilitated by Dr Sharon Ultsch, Dr Adriana Signorini, Dr Stephanie Baier and Dr Catherine O'Mahony.

Our newly established, multi-disciplinary Critical Pedagogy Peer Learning Community (PLC) is interested to develop our own knowledge and skills, and also to support other staff interested in re-conceptualising their teaching and student engagement, informed by critical pedagogy principles.

The PLC is now offering a one-day Seminar and Workshop on 7th December. Any colleagues across UCC interested in critical pedagogy are welcome to attend. The morning sessions will involve a conceptual framing by Dr Ultsch, a hybrid keynote address given by Prof Deanne Bell

(Nottingham Trent University) and case presentations. The afternoon centres around the creation of a Critical Pedagogy Peer Learning Community, addressing the questions:

- Why is it important to establish this critical pedagogy Professional Learning community at UCC? What role might it play in change at UCC?
- How might it support academic staff undertaking the hard work of using a critical lens on their courses and implications for course redesign etc.

The workshop is a pivotal event in creating a community of scholars committed to adopting critical pedagogies (anti-racist, feminist, decolonizing, trauma-informed, culturally relevant pedagogies and Universal Design for Learning) in their teaching.

We invite colleagues with a shared interest in critical pedagogy from across the University to join us in this pursuit. Feel free to contact us if interested: Angela Veale, Maria Lotty, Sharon Ultsch, and Siobhan Mortell



Critical Pedagogy peer learning group

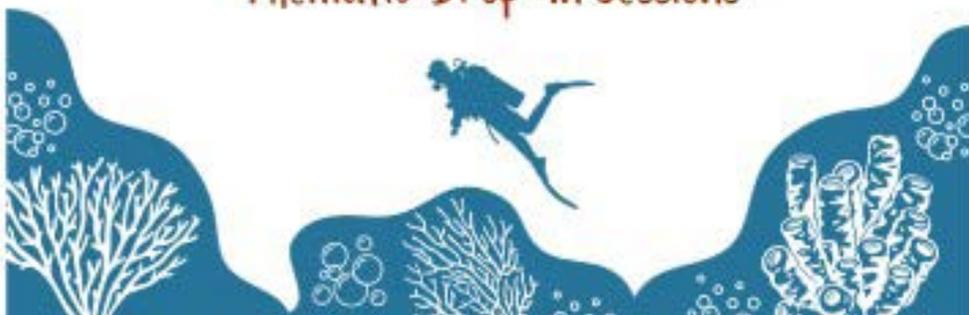
FOR UCC STAFF

## DIVE IN & DISCOVER SESSIONS IN THE BOOLE LIBRARY

The Boole Library Special Collections & Archives are holding a series of **thematic drop-in sessions** to showcase the range of collections recently catalogued & listed. These sessions are open to staff & students of all stages and disciplines. The sessions take place in Rare Books & Manuscripts Reading Room in Special Collections & Archives, Q-1, Boole Library. No registration is required. This is an opportunity to view how all collections are available for your [multi/interdisciplinary](#) research, learning & teaching, and outreach activities.

### DIVE IN & DISCOVER COLLECTIONS...

...Interdisciplinary and Multidisciplinary  
Thematic Drop-In Sessions



Sessions are the first Wednesday of every month from 14:00-15:00 and from November are repeated on the last Friday of every month from 12:00-13:00. Changes to these days occur in December 2023 & January 2024.

#### Dive in & Discover Sessions:

- Beyond Our Shores (October)
- Topographical (November)
- Political (December)
- View your Favourite (January) - we'll publish a request form for your favourite items closer to the date.
- Art (February)
- Figures in Culture (March)
- Graphics (April)
- Sea & Shore (May)

*All session dates are available on*  
[UCC Library's Events' calendar](#)



FOR UCC STAFF

## DIGITAL BADGES

At the last round of applications, a total of 9 new digital badges were approved. These included *M365 and more for a Digital Workplace*, *UCC SDG's-driven Entrepreneurship*, *Make the Most of your Study Abroad* and *Introduction to Food Chemistry*. The applications came from DAC, FITU, CUBS and LLC.



Since May, 33 separate Digital Badges have been awarded to 443 earners. The number of earners can be broken down as follows: 327 students only, 35 staff only, 25 student and staff, 19 non-UCC, 37 mix of student, staff, and non-UCC. Of the student focused badges, *UCC Employability Awards*, *Everyday Matters – Healthy Habits for University Life* and *Bystander Intervention* were the most popular. Among UCC Staff, *Innovation & Intellectual Property for Scientists & Engineers*, *CPD 1640 Sustainability*, and *Problem Based Learning Tutor Training*

## OVPLT TALKS

The first series of OVPLT Talks included contributions from the Skills Centre, CDE, ITS, and Inclusive UCC. Among the topics covered were UCC's new Digital Education Plan, Academic Integrity, and AI and Assessment.

Next Semester we look forward to more discussions with colleagues from across the University. We have heard from UCC's new University Librarian, Coral Black, as well as the Skills Centre's new Coordinator, Dr Éadaoin Regan. CIRTl's Dr Laura Lee brought us up-to-date on UDL at UCC.



Prof Paul McSweeney and Dr Laura Lee, CIRTl



Professor Paul McSweeney and James Northridge, Inclusive UCC.

## PEOPLE

## MEET MARY O'ROURKE, HEAD OF OFFICE AND PROJECTS MANAGER, OVPLT

Meet Mary O'Rourke, Mary is the new OVPLT Head of Office and Project Manager. New to the role but not new to OVPLT, Mary has worked with the OVPLT office for 15 years and for several VP's during her time. Mary is a Graduate of UCC (BA, MPhil, HDE, BCL) and a local resident, interested in community development and serves as a board member of Nano Nagle Place and board member of Lough Credit Union. Mary has also been a well-deserved recipient of UCC Staff Recognition Awards "Outstanding Colleague" and "Frank McGrath Perpetual Award for Equality & Welfare"

Prior to working with the OVPLT, Mary has also been a postgraduate tutor in the School of History, has volunteered for several years in an adult literacy programme in the Isle of Man; qualified and has worked as a secondary school teacher; has been a volunteer Youth Mentor with Foróige for several years and has worked in private banking and Cork County Council.



Mary O'Rourke, OVPLT

## PEOPLE

## MEET FERGAL HARRINGTON, DIGITAL EDUCATION OFFICER, CENTRE FOR DIGITAL EDUCATION



*Fergal Harrington, Centre for Digital Education.*

what works to make things better. When I saw an opportunity come up in the CDE (Centre for Digital Education) I was delighted and applied. And now here I am.

### **Q: What is your role in UCC?**

Digital Education Officer in the CDE, which I see primarily as a listening role. In my experience, DT (Digital Technology) can get a little fraught with miscommunication – tech people and educators often don't really speak the same language and a lot of friction arises from mistranslation. In that sense then maybe the role is more than just listening but translating as well – listening to 'hear through' the terminology to understanding the wants, needs and possibilities. It's work I've done quite a bit in the past and am looking forward to doing more.

### **Q: Can you tell us a little about yourself, where you're from and how you got to UCC?**

I've always had a big grá for education – learning how to learn, helping people understand things they thought they couldn't was my thing. While in NZ, I fell in with a bad crowd of education researchers and they got me hooked. Alas, Cork remained very much my home, so I came back to do a doctorate here in Collaborative Learning and metaphor (passed the Viva this year). In those years, and by coincidence, I ended up working with Tom O'Mara on a few projects of mutual interest and was impressed with how much his attitude to tech aligned with mine – nothing flashy, just a solid focus on

### **Q: What do you enjoy about your role?**

I enjoy taking the technology out of conversations, in a sense, and refocusing on what could be better, what could be different, what could be easier, and starting there. Everyone's circumstance is different and so being careful not to assume a 'one size' solution but learning the intricacies and details of those situations is fun. I like it when people go from feeling intimidated with technology to feeling confident. I like it when people who have been feeling ignored or dismissed as 'technophobes' get to articulate very real concerns and risks, and I like it when they get heard. Really, I suppose, I like bringing as many people into the conversation as I can and demonstrating the value of that diversity of voice.

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

I think the Pandemic made painfully clear how woeful a substitute DT is for physically being with the people you love. That being said, it's hard to imagine how much worse the loss of life would have been (not to mention the economic fallout) if so many of us weren't able to work from home, or how much sadder and more difficult the isolation would have been if it hadn't been for social media, video calling and even messaging. It's not a substitute but as a supplement to our lives, DT offers a lot we can be grateful for. Noticing the limitations of technology can distract from seeing the myriad ways it enriches our lives. Working from home and being with our families more, comes to mind.

The pandemic was an emergency and we all had to live under emergency conditions – which was heavy technology use often in remote environments. The goal for now is to move back to Campus-based learning while bringing the value of what we learned with us.

## PEOPLE

**Outside of work Fergal, what keeps you busy?**

In my spare time I like to be as analogue as possible – pen and paper, that sort of thing. I like writing, walking, and my biggest pastime is pushing small wooden cubes around cardboard maps.

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

We haven't really found a stable relationship with technology yet, I don't think. At the moment it is still too pushy, too loud and bordering obnoxious. The way our phones steal our attention away from friends and families is not an accident - I found setting my phone to a text-based interface helped. I'm not sure what the solution is but ideally, we would get to keep all the 'keeping in touch with friends and family' and 'open access to endless information' side of things and get rid of the prying advertisement-driven social media model that's slowly colonizing our new digital world. At the moment, some of the most important steering voices that we need in that realm are absent, often having filtered themselves out by abstaining from DT as a whole.

**Some quickfire questions....****Q:Favourite Book?**

Miss Smilla's Feeling for Snow – Peter Hoeg

**Q: If you could pick one person to be our next President after Michael D Higgins, who would it be?**

Hear me out. Jedward, despite being two people, function with Gemini-efficiency as one person and are, I would say, surprisingly based.

**Q: Hogwarts' House?**

I'm very firmly in the house of Trans Solidarity.

**Q: Favourite song?**

Oof, tough one...

Do You Remember? – Ane Brun

Losing My Religion – REM

To the Dogs or Whoever – Josh Ritter

What's Going On? – 4 Non Blondes

Make You Feel My Love – Adele (for Sadhbh)

Muddy Waters – LP

That's all I can think of off the top of my head.

**Q: This is a questionnaire – aren't you answering in your own time?**

I don't think so...? Isn't it live?

**Q: No, it's not. Coffee or Tea?**

Coffee.

**Q: Pet Peeves?**

People being kind

**Q: ... pardon?**

Let me finish! People being kind in a traffic situation where really, everybody would get through more smoothly and safely if they weren't. It's a situation where I have to thank someone for making my life worse.

**Q: Star Trek or Star Wars?**

I could speak for an embarrassingly long time about the tribulations of the Inner Sphere and Descendants of Kerensky...

## PEOPLE

## MEET PAUL GALLAGHER, LECTURER, CENTRE FOR ADULT CONTINUING EDUCATION.



*Dr Paul Gallagher, ACE.*

Dr Paul Gallagher is a Module Coordinator (MA Trauma Studies) and Lecturer at The Centre for Adult Continuing Education (ACE), University College Cork. Paul's connection to ACE is through UCC's collaboration with WAVE Trauma Centre, where he is a Trauma Education Officer. WAVE is the largest cross-community victim support organisation in Northern Ireland, which provides a range of wraparound services, including trauma education, to those affected by the Troubles. WAVE also supports people who suffered Historical Institutional Abuse and those who came through the Mother and Baby Homes, Workhouses, and Magdalen Laundries.

Paul holds a Bachelor of Science in Psychological Trauma Studies and a Masters in Arts (Conflict Transformation and Social Justice) from Queen's University, Belfast. Paul was awarded his PhD in Sociology from QUB in 2021. This project illuminated the successful Campaign for Recognition by the WAVE Injured Group, which led to a special pension for those injured during the Troubles. Paul was an integral member of this social movement having been severely injured himself in a sectarian gun attack at his home in Belfast in 1994. Paul now blends his own personal experiences of trauma with theory and practice from the field of victimology and traumatology.

The opportunity to expand knowledge about the effects of trauma to a wider audience has been a passion of Paul's since he began his own recovery journey at WAVE in 2010. Not only does he coordinate and lecture on the trauma degree in Queen's, he is a part of the teaching team on the MA Trauma Studies at UCC. This three-year part-time course has been crucial to a growing number of practitioners and trauma survivors since its inception. The course delves into the effects of trauma on individuals, families, and wider society. Earlier this year, one of the core modules, Trauma and Frontline Workers, was delivered by Paul as a standalone Continuing Professional Development Certificate and attracted a range of nurses, teachers, mental health practitioners, and police officers.

Paul has a keen interest in promoting the concept of post-traumatic growth to a wider audience. Sharing his own inspirational story of recovery to those who have experienced trauma and those who support them has been at the core of his own growth. For Paul, the chance to engage with students, whose mission is to help survivors of trauma, is his way of giving back.

## PEOPLE



*Dr Katy Dineen, CIRTl*

## UNIVERSAL DESIGN FOR LEARNING (UDL) ADVISOR UP AND RUNNING

Dr Katy Dineen has taken up the role of UDL Advisor within CIRTl. Katy provides support for UCC staff to reflect on UDL and incorporate elements of UDL within their own practice. She has run workshops with staff, presented at departmental meetings, run joint info sessions with Dr Sarah Thelen on UDL and DigiEd and held one to one consultations. As part of the advisor role, Katy has also been involved in filming UCC staff on their experiences with UDL; these films will be incorporated into the relaunched digital badge on UDL. More opportunities to discuss all things UDL will be announced over email, so make sure to keep an eye out for those communications.

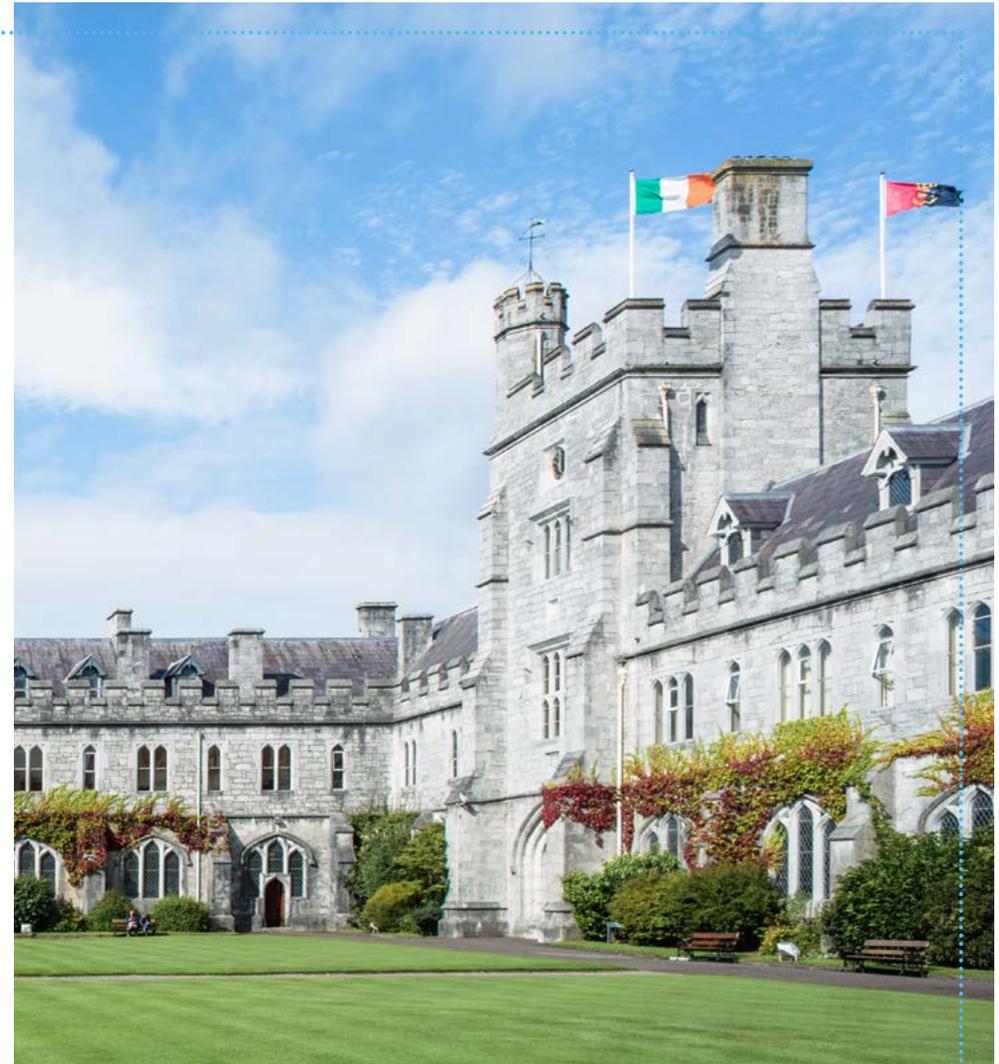
Do get in touch with Katy [katy.dineen@ucc.ie](mailto:katy.dineen@ucc.ie) if you would like to avail of the one-to-one sessions to talk about how to incorporate UDL into your practice.

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

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

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

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



# OVPLT eNewsletter

**Office of the Vice President for Learning & Teaching**

Winter 2023

