Learning Connections 2019: Spaces, People, Practice

Western Gateway Building
University College Cork
5th & 6th December 2019

Detailed Conference Programme: Book of Abstracts

6th December: Presentations

Day 2: Friday 6th December – Presentations

8.30am – 9.30am **Venue: Foyer**	**Registration**
9.30am – 9.45am **Venue: GO5**	**Welcome: Dr. Briony Supple, CIRTL Lecturer and Conference Chair** **Opening Address: Prof. John O'Halloran, Deputy President & Registrar, UCC**
9.45am – 10.30am **Venue: GO5**	**Opening Keynote: Dr Jos Boys, UCL** **"Interconnecting the conceptual, physical and virtual spaces of learning" – G05**
10.30am – 11.00am	**Tea and Coffee**

Parallel Session A

11.00am – 1.00pm

Theme: Innovative methodologies for research-led education

Venue: G02

Title: "Tuning into the unfamiliar"

Authors and institution: Kevin McNally, UL

Summary:

This community music project seeks to tune individuals into copresence with each other and their environment through the use of a tuned percussion orchestra from Indonesia known as a gamelan. Members of the orchestra sit within many tonnes of vibrating bronze and resonate with the instruments and the room. The type of knowing informed by sound (acoustemology) is participatory, linking perceiver and perceived in the same circuit of sounding and resounding. I intend to use this quality to explore a new type of relationship between individuals and their environment, starting with the room in which they play, and reverberating to wider consciousness of our part in the natural landscape. The research takes an arts-practice approach, involving members of the community in Skibbereen, west Cork, who engage with a large network of wellbeing services aimed at promoting positive mental health.

Key learning points/questions:

The interdisciplinary contribution of applied ethnomusicology and arts-practice to wellbeing in a community music setting
Acoustemology - sound as an alternative way of knowing space/place
How can can embodied learning lead to a new approach to understanding our relationship to our environment

How can music be used as a means of revealing/rendering connections between humans and the spaces (real, imagined, spiritual, social) that they occupy?

Title: "*"INSTRUMENTAL: Introducing New Strategies of Teaching NeuRoscience Using Music to enhance the EducatioN Through creAtive Learning*"

Authors and institution: Eva McMullan & Yvonne Nolan, UCC

Summary:

Music and science are often considered as disparate paths of learning, particularly at third level. However, these fields have mutually beneficial attributes that can enhance the learning of both disciplines. In a new collaborative venture between the Departments of Anatomy and Neuroscience, and Music at UCC this has been a focal consideration in teaching practice. This paper will describe the dynamic ways in which these departments have cultivated this unchartered territory, making music and science accessible to groups of students in these respective disciplines. This presentation will highlight the practical ways in which this collaboration has been implemented in relevant modules Let the Music Play (MU2079) and Music and Disability Studies (MU3012) for BMus students, now having components taught by Dr. Yvonne Nolan, on the neurobiology of the brain in early years and the neurobiology of Dementia and Parkinson's Disease. Dr. Eva McMullan will integrate music as an integral component of An Introduction to Neuroscience, the Brain and Behaviour (AN2020) for Biological Science students, where students will examine how engagement with music impacts plasticity of the brain. Creating diverse pathways and enhancing learning opportunities is instrumental for student success.

Key learning points/questions:

How can we further encourage interdisciplinary collaboration between the Arts and Science?

Title: *"Digital Badge in the Responsible Conduct of Research"*

Authors and institution: Aoife Coffey, Louise Burgoyne, Brendan Palmer, UCC

Summary: The Digital Badge in the Responsible Conduct of Research is a team based initiative developed through a unique interdisciplinary collaboration between central researcher services at UCC. Offered to research groups and teams, it is the first of its kind in Ireland and it brings together all levels, from PhD students to senior staff for a unique learning experience. It facilitates debate and discussion, highlighting discipline specific issues around topics such as authorship, supervision, reproducibility, questionable research practices, data management and more. It allows researchers to think through and solve problems which can be fed back centrally and inform policies and provision development locally. The innovative and flexible design, allows the delivery of a blended learning program which is topical and relevant to all disciplines. It is informed and linked to national and international policies and frameworks which promote robust and transparent research practices.

Key learning points/questions:

1) How Digital Badges or micro-credentials are allowing the development of new learning pathways.

2)The rich and valuable learning experience that can come from having researchers at all careers stages and experience levels discuss and share their experience of key Research Integrity issues in relation to there discipline.

3)Research Integrity, Data Management and Reproducible Research are all areas which are still evolving, it is important that the content is linked and informed by best practice and current thinking both Nationally and Internationally.

Title: "Designing and Delivering Experiential Learning Opportunities: Environmental Law in Action"

Authors and institution: Áine Ryall, UCC

Summary: This presentation reports on the experience with an Environmental Law undergraduate module delivered in 2018/19. This module aims to prepare students for excellent and reflective law practice, whatever their chosen career, and to foster a strong interest in the pursuit of justice as a core value. To this end, the module incorporates elements designed to enable students to engage with environmental law 'in action' via experiential learning opportunities set in the context of an overarching research-based approach to learning and teaching. These elements are: a 'live' case study involving a complex legal problem; interaction with an expert guest contributor; and deep engagement with contemporary policy development on climate action. The experience with this module provided interesting interesting insights on: 1) fostering and maintaining high levels of student motivation; 2) enhancing levels of critical engagement and critical thinking skills; and 3) using the law to engage proactively with industry and community.

Key learning points/questions:

1. The 'live' case study led to markedly increased student motivation and interest in the area of law governing the case study topic when compared to previous years when this module was delivered without such a case study.

2. Designing an element of the assessment (worth 40%) around the class's interation with the expert guest contributor led to very impressive levels of critical engagement in the work submitted by students. In particular, it enabled students to focus more accurately, and at a deeper level, on the effectiveness (or otherwise) of current laws and the importance of constant legal innovation in response to new challenges.

3. Student feedback confirmed the importance of all of the module seminars being recorded on Panopto and made available immediately after class so that students could engage more thoughtfully and more proactivley in class, secure in the knowledge that they could refer back to the recordings at any point - rather than being focussed on taking detailed notes during class.

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11.00am – 1.00pm

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Theme: Learning beyond the classroom: community and industry partnerships

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Venue: G04

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Title: "Learning by doing: an international, interdisciplinary experiment using peer-based learning in an outdoor laboratory"

Authors and institution: Dean Anthony Notaro, Afonso Thieas, Emma Hadre, Axel Bamberger, Astrid Blum & Bettie Higgs, UCC

Summary: Interdisciplinarity and international collaborations are widely regarded as beneficial constructs for students in higher education (Holley, 2009). However, challenges can arise when merging disciplines, methods, and cultures. We focus in on the disciplinary and cultural disconnects that can be experienced in the natural sciences, where field-based learning, a resource intensive but potentially rich pedagogical approach, is often not optimised. We aimed to foster peer-orientated collaboration between undergraduate and postgraduate students from different backgrounds within the natural sciences. Research suggests that this approach would encourage independent and integrative learning (Higgs *et al.*, 2010). Here, we address the challenges faced in field-based learning programmes through an Erasmus+ project that is designing curricular for both student and staff development.

Key learning points/questions:

What worked best:

Students reported a strong appreciation of:

-        The international and intercultural, multidisciplinary experience;

-        Working in interdisciplinary teams responsible for their own investigation in the field;

-        Peer-learning within and between groups;

-        The support of experienced tutors to guide the peer-learning, and provide a conducive, safe and comfortable field-base;

-        The empowerment felt by students after undertaking the responsibilities of designing and conducting research projects which had potential real-world consequences.

Title: "Ireland's architecture for identifying, prioritising and responding to Ireland's skills needs"

Authors and institution: Nora Trench Bowles, Irish Universities Association

Summary: Ireland's population is expected to increase by 1 mil people by 2040. The economy continues to improve and the State is approaching full employment. By 2030, the third level population is likely to have grown by 40,000; on current trends, approx. 25,000 of these will arrive at the doors of the universities.

This presentation will seek to give a comprehensive overview of the State architecture for identifying and prioritising Ireland's skills needs, and map how the universities are responding to these. In doing so, it will also seek to highlight issues with this architecture to be addressed, particularly in light of demographic trends. An enhanced process could help to ensure that the system is better integrated in order to improve the dissemination of skills requirements and labour market intelligence and to allow for fully responsive university provision to Ireland's skills needs.

Key learning points/questions: How Ireland identifies and prioritises skills needs; how the universities respond to these; how the system could be improved.

Title: "CISCOs Learning Connections: Connecting Inclusive Social Planning, Community Development and Service Provisions for Persons with Disabilities"

Authors and institution: Meredith Raley, Disability Federation of Ireland

Summary: This presentation will highlight an adult education initiative delivered in Cork City through collaboration between members of the Cork Learning Neighbourhoods Project*. The Certificate in Mental Health in the Community is a part time accredited programme offered by the Centre for Adult Continuing Education (ACE), UCC. The programme offers participants the opportunity to explore their own personal mental health and also considers community based educational and support options for mental health recovery. The outreach element of the programme is key including delivery in Cork Prison for example.

The presentation will highlight how a collaborative project has made meaningful connections to create access to a community of learners who may not otherwise engage in learning. The process of creating a learning space to achieve optimal student learning will be outlined as well as how this programme serves to enable students to address mental health issues personally, on a community basis and beyond.

Key learning points/questions: Challenges to creating an EU-wide online course; how courses run with such a wide variety of participants (students, activists, civil servants, service providers); What has been learned from the process and how it is shaping the course.

Title: "UCC Open Arboretum Project: Trees as a Teaching and Outreach Tool for Environmental and Plant Education"

Authors and institution: Eoin Lettice, Alidair Griffin, Barbara Doyle Prestwich, UCC

Summary: The UCC Open Arboretum Project will re-imagine the University College Cork tree collection's original purpose – as a teaching tool. The arboretum represents a unique on-campus learning space which has been under-utilised for teaching. The arboretum can engage students, staff and visitors in a tangible way with important global issues (e.g. the climate emergency and biodiversity loss). It is also an opportunity to combat 'plant blindness', i.e. the ambivalence shown to plants in our environment compared to charismatic animal species. A stakeholder survey has been conducted to evaluate how the tree collection is currently used and a tour of the most significant trees in the collection has been developed. The tour encourages participants to explore the benefits of plants through many lenses including recreation, medicine and commemoration. The arboretum brings learning beyond the classroom and acts as an entry point for learning in a variety of disciplines, not least plant science.

Key learning points/questions:

1. An historic learning resource can be re-imagined for 21st century learners.
2. Engaging with the natural world on campus can benefit learning and well-being.
3. The arboretum is a learning resource which can be open and accessible to all.

11.00am – 1.00pm

Theme: Learning beyond the classroom: community and industry partnerships

Venue: G08

Title: "Integrating Industry into Business School Education"

Authors and institution: Carolanne Mahony & Andrew Pope, UCC

Summary: There is pressure on Business Schools to offer value to multiple stakeholders, including students, employers and society. To this end, Business Schools need to undertake and combine three

key activities: 1) research, 2) teaching theory, and 3) experiential learning (Hubbard 2019). Creating links between academia and industry is one method to facilitate this process (Hardaway et al. 2016). Though the benefits of academic/industry collaboration are well accepted, operationalising such partnerships can be problematic. This research seeks to establish guidelines and best practice to enhance the likelihood of success. As part of the MSc in Design and Development of Digital Business, a mix of industry and community representatives were invited to engage with students. This presentation will discuss how external stakeholders were integrated into the masters program. Our main discussion will be focused on the insights we gained from using outside stakeholders to help provide information systems students with experiential learning.

Key learning points/questions:

1. Interacting with industry professionals provides important context for classroom material.
2. Working on real world problems allows students to apply knowledge gained in the classroom.
3. Students need to work on their soft skills when communicating with external partners

Title: "Collaborative Learning: Businesses and HE Co-Create"

Authors and institution: Angela Wright, CIT

Summary: This novel research pivoted around a collaborative cyclical learning experience between businesses in a City Centre scape and a local Higher Education Institution. This concept provided for a dual aspect to learning; third level MBA students in parallel with business operatives in a City. The students were tasked with addressing a business problem in cooperation with City Hall and to write a 'service charter for this city', while being assessed for progression for their MBA.

A mixed methods research methodology was applied to gather the primary data. The aim was to examine this collaborative approach to learning and assessment for the students while enhancing their experience.

The outcome of the process resulted in the development of a service charter for the City, an interactive final student assessment strategy and further recommended training for business owners.

It can be concluded that collaborative learning works and has many benefits for all stakeholders.

Key learning points/questions:

Collaborative practices between industry and academia inspire a circle of energy

Deep Learning is achieved through problem based learning on live case studies

It is exciting to work beyond the conceptualisation of education as a simple acquisition of knowledge to one which nurtures innovation & creativity

Title: "Technology Enhanced Food Industry Engagement and Work Placement Curriculum Quality Assurance"

Authors and institution: Julie Dunne,Technological University Dublin

Summary: Several years on from the publication of the 'Roadmap for Academic-Employment Partnerships (REAP) Work-placement in Third Level-Programmes' report (Sheridan & Linehan, 2011), this presentation will describe the use of technology in the design and implementation of a quality curriculum model for validated work-placement modules in several Food BSc Programmes in Technological University Dublin. The success of the curriculum design has been largely because of

the judicious use of technology firstly to manage the complex process of placing individual students in an appropriate role within a suitable industry, secondly to quality assure the student learning outcomes for an industry-based learning environment, and thirdly to enhance the assessment and feedback both of core competencies and graduate attributes. The technologies utilised include several of the Google Apps from the G Suite (GoogleForms, GoogleSheets, GoogleDocs, GoogleDrive), as well as the blog tool in the Blackboard VLE.

Key learning points/questions:

1. Technology has improved the management of the work-placement process, from generating ample high-quality and relevant placement opportunities, increasing productivity through better collaboration and communication.
2. Technology has guaranteed the quality of the placement, from defining suitable learning activities, through to the creation of individualised Learning Agreements.
3. The online reflective blog assessments support students' reflection on learning, as well as fostering a community of learning amongst peer groups.

Title: "UCC Enters Cork Prison: Transformative Pedagogy Through Arts Education"

Authors and institution: James Cronin, UCC

Summary: This paper reports the findings on promotion of student resilience through the visual arts within a community learning partnership between Adult Continuing Education and the Education Unit, Cork Prison initiated in 2017. The partnership has co-constructed a critical thinking rubric that opens potential for fostering a CPD opportunity for teachers to reimagine learning within confinement. Scholarship highlights promotion of resilience using visual arts in prison as helping to undo some psychological and emotional damage inmates experience during their confinement; awakening numbed senses and releasing creativity that is therapeutic and rehabilitative. This project highlighted that inmates also have more utilitarian reasons for engaging with the visual arts within a prison context that highlights a need for educators to reconsider resilience as a phenomenon conditioned by the particular circumstances of place and space.

Key learning points/questions:

This partnership engages with three questions that use the visual arts as tools promoting resilience by learning about learning as a recursive process:

1) how can the visual arts promote critical thinking in non-traditional learners?

2) how can the process of making and exhibiting artworks promote resilience?

3) what are the potential CPD opportunities for educators engaged with this non-traditional learning community?

Title: "Skellig Centre for Research & Innovation"

Authors and institution: Cliodhna O'Callaghan & Belinda Gascoigne, UCC

Summary: The Skellig Centre for Research and Innovation (SkelligCRI) was set up in 2017 as a partnership between UCC, South Kerry Development Partnership and Kerry County Council. The purpose of which was to develop an outreach Higher Education Centre in a rapidly declining and demographically challenging region as a means to counteract these challenges and to offer through higher education more sustainable employment opportunities in the region. The objective of breaking

down barriers, access and community partnership, has been at the heart of this initiative from the outset. The Centre has to date engaged and interacted with over 500 participants. These participants have been learning locally in the region through the many offerings of the initiative including research, workshops, seminars, modules and full programmes. At the core of this initiative is to instil "Múinín", that sense of pride of place and belonging and the importance of place-based learning within the partnership.

Key learning points/questions:

1. The opportunities that effective partnership between University, Community Development Company and Local Government can provide for a rural community;
2. How this model can be adapted to other locations nationally and globally;
3. The challenges and opportunities in maximising the student experience in terms of place-based learning and relevant pedagogy.

11.00am – 1.00pm

Theme: Active Learning: classrooms, makerspaces, studio spaces/Learning in a Virtual Space

Venue: G09

Title: "Twitter: a virtual learning space with the potential for connecting L2 learners to a plurilingual community of practice"

Authors and institution: Jacinta McKeon, UCC

Summary: This presentation will be informed by some of the findings of a doctoral thesis into use of the target language and the mother tongue in the second language classroom. The use of twitter in the second language classroom offers a culturally rich pluri-lingual teaching and learning space. Use of such a space honours the fluidity of language as evidenced in the ways users of twitter move between languages and cultures in an interactive and dynamic way. For learners use of such a space helps teachers to make connections between the classroom and the sociocultural context of use of the second language such as Spanish, English as a second language, Chinese, or German. It connects learners with authentic use of the second language. Use of twitter is an easy way to demonstrate the pluri-lingual reality of many communities.

Key learning points/questions:

1. The virtual space as a catalyst for learning. It can be a particularly motivating learning space due to the sociocultural richness it presents.
2. We need as teachers to connect our learners with relevant, authentic communities of practice - an example of this for the second language teachers and learners would be, for example, a teacher of Spanish making use of the twitter accounts of well known Spanish soccer players, humanitarian activists, environmental activists and singers to develop the reading skills of students in a pluri-lingual space. It also offers opportunities for developing writing skills as learners can contribute themselves to a twitter conversation which interests them in their second language. In doing so they may become part of the community of practice.
3. For second language learners we need to understand use of the mother tongue as a cognitive tool which supports second language learning.

How can we construct powerful bridges between our disciplines and disciplinary research and our teaching, so that our students make deep connections with relevant communities and cultures?

Title: "Enriching the Undergraduate Curriculum with Digital Research Skills: A Blended Approach"

Authors and institution: Claire McGuiness & Crystal Fulton, UCD

Summary: The integration of research skills, and research-based teaching into undergraduate curricula is considered increasingly important, particularly in view of the evolving online research environment and the methodological and ethical issues it raises.This paper describes an 18-month digital learning project, devised to support the development of students' foundational digital research skills in UCD's undergraduate BA and BSocSc curricula.The project involved the creation of six original interactive e-tutorials focusing on key digital research topics, which were embedded in the institutional LMS (Blackboard) in a blended learning structure, and rolled out in four modules in the School of Information & Communication Studies in 2017/2018. During the evaluation phase, students' perspectives on their experiences were gathered via an online survey administered after each semester, and in two qualitative focus groups. This paper outlines the rationale, development and results of the project and offers insights into incorporating reusable learning objects across undergraduate programmes.

Key learning points/questions:

1. The project showed that the undergraduate students clearly embraced learning research skills for application in the digital environment, and that their preference is for blended learning rather than fully online, emphasizing the continuing importance of F2F classes and human interaction.This aligns with recent research such as ECAR's Student and Faculty Technology Research Studies (Educause, 2017), which revealed that both students and academics prefer to learn and teach in a hybrid environment.
2. While students engage well with digital learning in formal education, two specific factors stood out as critical in this research; a) the importance of extrinsic motivation, including compulsory quizzes, digital badges, and module credit; and b) the disruptive effects of technological glitches on student learning.
3. It is essential to be strategic about the points at which digital learning objects, such as e-tutorials, are embedded in modules - not as add-on extras, but as core learning activities, linked to the rest of the learning activities in a logical and meaningful sequence. If they do not lead to attainment of modular learning outcomes, they should not be included. Oliver & Herrington's instructional design framework (2001) offers a solid and intuitive approach to planning and designing blended learning structures.

Title: "Podcasts as a tool to engage broader audiences"

Authors and institution: Richard Scriven, UCC

Summary: This presentation will explore my use of podcasts as a tool to engage broader audiences with geographical themes in an accessible manner. The podcast, Littoral Space, examines a range of social, cultural, and environmental issues through conversations with people who have expertise or experiences in different areas. It presents complex contemporary issues in an easily digested format to encourage understanding and action for change.

Key learning points/questions: The importance of university's actively engaging in civic and public engagements; the effectiveness of a clear presentation of contemporary issues to assist in generating greater understanding; the potential of podcasts as an educational tool.

What would your podcast be about?

Title: "Learning Spaces in Community-based Dental Education"

Authors and institution: Siobhán Lucey, Jennie Foley, Frank Burke & Briony Supple, UCC

Summary: Pedagogical research shows that student learning is enhanced by student interaction in class; however, such interaction is difficult to achieve in (a) large attendance lectures and (b) where the students are academically and culturally diverse. Student response systems (hereafter SRS) allows for live interactive audience participation and engage students in a lecture setting in real time. This research seeks to examine the effects of a SRS on student participation and engagement in large undergraduate economics modules at both an Irish and UK university during the academic year of 2018/19. We compare a control period (no SRS in place) with a trial period (SRS in place). Preliminary results show that the use of the SRS significantly increased student's interaction with the lecturer and involvement in the lecture in addition to allowing the student assess their understanding of lecture material relative to their peers.

Key learning points/questions:

1. Change in level of student interaction from introduction of the student response system.
2. Improvement in capacity of students to evaluate and regulate their own learning.
3. Peer assessment

Is there a need for preparatory, non-clinical training for the students in order to fully leverage the learning potential of this environment prior to placement, and, if so, what would be the content of such training?

Title: "I'm new to this and I'm still getting used to it': Cultivating trust in online learning environments"

Authors and institution: Becci Jeffers, UCC

Summary: Discursive, critical, and collaborative are some of the words we use to describe learning environments in the field of social policy. More than ever, didactic approaches to teaching and learning are often complemented by creative pedagogical strategies that aim to activate and motivate students in the application of their learning. As a discipline that is critically evaluating and, in some cases, embracing the digital, we are encountering questions about how the foundations underpinning our teaching will translate online. Moving from the physical to the virtual, from synchronous to asynchronous, we face obstacles in realising these techniques. While discussion boards can help students to realise learning outcomes, cultivating critical communities of learners in online programmes continues to be a challenge. This paper considers the difficulty and importance of fostering trust, openness, and rapport in online learning environments as a means of supporting students to engage in more transformative and collaborative discussions.

Key learning points/questions: Members of the audience will leave with a) greater insight into the literature regarding discussion boards; b) an understanding of the concept of a critical community of learners and its utility in evaluating online learning environments; and c) some strategies to foster a more transformative learning environment through discussion boards.

11.00am – 1.00pm

Theme: Learning beyond the classroom: community and industry partnerships

Title: "Becoming Reflective Practitioners through Community Based Planning Projects"

Authors and institution: Jeanette Fitzsimons, UCC

Summary: Inspired by the influential 'reflective practitioner' ideas of Donald Schön (1983), a professor of planning at MIT, there is an established pedagogical tradition in the UCC planning school in active learning, and using real projects with real clients as a teaching methodology. The 2018-2019 Masters in Planning students engaged with the Glounthaune community to discover the community's values and aspirations. Following this, the students prepared a masterplan for a new town centre. Personal reflection was embedded in the process: students considered their professional skills along with personal skills such as how to work with communities; how to listen actively and to think creatively.

The conference presentation will explore the three key learning points below, using extracts from the student reflections, the community's feedback and images from student work and community consultation. This project was Highly Commended at the Association of European Schools of Planning (AESOP) Excellence in Teaching Awards 2019.

Key learning points/questions:

(1)   The use of the Cork region as a laboratory for learning.

This project allowed students to understand how planning challenges at European/global levels can be addressed within a local context. Glounthaune was simply a local laboratory for a global challenge. Aligning with the UN Sustainable Development Goals and best practice planning, the students have community-based practice at the core with the awareness that planners have an important leadership role in achieving sustainable places. In practising these skills at a smaller scale in Glounthaune, the students develop confidence in their abilities to apply walkable, ecological, inclusive, age-friendly, and sustainable principles to places of any scale, in any country.

(2)   Cultivating reflective practice

Reflective journals were used throughout the process, alongside the project outputs. This teaching and learning recording tool illustrated how students' learning progressed during the project. It was especially useful for recording the observations and learnings of those quieter students who may not speak up in the classroom.

Through their reflections it became apparent how students inherently acquired skills of creativity, resilience, leadership and critical analysis, while also developing their interpersonal skills. Through collaborating with the local community, the first year students, learned the value of joint working in analysing the context of a place and shaping the public realm. It also helped to reinforce the importance of the local voice in planning.

The students also gained confidence in their abilities to work with their classmates and the public and demonstrate enthusiasm, energy and willingness to help and learn from the community of Glounthaune. Those second year students who were almost finished their Masters and were clearly beginning to identify themselves as planning practitioners. Critically, by requiring the submission of written reflections at each stage of this real-world project, the idea of reflective practice is firmly embedded as a core competency, and not merely an abstract pedagogical concept.

(3)   Unmarked group work lead to collaborative and creative experience

The combined use of formative as well as summative assessment was successful. Because the group work stages of the masterplan were not marked, the students were more creative in their analysis. They did not focus on what they thought the teacher wanted and this led to a more collaborative and creative experience: there was also less competition between students. This was evident in their reflective journals, one student noted that:

'…the fact that these stages are "unmarked" is quite freeing. There is no pressure in terms of saying the "right thing" or making sure it looks polished and perfect. It allows us to explore and be creative with optioneering for when we get stuck into the individual parts which is really enjoyable as well as being an effective learning experience.' (MPlan 2 student)

Title: Made2Move 3.0: A Social Innovation

Authors and institution: Fiona Chambers, UCC

Summary: Regular physical activity i.e. 150 minutes of moderate physical activity per-week, or 75 minutes of vigorous physical activity per-week (WHO, 2010) is beneficial for health and well-being (Biddle, Mutrie & Gorely, 2015). This threshold is not being reached by 25% of university students (de Almedia et al., 2007). The purpose of this study was to determine whether an evidenced-based physical activity programme based on self-determination theory (Ryan and Deci, 2000) might increase physical activity levels among university students in one university in Ireland. Using a design thinking process (Brown, 2008) stakeholders innovated a campus-wide holistic Made2Move Club (first of its kind). Trained MoveMentors support their MoveMentees to reach +10,000 steps per day over a 10 week programme. Made2Move 3.0 has seven core design features – SERVICE (Selfless, Easy, Rounded, Values-led, Individual, Cost-effective, Educational). All Club members receive a Made2Move Digital Badge on completion and a UCC Works Award. We have just launched Community Made2Move in Cork City and County.

Key learning points/questions:

The Made2Move programme showcases how:

(a) an innovative design thinking approach can lead to pioneering approaches to rethinking physical activity promotion in communities.

(b) Educating students as design thinkers empowers them to be the architects of social innovation for positive societal impact

(c) The power of harnessing multiple views, disciplines and expertise within and outside the university can enrich the final innovation and enable sustainable change

How can we empower our students to turn curiosity into innovation?

Title: "Co-creating a curriculum between students, academics, technical experts and researchers"

Authors and institution: Paul Proctor & Jacqueline Butler, Manchester Metropolitan University

Summary: The Department of Media at Manchester Metropolitan University has, over recent years developed models designed to deliver media education in a way that embeds career preparedness within the curriculum. This subverts the traditional model of industry placement, bringing industry into the institution to directly teach, share and learn in partnerships with students and academics.

The paper will reflect on our engagement with colleagues and industry partners to develop a curriculum based upon creating communities of practice that facilitates knowledge exchange and meaningful co-creation between students, academics, technical experts and researchers. As the University enters a new phase of development through the building of the School of Digital Arts (SODA, opening in 2021), we will reflect on how we have worked with industry in the academy to encourage a collaborative and open approach to digital technologies that benefits both individuals and organisations.

The challenge for SODA is to ensure that we can build a dynamic, imaginative learning space that is flexible and future proof, providing the next generation of creatives with the relevant knowledge skills and attributes to enable them to succeed in a sector that can be defined by its need for perpetual change. The approach we propose is trans-disciplinary and vertical, with a curriculum that is project-driven and flexible, allowing the student the autonomy to navigate their own educational journey.

Key learning points/questions:

1. Challenging traditional models of student placement by integrating industry engagement directly into the curriculum.
2. Building a community of digital practice that is trans-disciplinary, has reciprocity with industry, and is open, sharing, dynamic and future proof.
3. Designing a curriculum that is vertical and utilises the full potential of the knowledge and expertise of all that participate.

Title: "Pharmacists as Educators – Engaging with the community through outreach workshops in schools in Cork city"

Authors and institution: Katie Ryan and Ken Devine, UCC

Summary: Inspired by the UCC Campus engage initiative and in a quest to help final year pharmacy students develop higher-order thinking skills, students were tasked with designing and delivering outreach workshops on the "Role of the Pharmacist in Educating patients - antimicrobial usage, and infection prevention". The assignment formed part of continuous assessment requirements for PF4015. These 1 hour workshops were delivered students across diverse age (primary and secondary) and socioeconomic backgrounds in schools during Science week in 2016 & 2017. Feedback from school participants was gathered on learning (quizzes) and how the workshops were received (by survey – method varied depending on age). School pupils and teachers were really enthused by the workshops and we received requests to run additional workshops. Pharmacy students completed reflective logs using the Pharmacy professional CPD template. Documented learning included synthesis of existing and new knowledge, enhanced transferable skills, particularly communication and planning.

Key learning points/questions:

1. Teaching approaches involving community engagement help prepare pharmacist students for professional practice.
2. Delivering workshops to different student cohorts (age, socioeconomic) require careful consideration and planning particular to each group. Meeting with the teacher in advance as part of this planning was vital.
3. Novel assessment methods can be more time consuming for both students and staff, and requires consideration at the module design stage.

In addition to student-led outreach workshops, how can students become successfully involved in enhancing the visibility and role of the university in the community?

Title: "Community Partnerships in Higher Education"

Authors and institution: Catherine O'Mahony, Owen Jump, Ruth Hally, UCC

Summary: The benefits of learning with communities have been expounded from a pedagogical perspective (Kuh, 2008), has been identified as a way of enhancing citizenship (EU, 2015) and of promoting more participatory, and democratic, approaches to knowledge production (Strand et al, 2003). However, with increasing pressure to ensure students are civically engaged there is danger of exploiting communities to further an academic agenda. Drawing on a case studies of international and national good practice, this talk will highlight key considerations when partnering with communities on an educational endeavour. It will focus particularly on the learning from postgraduate module which has been evolving over 5 years. The presentation will be jointly developed and delivered by the UCC staff member and community representative.

Key learning points/questions:

Synthesize the key learnings gleaned from the good practice examples in relation to fostering community partnerships

Interpret how the UCC staff member and community partner perspectives and needs differ

Identify what supports and resources are available in UCC, nationally and internationally to support staff seeking to embed civic engagement in their course.

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Network Incubation Session

Design Thinking Pop-Up workshop: From Compassionate Curiosity to Innovation
12.30pm – 1.00pm

Venue: 106

Perhaps you have a research idea in the pipeline or are new to thinking about teaching and learning as research! If this is you, we invite you to be part of a network incubation. This facilitated session will enable collaboration and networking. Just drop in if you didn't sign up!
Facilitated by: Dr. Fiona Chambers, UCC

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Lunch
1.00pm – 2.00pm
During lunch spend time talking with colleagues and viewing the art projects from Cork City Prison.

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Parallel Panel A

2.00pm – 3.00pm

Title: *"Innovative Methodologies for Research Led Education; People, Pedagogy and the Politics of Place"*

Panel members: Prof. Maggie O'Neill, Dr Katharina Swirak, James Cronin, Dr Kieran Keohane, Dr Ger Mullally (all panel members from UCC)

This panel introduces and explores creative methods for research-led education in Sociology & Criminology, using participatory, arts based, performative, mobile and transformative pedagogies - both on the move in city spaces and in the total institution of a prison, with communities of practice. In imagining space and place differently we argue for the benefits of critical, convivial and imaginative pedagogic methods.

Katharina Swirak

"And why do you think prisoners would want that......?"

Engaging in pedagogical settings with incarcerated persons in conjunction with our traditional university students challenges some of our core assumptions that we implicitly hold as university educators around hierarchies of knowledge and learning. This paper is based on initial reflections of introducing the Inside Out Prison Exchange Programme as the first Irish University in partnership with Cork Prison. Drawing on the radical and feminist pedagogies of Freire (1968/70) Giroux (2015) Hooks (1994)and Horton (1990) this paper is based on initial reflections of designing a teaching a learning experience for both 'inside' and 'outside' students with a view to answering some of the following questions:

3 Key Learning Points:

- How do we create spaces & pedagogical practices that facilitate learning for apparently very different student cohorts?
- How can these practices contribute to solving bigger social issues that both student cohorts face?
- How do we negotiate liberating philosophies of teaching and learning in the constraints of a prison environment?

James Cronin

Exploring the minutiae of lived experience as a transformative pedagogy in prison arts education

In this section of the panel, James Cronin will reflect on minutiae of lived experience as a transformative pedagogy in prison arts education. The section will examine one student-inmate's artistic response to the idea of "home" as a "micrology of lived experience" (Seal & O'Neill, 2019, 17). James will discuss how a student-inmate's sustained re-making, over a two-year period, of an artefact of a domestic space of social housing reconnected him with his childhood memory of home. The transformative pedagogy, in this context, examines how artistic articulation of domestic space contributes to a better understanding of neighbourhood as community.

3 Key Learning Points:

- Why is a creative focus on the minutiae of lived experience important for fostering student-inmate critical thinking?
- How does sustained reflection on the minutiae of lived experience foster critical thought?
- What lessons can (prison) educators learn by fostering a micrology of lived experience through art-making?
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Maggie O'Neill

*Imagining Space, Place and Time differently: walking as critical, mobile pedagogy for teaching Sociology & Criminolog*y

Walking as an innovative participatory method for teaching and learning enables both learners and teachers, as co-walkers, to get in touch with social issues, for example, crime, justice and punishment in ways that foster knowledge and 'understanding' in corporeal, sensory, relational and material ways. A mobile critical pedagogy that attends to both space, place and time in thinking, doing and applying research (theories and concepts) facilitates a critical recovery of history in the present, across disciplinary boundaries. Walking as mobile, critical pedagogy makes the connections between academia, community, administration and governance, as walking, thinking and learning becomes research-led education. This presentation shares examples of walking pedagogy in modules crime, justice and punishment, feminist epistemologies and migration and borders, inspired by critical theory, walking as arts practice and imaginative sociology.

3 Key Learning Points:

- To what extent does walking as critical pedagogy enable learners to get in touch with past, present and future of crime, justice and punishment in ways that foster knowledge and 'understanding'?
- What might the development of a walking module offer to our pedagogical practice as sociologists and criminologists?
- What are the participatory, convivial and co-learning possibilities for the combination of body, mobility and image-space? In other words how might the sensate, visual and kinaesthetic attributes of walking facilitate connections with social issues, lived experiences, communities and identities in transformative ways.

Kieran Keohane and Ger Mullally

Walking as rite of passage towards sustainable planning and development

The challenge facing the University's strategic plan is to build connections between what one may call the 'traditional' teaching of foundational discipline-specific knowledge, but in such a way that develops & enables trans-disciplinary perspectives, while simultaneously cultivating 'core values' and 'graduate attributes' and enhancing the 'student experience.' This complex challenge calls for a post-conventional pedagogy in the sense that didactic methods of conventional classroom & seminars, and student-led and self-directed learning readings facilitated by online & VLE platforms etc will not be sufficient. One possible contribution to developing a supportive & integrative matrix is through site specific 'walking modules.' This participative, embodied, engaged and connected pedagogy seeks to 'show' in the Wittgensteinian sense, rather than simply 'to teach') students discipline-specific knowledge in embedded contexts, opening up perspectives on the history of our own particular institution -UCC. This will be demonstrated in the context of the 'walking' component of a current undergraduate module on 'the city & sustainable living' which is being further developed for the postgraduate programme in Planning & Sustainable Development, and also an outline of a new module in progress which will use Cork's rivers Lee and Blackwater, UCC's 'river of life' promotional video and mythology of the to river Danube to trace a deep history of the University and the student experience in relation to knowledge and meaning.

3 Key Learning Points:

- What do we understand by post conventional pedagogy?
- The importance of anthropological rites of passage in the student experience

- What can we know about the city and sustainability through walking as an engaged and connected pedagogy?

Parallel Panel B

2.00pm – 3.00pm

Title: *"Common room"*

Venue: G08

Panel members: Dr Brent Carnell (University College London), Associate Professor Ivar Nordmo (University of Bergen, Norway), Dr Sarah Mulrooney (CCAE)

Teaching and learning at universities takes place in spaces beyond formal environments such as lectures and seminar rooms. Increasingly, institutions are recognising the need to cater for diversity in the estate, including: collaborative learning environments; spaces which allow students and staff to form connections; social and hang-out spaces; catering zones; and spaces for rest and reflection. This interactive session aims to explore good design and pedagogic principles found in these non-traditional, 'common room', spaces.

Parallel Panel C

2.00pm – 3.00pm

Title: *"'Making Connections: Teaching for Integrative Learning"*

Venue: G14

Panel members: Daniel Blackshields (UCC), Prof. Tony Ryan (UCC), Dr. Marian McCarthy (UCC) & Prof. Fiona Kearney (Glucksman Gallery).

What do we mean by 'interdisciplinarity' in the context of learning connections?' Many people take the term for granted, but people have different visions of this, and how curricula are designed for interdisciplinarity. How do we know if students are making meaningful connections within and between the disciplines?

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Parallel Session B

3.00pm – 3.45pm

Theme: Inclusive and Accessible Learning and Teaching

Venue: G02

Title: "How UDL Can Make Learning Work for All Your Students"

Authors and institution: Dara Ryder, AHEAD

Summary: This presentation will introduce the concept of Universal Design for Learning (UDL) and give participants practical take-aways to enable them to get started on their own UDL journey. UDL is a teaching and learning design framework based on neuroscience and the learning sciences which aims to cater for the needs of an increasingly diverse student cohort.

The basic idea is simple but backed by decades of research – that all of us learn differently, have different life experiences and demands, and differing physical and cognitive strengths, and so a variety of teaching and learning approaches with choice and flexibility built in are required to reach and motivate everyone.

UDL gives us a lens to examine our own practice with and provides us with guidance on how to use our own knowledge, experience and creativity to reduce barriers to access for our students and empower them to become expert learners.

Key learning points/questions: Participants who attend will - 1) Reflect on the wide diversity of students in their institutions 2) Get an understanding of what the UDL framework is and how it can help 3) Get practical take-aways to get them started on implementing UDL

Title: "UCC as an 'autism-friendly' space"

Authors and institution: Kirsten Hurley & Máire Leane, UCC

Summary: UCC has committed to a multi-year project to make UCC more 'autism-friendly'. This requires the examination of the University as a learning space which encompasses the physical, the social and the academic environments. This presentation will look at the factors that need to be considered in order to make UCC a more inclusive and accessible learning and teaching space for students who have a diagnosis of autism, and what we are discovering about accessibility and inclusion in our learning spaces for the wider student body.

Key learning points/questions:

1. the needs of autistic students in a learning space
2. the factors that should be considered from a design point of view when making physical spaces 'autism-friendly'
3. the creation of an 'autism-friendly' university as an accessible and inclusive learning space

Title: "Decolonising the Curriculum. Contemplating academic culture(s), practice and strategies for change"

Authors and institution: Peter D'Sena, University of Hertfordshire

Summary: In 2015, students at the University of Cape Town called for the statue of Cecil Rhodes to be taken down from their campus. Their clarion call in this #RhodesMustFall movement was that for diversity, inclusion and social justice to become a lived reality, the curriculum had to be 'decolonised'. Moreover, they called for broader institutional change: fees must fall, and recruitment and retention of both students and staff should take account of cultural diversity rather than working to reproduce and entrench 'white privilege'. For this paper we carried out interviews with both academic staff and

students in one of the UK's most culturally diverse universities. What does/can 'decolonising the curriculum' mean; what is its relevance for equity, and its potential for teaching and learning? What problems and barriers lie in the way of carrying it forward? And finally, what might a strategy for decolonising the curriculum look like?

Key learning points/questions: Understanding: 1. the contextual background of decolonising the curriculum; 2. the contest over definitions and relevance; and 3. ideas about local and broader strategies - from curriculum development to broader institutional change.

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3.00pm – 3.45pm

Theme: Active learning classrooms, makerspaces, studio spaces

Venue: G04

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Title: "Sports Law in Motion: The Sports Law Clinic @UCC - A unique learning and teaching space for student engagement, dynamism and creativity"

Authors and institution: Aisling Parkes & Seán Ó Conaill, UCC

Summary: UCC Sports Law Clinic is the only undergraduate clinic of its kind in the world (https://sportslawclinic.wordpress.com/). It was initially founded and developed by Dr Aisling Parkes and Dr Seán Ó Conaill (UCC School of Law) in 2015, established on foot of an Irish Research Council New Foundations Award. The Clinic not only provides undergraduate law students with an exceptional research experience as well as an extraordinary learning experience in terms of skills development and application of law to facts, but it also provides a free legal information service to the wider community both within and outside of UCC. It is a student-led initiative and encourages students to be creative, innovative and to think outside the box. Through student research, overseen by Dr O'Conaill and Dr Parkes as clinic directors, a much-needed pro bono service in the field of sport is made accessible to the local community.

Key learning points/questions: Student-directed learning; reflective space for student learning; unique disciplinary experience of teaching and learning which serves the wider community.

Title: "Student-Produced Video of Role-Plays on Topics in Cell Biology and Biochemistry: A Novel Undergraduate Group Work Exercise"

Authors and institution: Paul Young, UCC

Summary: The international genetically engineered machine competition (iGEM) is a prestigious international competition for interdisciplinary teams of undergraduate students in the area of synthetic biology. Four UCC teams have entered iGEM since 2014. iGEM is student-led and gives a group of 8-12 students the chance to design and carry out their own synthetic biology research project. The project is judged based on team wikis and poster and podium presentations at an iGEM Jamboree in Boston. UCC iGEM teams have included students from Chemistry, Engineering, Medicine, Pharmacy, Mathematics, Genetics, Biochemistry, Computer Science and Biomedical Science. Beyond lab-based research they have engaged in fundraising, outreach and science communication activities, entrepreneurship, interactions with academic, post graduate, post-doctoral and technical staff, interactions with external stake holders, communication of projects varied audiences and consideration of the ethical, commercial and safety aspects of synthetic biology. iGEM offers students an intellectually challenging and rewarding extracurricular and transdisciplinary learning experience.

Key learning points/questions:

- iGEM provides a successful template for group research projects

- Group research projects facilitate learning through research and enquiry
- Group research projects facilitate interdisciplinary and community engagement

Title: "Transitional space: learning in the spaces in-between"

Authors and institution: Luke McCrone, Imperial College London

Summary: Active learning and teaching closely mimic real-world contexts by going beyond disciplinary boundaries. The World Economic Forum in their Future of Jobs Report (2018) recognise active learning as a human skill growing in demand. This mounting evidence has resulted in an institution-wide curriculum review and pedagogic transformation at Imperial College London, providing the context for this work. However, the self-directed active learning that takes place between formal, timetabled and informal, non-timetabled space is overlooked and may provide useful behavioural analogues and scaffolding for active learning in classroom settings. Using a pragmatist mixed methods phenomenological approach combining ethnographic observation with brief field interviews and automated occupancy monitoring data, this study is exploring how undergraduate students engage with physical and cognitive transitional space. Transitional space is a site of incidental learning and interaction that is fundamental to a rich learning experience, yet its architectural and curricular potential remain latent and poorly understood.

Key learning points/questions:

Active learning extends beyond the classroom, and thus educational and architectural emphasis need to address this in order to more effectively nurture active styles of learning.

Transitional space between formal, timetabled and informal non-timetabled space, and between passive and active forms of learning, has overlooked educational potential.

Students are empowered to learn and interact during transitional space as the locus of control is shifted from the lecturer back to the student where they can take greater agency in self-directed active learning.

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3.00pm – 3.45pm

Theme: Learning beyond the classroom: community and industry partnerships

Venue: G08

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Title: "Linking academia and the 'real world' in international relations"

Authors and institution: Andrew Cottey, UCC

Summary: Linking academia and the 'real world' in international relations: this talk will reflect on the challenges of linking academic programmes and teaching, on the one hand, with the policy-makers and practitioners, on the other, with particular reference to the discipline of international relations (which focuses on relations between states, international organisations and global political and socio-economic dynamics). The talk will draw on experience from University College Cork's Department of Government and Politics, which has an extensive, market-leading work placement programme, and from UCC's MSc International Public Policy and Diplomacy, which is a new model of international relations masters seeking to bridge academia and the world of policy. Our experience shows that it is possible to link academia and the world of policy and practitioners, but that it is not easy, even in an apparently very policy-oriented discipline, and that it involves significant challenges.

Key learning points/questions:

1. Bridging academia and policy/practitioners is not easy in the disciplines of political science and international relations – the two have different needs and, often, different languages.
2. The development and maintenance of work placements and other elements of engagement with policy-makers and practitioners involves very significant workload and needs to be properly supported in terms of staffing and infrastructure.
3. In politics and international relations, the skill sets which policy-makers and practitioners need often differ from those that universities normally provide.

In programmes and teaching, how do we find the 'right' balance between academic disciplinary requirements/standards and the needs of employers?

Title: "Learning Beyond the Classroom - Importance of Residential Field Courses in Teaching Plant Biology"

Authors and institution: Barbara Doyle-Prestwich, UCC

Summary: This presentation will examine 'learning beyond the classroom: community and industry partnerships' with reference to a case study involving students from the Applied Plant Biology stream in the School of Biological Earth and Environmental Sciences in UCC in an overseas (UK) residential fieldcourse setting . The fieldcourse established by a team of Plant Science staff in 2015 has to date accommodated ~ 60 students. The learning outcomes of the fieldtrip state that; students should be able to discuss recent developments in industrial plant science research (facilitated in part by visits to a multinational (Syngenta) and smaller family owed companies (Tozers)); be able to explain worldwide plant conservation approaches and plant biodiversity in the context of different plant ecosystems and anthropogenic environmental impacts through engagement with such centers of excellence as Kew Botanic Gardens in London, Kew's Millenium Seedbank Wakehurst in Sussex and the Chelsea Physic Garden in central London.

Key learning points/questions:

1. Importance of plant conservation, biodiversity and anthropogenic environmental impacts – learning beyond the classroom through experiencing extensive collections in both botanic gardens, herbaria and seed banks. Students and staff engage with staff in Kew Gardens and Millenium Seedbank and Chelsea Physic Garden and discuss with Scientists the factors to be taken in consideration when establishing such 'banks'.
2. Applied research in a large industrial setting – students get to interact with industry staff and gain insights into a number of different projects from plant breeding to screening, production and importance of agrichemicals. Students gain an understanding of large production facilities and what is involved in terms of quality control and regulation of novel compound for the agri-food industry.
3. Production of food (including of novel varieties) from seed to farm scale. Students gain not just an understanding of both the plant breeding work that is involved in producing novel varieties for the market but also gain an insight in the economics of such markets both in and outside of the EU. This involves an indepth tour of a family owned Plant Breeding facility in the South of England . Students get an introductory lecture, tour of the facilities and a Q and A session lasting over a 3 hour period.

How essential is learning beyond the classroom?

Title: Encountering Difficult Knowledge: Service-Learning with Sociology and Political Science Undergraduates

Authors and institution: Lorraine Tansey, NUIG

Summary: Community based learning or service learning is a dynamic pedagogical opportunity for students to engage with their discipline in light of social concerns. This presentation will share the key challenges sociology students and lecturer encounter when working with charities and nonprofits with social justice missions. Students are asked to face what Pitt and Britzman (2003) call "difficult knowledge" in classroom readings and discussions on complicity to poverty and racism. The community engagement experience with local charities allows for a dialogue with the scholarly literature grounded in practical experience. Sociology students are challenged to see the institutional and wider structural inequalities upstream while working in community with a direct service role downstream. Taylor (2013) describes how students' learn within this type of teaching tool. Hall et al. (2004) argue that the classroom is best placed to navigate this new terrain where student volunteering might not be grounded in reflection and the academic literature. Students with a wide variety of needs define and engage with communities in different ways and lecturers may need to adjust and demonstrate flexibility to facilitate all learning environments.

Key learning points/questions:

Reflection and guided classroom readings are key for community-based modules.

Preparing students with specific tools in advance of challenging content will ensure student learning is in a safe environment.

Student community action needs to be flexible to students' abilities and skills.

3.00pm – 3.45pm

Theme: Innovative methodologies for research-led education

Venue: G09

Title: "Innovative Approaches for Research Led Education: UCC's Green Campus Living Laboratory Programme"

Authors and institution: Maria Kirrane, John O'Halloran, Mark Poland, Sandra Irwin & Pat Mehigan, UCC

Summary: In December 2018, UCC Green Campus launched a "Living Laboratory" programme to fund masters and demonstration "action-research" projects that addressed sustainability on campus. UCC's Green Campus Programme has traditionally provided an informal learning opportunity for students to experience real-world solutions to one of the greatest issues of our time, the unsustainable use of the world's resources. The aim of the Living Laboratory fund is to utilise the knowledge generated by UCC research to develop onsite solutions with the potential for scalability. The outcome has been the funding of 6 interdisciplinary projects, to be undertaken by teams of students, academic and professional services staff and covering topics as diverse as wellbeing, human-nature interactions and the avoidance of single-use plastics. The "Living Laboratory" formalises the Green Campus programme within the core curriculum of UCC, contributing to the implementation of the university's "Connected Curriculum".

Key learning points/questions:

- Implementation of interdisciplinary and cross functional research projects
- The Living Laboratory concept in reality

- Sustainability in the formal and informal curriculum

How do we assess the impact of these projects on both campus sustainability and student learning?

Title: "Digital (Urban) Geography: Student-Led Research Methodology Training using Smartphone Apps"

Authors and institution: Paul Holloway, Ray O'Connor, Denis Linehan & Therese Kenna, UCC

Summary: New opportunities to deploy research methods (e.g., surveys) are shifting into the digital environment. There is increasing evidence that people who have grown up with technology have acquired distinctive new ways of learning, and that traditional methodologies fail to maximise student engagement (Lafuente 2018). Here we report on our strategy of integrating mobile technology in GG1015 Applied Geography, a large (200+) class introducing first year BA Arts Geography programme students to several techniques that we use in Geography. We ran student surveys and focus groups to evaluate alignment of our strategy with performance of understanding. We found that students enjoyed and benefited from the active learning beyond the classroom, highlighting an improved understanding of the geographic processes under study. A divergent response was found from students in response to technology, with results contradicting current research that suggests smartphones could be a barrier to learning (Panek and Glass 2018). The results of this study should foster discussion across the social sciences and provide a new pedagogic approach for large classes.

Key learning points/questions: Smartphones can foster student-led research beyond the classroom; Technology in large classes is not a barrier to learning; Active learning improves geographic understanding of urban processes.

Title: "Combining Mathematics and Coaching to encourage Student Success in Repeat Exams"

Authors and institution: Louise Murphy & Deirdre Casey, CIT

Summary: National and international research has identified significant and continuing learning and attitudinal issues with Maths. As part of the 'Maths Positive' initiative in CIT we identified Maths modules that had high and repeat failure rates. We piloted a workshop as an intervention for one of these modules. When we analysed several years of exam results for this module, we discovered that some of the students repeatedly fail and get caught in a 'Maths Loop'. We developed a workshop in order to challenge the students to examine their own behaviour and mindset (fixed/growth) in relation to Mathematics study. The workshop combined Academic Success Coaching with practical study techniques specific to the module and encouraged participants to reflect on their approach to it. The feedback from participants was positive and we plan to apply this mixed method approach in addressing similar modules.

Key learning points/questions:

1. When academic staff and professional staff collaborate, greater understanding of an issue can be achieved.
2. While practical skills development in Maths is important for students, a fixed mindset can block their learning. Preliminary work in this area can allow for greater learning.
3. As well as mining the quantitative data in relation to 'problem modules', it is important to also research qualitatively so that the intervention can be appropriately targeted.

If modules had a built in element where students reflect on their mindset and learning style in relation to the subject, would it increase student success and progression?

3.00pm – 3.45pm

Title: "Re-shaping Irish Universities: The Application of Self-Determination Theory to an Entrepreneurial Education Policy"

Authors and institution: Josh O'Driscoll, UCC

Summary: This paper looks at the need for an entrepreneurial education policy in Ireland. Entrepreneurial education is not focused on only entrepreneurs, but the skills involved with their work. The current education system does not support the needs of the existing Irish population moving forward. A new policy is needed to allow the young Irish to take charge of the change they want to see in Ireland. The argument for such a policy is outlined and recommendations for the implementation of the policy is offered. The author applies the self-determination theory to develop an entrepreneurial education policy that strengthens the individual's (i) autonomy, (ii) competence, and (iii) relatedness. A camp model of learning is advocated to allow students to learn from their peers and take on leadership roles to develop their competence further. This would enable them to actively engage and shape their learning, while developing transferable skills and competencies.

Key learning points/questions:

1. To outline an entrepreneurial and enterprise education policy that increases students' autonomy of their own learning experience.
2. To present a convincing argument of why Ireland should implement this policy moving forward.
3. Recommend plausible and practical actions in order to implement such a policy in Ireland.

Why does Ireland have such a poor track record for entrepreneurial start-ups?

Title: "Collaborative Learning, Role Play and Case Study: Pedagogical Pathways to Professionalism and Ethics in School Placement"

Authors and institution: Manuela Heinz, Pauline Logue, Mary Fleming, Joseph McNamara NUIG

Summary: The National University of Ireland, Galway (NUIG) and the Galway-Mayo Institute of Technology (GMIT) collaboratively offer an 'Ethical Teacher Training Programme' to the NUIG Professional Master of Education (PME) cohort, annually. The presentation will outline the programme content, format and delivery, focusing on the active learning methodologies employed, namely, collaborative learning, case study analysis and role play. It will present findings from a student-perspective study (2016-2017) aimed at establishing the effectiveness of these learning methodologies. Three findings from the study were that: 1) the active learning methodologies employed contributed to increased working knowledge of core TE texts pertaining to professionalism and ethics, 2) role play, combined with a case study analysis of ethical dilemmas in teaching, was an effective means of broadening ethical mind-sets in teaching, and 3) the collaborative learning groups increased enjoyment in learning. Interactive and reflective questions will be posed in the presentation to enhance audience engagement.

Key learning points/questions:

1. The active learning methodologies collaborative learning, case study analysis and role play have the potential to contribute to increased student content knowledge;
2. Role play, combined with a case study analysis in collaborative group settings are effective means of broadening and challenging personal mind-sets and/or biases in the context of learning and the application of knowledge, and
3. Collaborative learning groups, where tasks are current, multi-dimensional and intellectually stimulating, and where participants have clear and distinctive roles, can increase both enjoyment in learning and student engagement.

Title: "From Space to Place; Non-hierarchical collaborative strategies of teaching and learning in the Crawford College of Art and Design"

Authors and institution: Collette Nolan & Bill O'Flynn, Crawford College of Art and Design

Summary: Art practice is a complex process, and successful induction into the forms of teaching and learning practiced in the studio is critical to a student's progress through art college.In a series of action research projects, conducted over the last five years with student volunteers in the Crawford College of Art and Design, we have explored phenomenological, collaborative approaches to teaching and learning, space and place, that encourage students to be active agents in their education and co-creators of their own learning environment. Using non-hierarchical approaches, and performative methods derived from current art practice, delivery on shared modules in the Year 1 Fine Art and Contemporary Applied Art courses has been aligned closely with the practices of contemporary art. Examination of the role and application of critique has focused students and teachers on participation in the community of practice that is the art studio, in both art college and professional art practice.

Key learning points/questions:

The role of embodied knowledge in learning.

The importance of fostering agency in the early stages of higher education.

Art methods provide creative means of developing both agency and embodied knowledge in the learner.

"How do you bring a classroom to life as if it were a work of art" (Felix Guattari, 'Chaosmosis' 1983)

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Tea and Coffee Break
3.45pm – 4.00pm

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Parallel Session B (contd.)

4.00pm – 5.00pm

Theme: Inclusive and Accessible Learning and Teaching

Venue: G02

Title: "Promoting healthier communities through adult education"

Authors and institution: Jennifer Walsh, Brenda Healy, UCC & Sinead O'Néill, CIT

Summary: This presentation will highlight an adult education initiative delivered in Cork City through collaboration between members of the Cork Learning Neighbourhoods Project*. The Certificate in Mental Health in the Community is a part time accredited programme offered by the Centre for Adult Continuing Education (ACE), UCC. The programme offers participants the opportunity to explore their own personal mental health and also considers community based educational and support options for mental health recovery. The outreach element of the programme is key including delivery in Cork Prison for example.

The presentation will highlight how a collaborative project has made meaningful connections to create access to a community of learners who may not otherwise engage in learning. The process of creating a learning space to achieve optimal student learning will be outlined as well as how this programme serves to enable students to address mental health issues personally, on a community basis and beyond.

Key learning points/questions:

Achieving successful collaboration

Supporting accessible participation in lifelong learning

Building capacity in communities

Title: "Creating a SANCTuary of Learning Spaces in Universities Teaching for Diversity in Use of Spaces, both Physical and Virtual to Ensure Best Learning and Inclusive Experience for Students"

Authors and institution: Katie Power, CIT, UCC

Summary: Qualitative research undertaken at CIT, UCC and University College London (UCL) assesses the user experience of learning spaces in new builds and refurbishments of buildings in three Universities situated in Ireland and the United Kingdom. How do students and staff feel about and connect with these spaces on a day to day basis and how can university leaders nurture these connections in a healthy and meaningful way? This presentation will address these questions and apply an architectural psychology perspective to the data to examine the impact of space on the psyches of users.

The Sanct Model as per Vollmer (2016) suggests that certain elements are necessary for the support of learning in spaces, being – self-esteem, autonomy, normality, control and motivation. The Sanct approach will be explored and expanded to an application acknowledging university spaces as a SANCTuary for users to enjoy. The three case studies highlight that the users of these spaces want to be inspired by them in their learning and teaching.

Key learning points/questions:

1. The people are the most important part of every university and the spaces must meet the unique and individual needs of the users who occupy them, to ensure inclusive and accessible learning and teaching.
2. University learning spaces must wrap around people to keep them physically, psychologically and emotionally safe, instilling within all the users of the space a sense of identity and belonging.

3. The Sanct elements (self-esteem, autonomy, normality, control and motivation) as per Vollmer (2016) must be planned for and sustained in the design of university spaces, both physical and virtual.

Title: "Cross Cultural Experiences of Chinese Students Studying Food Science in Ireland"

Authors and institution: Maurice O'Sullivan, UCC

Summary: Food science is the comprehensive study of food and beverages or more specifically the application of the scientific disciplines of the physical, biological, and chemical as well as engineering, microbiology and nutrition to the study of food and beverages to improve the sensory properties, safety, nutrition, functionality, sustainability and availability. UCC attracts diverse cross-cultural groups of students to degree programmes in Ireland annually including 3000 international students from over 100 countries (UCC, 2018). However, anecdotally, students were underperforming (grades lower than Irish students) for some of their formative assessments due to a lack of familiarity with the Irish teaching system. For this reason, it was decided to investigate, from first principals, the experiences of these Chinese students both from their Chinese and Irish experiential perspectives in order to determine areas that could be optimised to improve their integration and promote their holistic learning experiences. The action research findings of this present study will thus be used to optimise a new bespoke degree programme, specifically catered for Chinese students, that commenced in UCC in September 2017.

Key learning points/questions:

Overall the Chinese students interviewed showed consensus with regard to certain issues with respect to their classes taught in Ireland. They require good WIFI and it is essential for them that they receive lecture notes with an adequate lead-time prior to the lecture which facilitates translation. In China exams are usually presented with short questions. It is recommended that students are introduced to the essay question format, possibly also through tutorials, to speed and ease their transition in the Irish system. The above findings were used to optimise the current interaction with our Chinese students Food Science and Technology International Degree.

4.00pm – 5.00pm

Theme: Active learning: classrooms, makerspaces, studio spaces

Venue: G04

Title: "Transforming Spaces: Fostering Student-Centered Learning Through the Intentional Design of Formal and Informal Learning Spaces"

Authors and institution: Jason Fitzsimons, Claire McAvinia, Kevin O'Rourke, Jen Harvey, Technological University Dublin

Summary: Transforming the academic experience and success of students by building Active Learning Classrooms (ALCs) is increasing, but ALCs are still fewer than traditional classroom spaces. Institutional guidelines generally constraint opportunities to build innovative learning spaces when then tendency is to build traditional lecture spaces. However, "built pedagogy" is important in how we construct new learning spaces on our campuses in order to shift an institution's teaching and learning culture in supporting more active learning pedagogies; "We shape our buildings; thereafter they shape us" (Winston Churchill). Purdue University (Indiana, USA) and TU Dublin are intentionally building formal and informal learning spaces to foster student-centered learning. In this session, attendees will participate in a discussion about 1) the impacts of changing design on campus spaces, 2) our

research results of learning spaces, and 3) how we as a community can focus on learning spaces influencing teaching and learning on our campuses.

Key learning points/questions: In this session, attendees will participate in a discussion about 1) the impacts of changing design on campus spaces, 2) our research results of learning spaces, and 3) how we as a community can focus on learning spaces influencing teaching and learning on our campuses.

Title: "The National Sculpture Factory as a Learning Space"

Authors and institution: Valerie Byrne, National Sculpture Factory

Summary: I will speak about the NSF as a maker space, our ongoing engagement with the MA Programme in the Cork Centre for Architectural Education, our involvement in the MakerMap Research and our plans to develop this aspect of our work in the future.

Key learning points/questions:

How can we broaden our key users profile?

What role can NSF play in the provision of opportunities for people to access creative learning?

What can we learn from the projects we have already delivered in order to improve our service?

How can the NSF connect with you as an audience?

4.00pm – 5.00pm

Theme: Learning beyond the classroom: community and industry partnerships

Venue: G08

Title: "Supporting the development of students in the pharmacy profession through stakeholder engagement and technology innovation"

Authors and institution: Katie Ryan, UCC

Summary: In order to synthesise and integrate scientific and clinical principles from their pharmacy course, BPharm 4 students were tasked with developing a 3-minute educational, patient-focused videos on smoking cessation and medicines usage. Students were required to engage with a stakeholder to help develop skills in communication, learning with/from others and to highlight their wide impact on healthcare and the community. Stakeholders identified included qualified pharmacists, allied healthcare professionals (nurses, doctors, veterinary) and patients (adults, children). Pharmacy students completed reflective logs using the Pharmacy professional CPD template to document their learning. Students developed communication, team-work and technology skills using platforms like VideoScribe. In one example, students engaged with Smoking cessation, HSE, Cork. Students received excellent feedback, as well as areas to improve. The smoking cessation working group were so impressed with the student work that students were asked to consider submitting their work to be displayed on the HSE, Quit website.

Key learning points/questions:

1. Novel assessment methods, although resisted by some students, can give students an opportunity to demonstrate creativity and develop higher-order thinking skills.
2. Stakeholder engagement in professional programmes helps students to frame their learning and develop new perspectives.

3. Novel assessment methods can be more time consuming for both students and staff, and requires consideration at the module design stage.
4.

Title: "Global sustainable development interdisciplinary perspectives:' A university-wide module at UCC"

Authors and institution: Rosarii Griffin, Claire Dorrity, UCC

Summary: This talk will discuss the development of a 'University Wide' entitled 'Global Sustainable Development - Interdisciplinary Perspectives' at UCC. This module can be taken up by UCC staff or students (including international students), or indeed, by any member of the general public. The module gives a cross-disciplinary understanding of 'Global Sustainable Development' from different disciplinary perspectives including: education, law, environmental science, public health, nursing and midwifery, e-mobile technology, water, migration and diaspora studies, etc. This module looks at global development from a multi-disciplinary perspectives, shedding light on the complexity of development within the global south, and the need to understand and development sustainable solutions to ongoing problems. This module can be taken to increase one's general knowledge, to gain broader perspective of the complexities of development work, and to gain a professional qualification for the pursuit of same. In short, this 'lightening speech' will show how the University can to the community and industry partners, to engage with international issues of import. By taking a cross-disciplinary approach, one gains an appreciation of the complexity of development, and how best to tackle development issues of global interest.

Key learning points/questions:

1. Global development is complex;
2. Life does not occur in silos, therefore one needs to broaden one's perspective in finding local solutions to global problems;
3. Sustainable practices that are self sufficient are the only feasible way of ensuring global development continues in the world's least developed countries.

Title: "Teaching in the 21st Century - engaging students in active learning using student response systems"

Authors and institution: Siobhán Lucey, Brendan McElroy and Lauren McInally, UCC

Summary: Pedagogical research shows that student learning is enhanced by student interaction in class; however, such interaction is difficult to achieve in (a) large attendance lectures and (b) where the students are academically and culturally diverse. Student response systems (hereafter SRS) allows for live interactive audience participation and engage students in a lecture setting in real time. This research seeks to examine the effects of a SRS on student participation and engagement in large undergraduate economics modules at both an Irish and UK university during the academic year of 2018/19. We compare a control period (no SRS in place) with a trial period (SRS in place). Preliminary results show that the use of the SRS significantly increased student's interaction with the lecturer and involvement in the lecture in addition to allowing the student assess their understanding of lecture material relative to their peers.

Key learning points/questions:

1. Change in level of student interaction from introduction of the student response system.
2. Improvement in capacity of students to evaluate and regulate their own learning.
3. Peer assessment

Title: "Modularity and Interdisciplinarity"

Authors and institution: Kevin J. Power, UCC

Summary: The modularity of the education system is generally geared toward a career-specific path for individual students. While varied subject choices and extracurricular activities can provide students with a rich range of experience, increased specialisation can create a sense of separateness between disciplines which may result in the neglect of engagement between fields which are otherwise mutually informative and insightful. A greater openness to interdisciplinarity would have the benefit of exposing specialists to fresh ways of viewing familiar subjects with a further potential to inform and inspire new and mutually beneficial pathways of research and education.

I illustrate the potential of an interdisciplinary approach in the context of the climate crisis. STEM-related disciplines can draw practical insight from compatible and well-founded philosophical positions e.g. Confucian leadership principles which warn against over-consumption, encouraging the kind of environmental awareness which could avert or mitigate the environmental and societal impact of climate change.

Key learning points/questions:

1. Interdisciplinarity
2. Understanding the interdependence of traditionally separate disciplines
3. STEM disciplines sometimes confirm the principles of pre-existing philosophical positions

What kind of disciplines do you think you area of interest overlooks which may in fact be beneficial for research/innovation?

Title: "Impactful teaching strategies for a Connected Curriculum"

Authors and institution: Catherine O'Mahony, UCC

Summary: While UCC's Connected Curriculum describes 6 key elements that could be included in a contemporary curriculum, the pedagogies that support the achievement or integration of these haven't been explored in any real depth. This talk will focus initially on research-based teaching and learning, as a central pillar of the Connected Curriculum, and then move to a broader consideration of the teaching strategies that can be employed to connect across one or more of the other elements. While particularly relevant to UCC staff, the paper will set the discussion in a more international context referencing related work with the EUA Learning and Teaching forum. The paper will consider the potential implications for student learning and draw on conclusions emerging from Masters research relating to integration of the Connected Curriculum.

Key learning points/questions:

Identify good practice examples of the multiple ways of integrating research and teaching

Interpret key frameworks and scaffolds to embed research in teaching across all years

Evaluate teaching strategies that can enable institutional change initiatives such as the Connected Curriculum

Which of the pedagogical strategies shared resonate most with you in terms of how you wish to develop your teaching and enhance student learning?

4.00pm – 5.00pm

Title: "Teaching in unusual surroundings - Dún Chíomháin, a house in the countryside"

Authors and institution: Isobel Ní Riain, UCC

Summary: I teach the Irish language in University College Cork. As part of the language programme I lead weekend courses in Irish in the university owned house in West Kerry - Dún Chíomháin. I would like to discuss how students react to this space in relation to speaking Irish to each other which is the goal of the weekend courses. I have published a book on this topic entitled Labhairt na Gaeilge: dúshláin agus réitigh (Coiscéim: 2019). This translates to: The speaking of Irish: challenges and sollutions. Being in a new environment outside the classroom proves quite challenging for my students. They often find that they do not know the vocabulary for household objects and they struggle to express themselves while cooking or laying the table. The weekend in the university house is a challenging experience linguistically while being a very enjoyable experience socially. I have employed group work to enable students to speak to each other in Irish during the weekend. I have found it very successful. The weekend proves a good example of active learning.

Key learning points/questions:

The space itself in Dún Chíomháin is challenging linguistically.

The space provides a huge range of linguistic opportunities.

Group work has been the key to encouraging students to speak to each other in Irish in this learning environment.

What kind of linguistic learning takes place in the classroom, and how relevant is it to everyday experience?

Title: "Inclusion of Research Labs in Engineering as Learning Playgrounds"

Authors and institution: Fatima Gunning, UCC & Tyndall National Institute

Summary: Traditional teaching practices in Ireland for "hard"-science subjects, such as Physics or Electronic Engineering, are still prevalently based on whiteboard content delivery or PowerPoint-based methods, with very little manoeuvre or willingness to incorporate student interaction, in addition to a strong focus on exam-based assessment of learning. Very often any deviation from traditional methods of teaching and assessment are seen as "dumbing down" a module or a course. The proposal of this talk is to show how enabling flexibility in the teaching environment, by incorporating either topical research discussions or bringing a high-tech lab to a teaching module, can stimulate student engagement, curiosity, discovery and learning. Moreover, the talk will also contain a discussion on using different assessment techniques, such as consultation surveys and

reports, where a richer picture of true understanding can be drafted, and compare outcomes between report-based and exam-based types of assessment, showing no signs of "dumbing down".

Key learning points/questions:

Lab-based environment provides an enriched learning experience

Departments should encourage flexibility in learning environments to enhance student experience

"Hard"-science learnings can and should be assessed using a variety of methods

Flexible timetables: Lab-based environments, in particularly closely to research teams, are difficult to schedule. In addition, students usually have heavy timetables with 1h gap here or there, not compatible with a connected campus. So how to enable a flexible timetable to embed research-based experiences?

Closing 5.00pm – 6pm **Venue: G05**	**Co-chairs for ICLAN Dr Briony Supple and Dr Tom Delahunty to launch the network** **Overview of a life in scholarship: Dr Marian McCarthy by Prof. Paul McSweeney** **Closing Keynote: Dr Marian McCarthy, UCC "Critiquing Learning Spaces: A Semiotic Approach"**