

Key Team Members

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Our Story

Co-Learning is a critical and core component of the id+futures project.

Our Story:

Co-Learning is an innovative collaborative learning model developed at UCC to meaningfully include students with intellectual disabilities in undergraduate and postgraduate modules, providing opportunities for diverse cohorts of students to collaboratively learn alongside and with each other.

Our Strategy:

Our strategy, therefore, embraces deliberative inclusion and the holistic experience of being a student in learning, social and civic spaces in UCC. Going to university is about learning but is also about expanding social horizons, it is an opportunity to meet new people and friends and hang out in social spaces and become involved in Clubs and Societies (Burke et al, 2023).

Our Modules:

Thirty two co-learning modules are offered by the four colleges, reflecting an evolving landscape of inclusive study pathways for students with intellectual disabilities in the following subject areas:

Music
Environmental studies
Public health
Geography
Archaeology
Theatre
Psychology
Business
Engineering
Economics
Nursing
Biology
English
Education
Sports Studies
Business Information Systems
Management

Co-Learning is best developed within modules in ways that are appropriate to the disciplines and the subjects being taught. Our experience of co-learning at UCC shows that it can be developed within all disciplines and programmes of the institution.

Our Team:

A collective team of Teaching Fellows, Peer Buddies and Learning Support staff are integral to the successful delivery of co-learning.

Key Impacts (current and envisaged)

Increased Awareness of the Possibilities for Inclusion:
The development of a community of practice through institution wide collaboration.

Increased Diversity of Co-Learning Modules:
Students now have access to 32 co-learning modules spanning 18 subject areas across the four colleges, offering a range of flexible pathways through their education.

Increased Capacity for Inclusion:
Brought positive changes to the systems and infrastructure in terms of capacity for inclusion and accessibility across the university relating to academia, student experience and support services.

Improved Academic Engagement:
Teaching diverse learners enhances accessibility for all students, creating an environment grounded in a Universal Design for Learning.

Increased Student Engagement:
Having students with intellectual disabilities in our classes has increased motivation, participation and attendance for all students.

id+futures Peer Buddies and Inclusion:
The peer buddies are degree students who support students with intellectual disabilities to participate in a module. They sit together during class, ensure they are included in class activities, and give assignment support. They also facilitate inclusion beyond the classroom by meeting students socially and including them in clubs and societies.

Future Interdisciplinary Collaborations:
As the co-learning model expands across disciplines, it will strengthen collaborative practices and shared knowledge across schools and colleges creating a more flexible and inclusive interdisciplinary environment.

