Case Study of Good Practice Symposium

Event Overview & Abstract Book

23rd May 2024 | Dora Allman Room, The Hub

UCC University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Fheabhsú Cáilíochta
Quality Enhancement

Case Study of Good Practice Symposium
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Case Study of Good Practice Symposium
Overview and Agenda

The scope of the Good Practice case studies submitted for selection and showcased at the symposium directly aligns with the Strategic Goals of UCC's Strategy 2023-28 Securing our Future:

1. Research and Innovation

2. Student Success

3. Global Engagement

4. Our Staff, Our Culture

5. Our Place, Our Footprint

This includes Good Practice case studies and suggestions across education, training, research, and professional support services in UCC.
With each submission it was asked to identify the Strategic Goal(s) the case study falls under.

The target audience of the Good Practice Symposium directly aligns with UCC's commitment to ensure diversity and inclusion across education, training, research and professional support services in UCC. The symposium will showcase examples of good practice across the diverse areas of activity in UCC, so that they can shared with the larger UCC community. Submissions have been received in the areas of education, training, research and professional support services and we look forward to sharing these case studies.

Agenda:

09:00   Welcome from the President, Professor John O'Halloran

09:15   Keynote presentation delivered by Dr Oliver Vettori

09:45   Poster Presentations

10:45   Oral Presentations

11:45   Award for best Poster and Talk

12:00   Close

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Business Data and Visualisation Project (SDG)
Student Success
Cork University Business School (CUBS)

Abstract:

GoGreen Retailers, a well-established European retail giant headquartered at the Republic of Ireland. Committed to meeting customer demands, it offers a diverse range of high-quality products, spanning from food to novelty items. The name "GoGreen" aptly reflects the company's dedication to providing fresh, eco-friendly, and sustainable products while prioritizing environmental consciousness.

The organization welcomes everyone, emphasizing inclusivity rather than catering to a specific demographic. Its motivation extends beyond profit margins; they are driven by a commitment to deliver exceptional services and goods at competitive prices. Emphasizing teamwork and embracing localization, it has implemented a robust supply chain strategy. At GoGreen, fostering diversity in its workforce is a priority, and they are heavily invested in comprehensive training programs to ensure their personnel consistently deliver top-notch performance. Their commitment extends to creating an inclusive ecosystem and addressing disparities through various initiatives. Every success at GoGreen is achieved ethically and aligns with its sustainability policies and goals. Our consultancy has been hired by Bright Insight Analytics Services (BIAS) to work in the recently opened department, as we specialise in the creation of dashboards to monitor organizations' performance. Here the specific context for dashboard is addressing one of the key SDG out of the 17 UN Sustainable Development Goals (SDGs).

Lead Authors: Vaibhav Ajjanavara, Disha Bhushan Chourikar, Nayonika Sen, Abhishek Sharma, Varun Shiralkar, Mayuresh Vedak

The Hitchhiker's Guide to Reproducible Research - Integration of open research activities into day-to-day postgraduate research practice
Research and Innovation | Student Success
School of Public Health

Abstract:

Locally, the UCC 5-year strategic plan seeks to "take a coordinated, holistic approach to embedding principles and practices of open research". This is positioned within a research environment where national and international funders require that the data and methods underlying research findings should be used to their maximum potential, that is to say, be made open.

Good data stewardship, analysis and reporting are fundamental to good research practice. Through the development of postgraduate module PG6030-Reproducible research practices using R, we have sought to develop a training module that provides an approachable route towards open research through the medium of the R programming language, itself a highly transferable skill. Throughout, the focus is upon improving research skills within the context of open research best practice.

Since Summer 2020, almost 300 postgraduate students from across the four Colleges and all research institutes in UCC have participated in PG6030. It combines asynchronous learning materials with regular online and in-person tutorials. Participants are taught the importance of data quality emphasising the need to continuously incorporate the principles and practice of research integrity. From there, key learnings delivered by staff from the Statistics, Data & Analysis Unit, Clinical Research Facility - UCC are dispensed over 4 weeks. The core components include data management, data handling, data visualisation and reporting, all founded upon reproducible analytical pipelines.

Anonymous feedback from students consistently speaks of direct application of the lessons to their work. We have recently begun to identify past students, now engaged in post-doctoral research, who have published their data, analysis and findings on open research platforms.

Student A, December 2023: "The way that the course was structured - I was impressed that despite knowing nothing I was gradually building into knowledge without it feeling super difficult. The coding while watching the video was so so helpful."

Lead Authors: Dr Darren Dahly, Dr Brendan Palmer

INSPIRE: Interaction Skills for Nursing Practice through Innovation, Research and Education

Research and Innovation | Student Success

School of Nursing and Midwifery

Abstract:

This pilot project is a collaboration between the School of Nursing and Midwifery, ASSERT and the School of Computer Science and Information Technology. COPE Foundation also provided supports in terms of access to resources and facilities.

Empathy is a core nursing skill that facilitates the development of therapeutic relationships. Some healthcare professionals have difficulty empathising with people with intellectual and multiple disabilities. Educators are encouraged to develop innovative ways of teaching these skills. Immersive simulation provides such opportunities. This study examined the usability of immersive simulation as a teaching and learning strategy and its effect on intellectual disability nursing students' empathy towards people with intellectual and multiple disabilities. This was a one-group pre-post pilot study of a bespoke immersive simulation experience of travelling in a wheelchair on a bus. Purposive sampling was used to recruit 55 intellectual disability nursing students. Participants completed a pre-questionnaire (Socio-Demographic and Kiersma-Chen Empathy Scale-Revised) before experiencing an immersive simulation. They then completed a post-questionnaire comprising the Kiersma-Chen Empathy Scale-Revised, Systems Usability Scale, Satisfaction Questionnaire and open-ended questions. Participant empathy scores were significantly higher post-immersive simulation. The experience was unanimously recommended as a teaching and learning strategy.

Findings highlight the potential of immersive simulation to support student learning of abstract concepts such as empathy. Further research is required to establish the long-term effect of this strategy and to plan the integration of this technology into the curriculum.

Lead Author: Dr Anne-Marie Martin

UCC Coláiste na hOllscoile Corcaigh University College Cork, Ireland | School of Nursing and Midwifery Scoil an Altranais agus an Chnáimhseachais

UNIC Virtual Exchange Workshops: Training the Trainers for the
European Higher Education Area
Global Engagement
School of English and Digital Humanities

Abstract:

The UNIC Virtual Exchange Workshops (VEW) that were designed and taught to staff from all 8 universities during the first phase of the project are introduced in this case study. The aims of the workshops were: first to promote innovative approaches to mobility by focusing on the virtual options; second, to expand and strengthen our global reach through the UNIC network; and third, to contribute to 'networked higher education' in the European Higher Education Area, so that our strengths may benefit our UNIC partners, while also enabling us to benefit from theirs, leveraging complementary offerings in teaching, research and community engagement.

Lead Authors: Armida de la Garza UCC; Astrid Tan RUB; Luana Ferreira, Deusto University

School of English and Digital Humanities
Scoil an Bhéarla agus Ealaíona Digiteacha

'YOU ASKED AND WE DID LISTEN.'
Our Staff, Our Culture
Human Resources

Abstract:

'YOU ASKED AND WE DID LISTEN.'

How often are we - staff asked for feedback on various initiatives? We may provide it but do so as quickly as possible, if at all? We ask ourselves 'Will they really listen, will it make any difference, will anything change?

Here in Staff Wellbeing & Development when we ask for feedback, we do listen. We take it onboard, adapt and change and are constantly working to improve what we offer to staff.

Can we prove it?

During the past three years thanks to staff feedback from our surveys and programmes, we have introduced a number of new initiatives, two of which relate to Leadership Development in UCC, specifically goal 4.5 of the Strategic Plan.

Example 1: CAPSTONE PROJECTS

Our Current Leaders programme has been in situ for seven years. While the programme is regularly fine-tuned, participants told us it was lacking a practical element.

So what did we do?

We introduced the 'Capstone Projects'. Within each programme, cross organisational networks are established. Each group identifies a topic to demonstrate how they wish to influence what the future of UCC looks like. They are presented to their peers and a panel of senior leaders and ULT members also review these projects.

With recent project titles such as 'From Uncle Sam to Ramadan', 'How not to get lost in UCC' and 'Mind the Gap: Intercultural Competence as a UCC Future Strategy', the Capstone projects are now a fundamental aspect of our senior leadership programmes.

And the results?

Participants have highlighted the really positive gains of working cross-institutionally. For many this is very valuable. One group told us 'we will incorporate many of the great learnings (and amazing new friendships) into our future endeavours.'

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Human Resources
Acmhainní Daonna

'YOU ASKED AND WE DID LISTEN.'
Our Staff, Our Culture
Human Resources

Abstract contd.:

Another positive is participants' greater understanding of competing interests as well as the projects providing opportunities to gain new insights. 'Many thanks for this great learning experience', 'Our Group thoroughly enjoyed every step of this Leadership Course!'

A new development this year (2024) with the establishment of the Continuous Improvement Action Network is the opportunity for participants to join this forum as a mechanism through which projects can/may be enabled.

Example 2: CONTINUING STEPS INTO MANAGEMENT DIGITAL BADGE

The 'First Steps into Management' Digital Badge was launched in 2017 providing an introduction to management and leadership skills for early to mid-career staff. It proved very successful, with over 200 graduates to date. However programme graduates told us because they were as of yet not senior enough to participate in our more senior programmes, there was no 'next step' for them to further develop.

So what did we do?

In 2023, we applied to the Centre for Digital Education to develop a brand new 'Continuing Steps into Management' Digital Badge. Targeted at mid-career staff, it bridges the gap between the 'First Steps' and our more senior leadership programmes. Our first call in 2023/'24 generated so much interest we will be holding two cohorts simultaneously.

And the results?

It is early days yet but having completed the first iteration feedback from participants has included:

• 'What a pleasure to have been amongst the first cohort to attend this course; I put time aside to evaluate on how much I have developed from the "First Steps into Management" programme.'

• 'What a great opportunity to be able to share experiences, to have an opportunity to encourage others and to laugh and learn together.'

Lead Authors: Dr Anne Gannon, Mary Horgan

SOAR Project Inter-Institutional Partnership Case Study

Student Success

Access UCC

Abstract:

University College Cork has a demonstrable record in increasing access to higher education for under-represented student cohorts and remains committed to attracting and retaining a diverse community of students in line with the National Access Plan (2022-2028). The Programme for Access to Higher Education (PATH) Strand 3 was the first Access funding programme in Ireland to make regional partnerships compulsory. It required HEIs in the same geographic location to work in partnership to design develop and implement strategies for increasing access to higher education to disadvantaged groups. This case study is based on the South Cluster SOAR Project partnership comprised of project lead University College Cork, Munster Technological University and South East Technological University. The SOAR Project is an inter-institutional collaboration on access to higher education established to promote access for socio-economic groups that have been traditionally under-represented in higher education. This case study is a qualitative exploration of the inter-institutional partnership underpinning the SOAR Project. It considers the partnership approach itself as understood from the perspective of Registrars (N=5) and Access Practitioners (N=5) from partner institutions involved in the SOAR Project. Case study data was collected through individual and focus group interviews.

Findings were that the three critical factors that enabled the success of the SOAR Project inter-institutional partnership, as perceived by research participants, were:
(i) trust, professional collaboration, and shared goals;
(ii) robust governance, institutional ownership and designated responsibility; and
(iii) shared learning and consolidation of communities of practice.

Through consideration of these findings, this case study also contributes guidelines for successful inter-institutional Access Partnerships, which are:
• articulate shared values and principles of working
• clarify governance and operational protocols
• scope and resource anchor posts
• build in opportunities for shared learning including evaluation and dissemination.

Lead Author: Sheila McGovern

A Streamlined Pipeline for Marks Inputting
Our Place, Our Footprint
School of Applied Psychology

Abstract:

The School of Applied Psychology has streamlined and partially automated the input of continuous assessment marks into DMIS. Prior to 2022, academics would meet professional services team members to verbally call marks from Canvas, which were then typed into DMIS. This was a highly inefficient process and increased the possibility of data-inputting errors.

Fact-finding took place early in S1 2022-23 to determine how many assignments within the School were being marked electronically. We learned that typically CA was being marked electronically on Canvas, and MCQs via optical reading machines. This knowledge supported the concept of using existing electronic resources to avoid duplication of mark inputting processes.

Systems already exist for this, but although marks can be manually exported from Canvas's gradebook, DMIS's limited file support requires that gradebook files be manually reformatted for upload to DMIS. This is labour-intensive, and led us to investigating a digital-only pipeline for marks inputting instead, aiming to minimising the need for human intervention.

We began with standardising naming conventions for Canvas assignments and DMIS element codes to facilitate the automation. Next, Microsoft Power Automate was used to create a flow that leverages Canvas' Application Programming Interface (API) to automate module mark export. An academic interacts with the system by submitting their module code to a Microsoft Form, triggering the flow, which pulls all marks from the Canvas assignments, organises them into a DMIS-friendly file, which is emailed to a professional services team member for final upload.

We ran a pilot of the system during mark inputting for S1 exams 2022-23 focusing on several 100% CA modules marked on Canvas. Having received positive feedback and seen proof of the system's positive impact on efficiency and workload, and the reduction in opportunity for human error, we rolled out the project fully in S2 2023.

Lead Author: Aaron Bolger, Bronagh Clarke

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University College Cork, Ireland

School of Applied Psychology
Síceolaíocht Fheidhmeach

Centre for Digital Education – Digital Badges

Student Success | Our Staff, Our Culture | Our Place, Our Footprint
Centre for Digital Education

Abstract:

In UCC, Digital Badges are micro-credentials that recognise non-credit bearing, often extra-curricular achievement. Their use is governed by a Digital Badge Policy Framework and overseen by the Digital Badge Subcommittee of the Academic Development and Standards Committee.

Digital badges are administered by the Centre for Digital Education in the Office of Vice President for Learning and Teaching. They were piloted in 2017 and this led to the development of the Digital Badge Policy Framework. Badge recipients include UCC students, UCC staff and non-registered students of non-credit bearing short courses.

The UCC Digital Badge design incorporates the UCC crest and is standardised so that all UCC digital badges are easily recognised. Although UCC digital badges are non-credit bearing, they are set so that the badge earner must complete an estimated 20 to 30 hours of effort, the equivalent of 1 ECTS credit, in order to receive a badge.

Staff and students can apply to create digital badges at three times during the year, and approved badges can be issued as often as needed. All digital badges are assigned a blank course shell in Canvas to host materials and allow for interactivity and assessment. All digital badges have set learning outcomes and an appropriate assessment mechanism to determine achievement of those outcomes.

As of January 2024, 106 different badges have been awarded to 6,076 recipients through 576 issuing events.

Lead Author: Tom O'Mara

Centre for Digital Education Podcast
Pod Digi - Ag Caint
Our Staff, Our Culture
Centre for Digital Education

Abstract:

In 2020, the Centre for Digital Education launched a responsive training programme called 'Teach Digi' as part of the IUA (Irish Universities Association) national project on Enhancing Digital Teaching & Learning led by Clíodhna O'Callaghan. One strand of this innovative and responsive staff training programme was a digital teaching and learning podcast series called "Ag Caint" which is the Irish for "Chatting" or "In Conversation With". This was a collaboration and partnership with the UCC Students Union Education Officers.

The format of this training series included a short 'chat' with a lecturer/UCC staff member and with a student/learner in UCC. This was underpinned by the student feedback as collated in the UCC Students Union Survey in October 2020. This feedback was summarised into five pillars. The Teach Digi training series, in conjunction with the IUA 'Enhancing Digital Teaching & Learning' project, has as one of its four key pillars, 'Students as Partners'. Therefore, ensuring the student voice is front and centre to our training is vital and no better way to ensure this than to directly reference their feedback as a framework for our training series.

Informal in nature, we focused firmly on some practical advice for staff on how they can adapt their teaching to incorporate some simple and accessible advice from the lived experience of both staff and students using digital in their teaching and learning practice and more broadly in their professional practice here in UCC. We met with some incredible staff and students from the brilliant Dr. Sharon Lambert to our own President, Professor John O'Halloran, our incredible UCC SU Education Officers and a diversity of student voices. This poster will present a summary of the key points and feedback collated from these rich conversations, the important learnings therefrom and plans for the future.

Lead Author: Clíodhna O'Callaghan

UCC Coláiste na hOllscoile Corcaigh University College Cork, Ireland

Centre for Digital Education
Ionad um Oideachas Digiteach

Empowering Inclusive Teaching and Learning Practices: The Evolution of UDL at UC

Student Success | Our Staff, Our Culture

Centre for the Integration of Research, Teaching and Learning
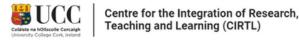
Abstract:

Universal Design for Learning (UDL, CAST, 2018) is an internationally recognised framework that supports flexible and inclusive curriculum design. In UCC, colleagues who support student learning have engaged with UDL through the Digital Badge in UDL, facilitated by CIRTL (the Centre for the Integration of Research, Teaching and Learning) and the DS (Disability Support) since 2018.

In 2023, the digital badge in UDL underwent an entire curricular redesign, informed by learnings on the Professional Practice and Leadership Certificate undertaken by the badge co-facilitator, Dr Laura Lee, in 22/23. The course structure, content, and student feedback were analysed utilising reflective tools such as Service Safari and CTQ-Tree instruments. Results of this analysis drove the full redesign of the badge, with the updated badge launched in Semester 1 23/24.

The content of the badge was fully redesigned, and included the development of novel written content, graphics, and 16 bespoke professionally produced videos. The videos created capture a range of good practice examples to provide a UCC specific context and examples that will inspire future participants on the UDL badge. It will also help differentiate the learning experience for both those new to and more expert on the integration of UDL into teaching and learning. The redesigned content also presents the history of UDL and situates its emergence in a historical and social context. Staff partaking in the badge can recognise their own context and can thus see clear pathways for how to incorporate UDL in their practice. The badge encourages staff to adopt UDL practices by showing them how effectively their peers use UDL to promote learning. By making the badge clearly practicable in the particular context of UCC, we are promoting a community of practice; thus creating a critical mass of UCC colleagues practicing UDL and sharing their experiences with others.

Feedback from the first cohort of participants on the redesigned badge is exceptionally positive. Further tweaks will be made to the badge in light of participant feedback in the spirit of continuous enhancement.

Lead Author: Dr Laura Lee

Driving Teaching and Learning Enhancement: SATLE Funding at UCC

Research and Innovation | Student Success | Our Staff, Our Culture

Centre for the Integration of Research, Teaching and Learning

Abstract:

The Strategic Alignment of Teaching and Learning Enhancement (SATLE) Funding in Higher Education is a funding allocation administered by the National Forum for the Enhancement of Teaching and Learning in Higher Education, in partnership with the Higher Education Authority. It aims to drive teaching and learning innovation and enhancement across the Higher Education sector. UCC has, to date, received a total SATLE allocation of €2.3 million. SATLE is coordinated locally through CIRTL (the Centre for the Integration of Research, Teaching and Learning), on behalf of OVPLT (Office of the Vice President for Learning and Teaching). Most recently, SATLE funding has been utilised to support a range of multiannual strategic innovations in education for digital transformation, academic integrity, and education for sustainable development. SATLE funding has also supported several extremely popular open calls, which allow all staff who support student learning to apply for support to enact a Learning and Teaching Enhancement initiative.

To date, 88 L&T enhancement initiatives have been implemented through SATLE funds. Such is the success of UCC's approach to budget dispersal that the UCC SATLE lead, Dr Laura Lee, was invited to share with the Irish Universities Association Heads of Teaching and Learning and with the National Forum Associates as an example of good practice. At the heart of SATLE at UCC is the provision of specialised professional support to all colleagues who are interested in pursuing SATLE funding, and to those who are successfully funded. This approach ensures the highest quality L&T initiative are supported. SATLE is key in supporting UCC's strategic ambition of enabling a research-informed curriculum through the application of research informed pedagogical practices, research-based initiatives, interdisciplinary initiatives that apply research findings to L&T, and the transformation of UCC's research culture through initiatives focused on topics such as open research, SDGs within the curriculum, and academic integrity. SATLE initiatives have demonstrated a tremendous range of impacts, including enhanced student learning, understanding, engagement, and motivation, with many peer-reviewed publications arising from SATLE funded work.

Lead Author: Dr Laura Lee

Co-Design and Launch of "On The Ball"
Research and Innovation
School of Nursing and Midwifery

Abstract:

An Inclusive Community-Based Campaign to Promote Testicular Awareness

Testicular diseases are common in men aged 15–44 years. Gender and sexual minorities are at an increased risk of testicular diseases and health disparities. In this case study, we discuss the co-design and launch of "On The Ball", an inclusive community-based campaign to promote testicular awareness.

We invited members of LGBTQ+ friendly organisations, testicular cancer survivors, health policy makers, media and marketing experts, and graphic designers to participate in two World Café workshops. Each workshop included three rounds of conversations. Data from both workshops were collected using drawing sheets, artefact cards, sticky notes, coloured markers, and a voice recorder. The first workshop focussed on co-designing the campaign. Findings were shared with a creative agency and "On The Ball" was designed. A second workshop was conducted to refine and plan the launch of "On The Ball."

Twenty individuals participated in the two workshops. The use of social media for campaign delivery featured in all conversations. Participants recommended offline communication using posters and radio/television advertisements to scale up the campaign and achieve wider reach. They emphasised that campaign delivery must be dynamic whilst ensuring that the health-promoting messages are not diluted or lost. Participants stressed the importance of being inclusive and tailoring the campaign to different age groups, gender identities, and sexual orientations.

A soft launch of "On The Ball" took place over two half-days during UCC's Sexual Health Awareness and Guidance (SHAG) week. One exhibition stand was used on each day. Each stand had A3 posters, pull-up banners bearing the campaign name "On The Ball", catchphrase "Have You Checked Yours?", and key campaign messages, as well as a novelty game. The soft launch generated engagement from 411 students. Students received prizes and bespoke campaign merchandise.

Lead Author: Dr. Mohamad M. Saab

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University College Cork, Ireland

School of Nursing and Midwifery
Scoil an Altranais agus an
Chnáimhseachais

Performing Communication
Student Success
Cork University Business School

Abstract:

Transversal skills are of critical importance for a successful career in an ever changing career landscape. In recognition of this the BSc Business Information Systems has 4 professional development modules across the 4 years of the programme: Personal Development & Ethics for IS Professionals 1,2,3, & 4. Our learning outcomes at module and programme level place emphasis on communication skills. On completion of 4 years of BIS students should be able to communicate and work effectively to a professional standard.

For accreditation purposes and assurance of learning this programme level learning outcome is enabled and assured in these 4 professional development modules.
Having switched to online or 'behind the screen' communication during the Covid pandemic many students came to in-person communication feeling more self-conscious and vulnerable when speaking up and in interactions with each other.
To scaffold students as they returned to classrooms we offered our students an opportunity to experience communication in a more embodied way through a series of Performing Communication workshops. These were devised in conjunction with the dept. of Theatre and CIRTL in UCC.

Acknowledging that we all learn in different ways we drew on the theory of multiple intelligences. The workshops were designed for students to explore and experience communication in a bodily kinaesthetic way and not just in a linguistic way.
We used the metaphor of performance, literally represented by being located in a theatre lab. We presented communication in the guise of performance where the tools of the theatre were applied to perform roles, project the voice, and work with stage fright. Using universal design for learning principles these workshops allowed students to think about the why, what and how of communication as something beyond the spoken word and linked to the performance of the body. The workshop location in the Theatre performance lab freed students to act and perform communication in new ways.

Lead Authors: Dr. Anna Santucci, Dr. Yvon Bonenfant

UCC Digital Education Software and Supports Request Process

Student Success | Our Staff, Our Culture | Our Place, Our Footprint
Centre for Digital Education

Abstract:

The UCC Digital Education Software and Supports Request process was established in April 2023 to streamline the purchase and implementation of centrally supported Digital Education software. Up to this point, the only path for staff to access such software was through the Project Management Office (PMO) in IT Services. However, the PMO manages all IT projects, not just those connected to Digital Education and the requirements for a formal application through the PMO can be necessarily significant. In order to streamline the process and lessen the workload on applicants, the Centre for Digital Education, the Head of Digital Services and the Project Management Office devised a 'PMO Lite' process to triage applications. This became the Digital Education Software and Supports Request process. The process allows a joint Centre for Digital Education/Information Technology Services team to evaluate initial requests to purchase centrally licensed digital education software and/or support new digital education projects. This process determines whether projects can proceed for a formal Project Management Office (PMO) application, so approval at this stage is not a guarantee that UCC will support the project.

Applications are evaluated under the following published criteria: Clear business ownership, Alignment with UCC strategic plans, Business benefits, Expected funding sources, Expected availability of business unit(s) resources, Capacity of other units to support, IT and Data security and integrity, Alignment with UCC's technical architecture and infrastructure.

Because the form is online via the CDE SharePoint site, this transposes the request to an MS List, visible to the three decision makers. They review applications as they are submitted and provide clear feedback within a number of working days. The Vevox live audience engagement software was the first piece of DE software to be purchased through this process.

Lead Author: Tom O'Mara

(AI)2ed: Academic Integrity and Artificial Intelligence
Student Success
Skills Centre

Abstract:

The (AI)2ed project carried out by the Skills Centre in 2023 aimed to develop guidance on the ethical use of generative AI tools in learning and teaching. Using ChatGPT as an exemplar of generative AI, we considered how it can be used as an assistive tool to improve learning rather than as a way to bypass key learning. Academic integrity was at the heart of this project as we sought to scope the threat that generative AI poses to assessment and what we can do to address this while also ensuring that students are prepared to critically engage with these tools which are continually being integrated across software platforms and into the workplace. This project used a students-as-partners approach, pairing students with academic staff across the four colleges in order to reimagine assessment in the face of ever advancing AI technologies. These staff-student working groups experimented with ChatGPT in relation to assessment in order to uncover approaches to mitigate against the risk of unethical AI use and to consider how best to integrate generative AI into learning activities and assessment design across disciplinary contexts in ways that enhance learning and maintain academic integrity.

The primary objective of the (AI)2ed project was to create the UCC Toolkit for the Ethical Use of Generative Artificial Intelligence in Learning and Teaching, which includes an introduction to generative AI and lexicon of terms, guidelines for ethical use, recommended adjustments to common modes of assessment to mitigate against the potential risk of unethical use, and discipline-specific case studies of good practice that share innovative forms of learning, teaching and/or assessment.

Lead Author: Dr Loretta Goff

Academic Integrity Fundamentals Course

Student Success

Skills Centre

Abstract:

The Academic Integrity Fundamentals course for students was added to the Success Zone on Canvas this year to offer all students the chance to learn more about academic integrity, skills that support it, ethical use of generative AI, types of academic misconduct, and how Turnitin works.

This course is available for all students to take asynchronously and involves engaging with around 2-3 hours of content that will help keep them on the right track with their studies, setting expectations around academic integrity and highlighting key University supports.

Upon completion of the course, students receive a certificate. Just over 200 students have completed the course to-date since it's launch in October 2023 and feedback suggests that engaging with it has impacted how they approach their academic work.

Lead Author: Dr Loretta Goff

Fostering Inclusivity in Assessments: A Case Study on Creative Rewriting in German Literary Studies

Student Success

School of Languages, Literature & Cultures

Abstract:

To enhance educational success for all students we must ask ourselves as teachers: how can assessments become more inclusive for students who are struggling to articulate their ideas within the traditional analytical form of an essay?

This case study within German Literary Studies seeks to facilitate a more student-centred and inclusive learning environment by providing an alternative assessment format that allows students also a less cognitive approach. Within the module 'Gender and Power', two assessment options are provided: students either write a conventional essay or they rewrite elements of Grimm's "Schneewittchen" (1857) so that it aligns with what they consider a more appropriate gender perspective. This task allows students to demonstrate their comprehension of the subject matter on a less cognitive, analytical and more intuitive level, using also an emotional approach. Additionally, a commentary is required in which they explain their modifications and refer to theories discussed in class. Thereby, the creative approach is complemented by academic writing skills essential in higher education.

In 2022/23, one-third of the class opted for the creative writing assignment demonstrating a willingness to embrace alternative creative approaches. The results were, overall, good and even in cases where the analytical commentary was less strong the creative component demonstrated the student's intuitive understanding of the gender issues discussed in class and helped to elevate their overall mark. In addition, the act of creatively rewriting a literary text fostered students' reflection on current ethical questions. Finally, in combination with the commentary, the creative part also seems to reduce the potential misuse of AI in student submissions. Additional insights from the current academic year will be integrated for the presentation of this case study, including feedback from a writing workshop newly incorporated into this year's syllabus.

Lead Author: Inga Owesen

School of Languages, Literatures & Cultures
Teangacha, Litríochtaí agus Cultúir

Supporting and enhancing the educational experience of international students in the School of Nursing and Midwifery

Student Success | Global Engagement | Our Staff, Our Culture

School of Nursing and Midwifery

Abstract:

This describes the organised efforts undertaken by academic and professional support staff (PSS) of the School of Nursing and Midwifery (SoN&M) to support international students on specific programmes (BSc General Nursing, BSc Nursing Studies and MSc International) to enhance the student experience and boost recruitment. The initiative developed organically but is currently in formal developmental stage. It focuses mainly on two thematic areas i.e., social integration, and health /social well-being. All activities are organised and driven by a specific Global Engagement Committee (GEI) led by chairpersons Ms Carol Condon and Dr Sean Kelleher. Each academic and PSS member of the team has a specific role. For example, Dr Helen Mulcahy is the programme coordinator for post-registration BSc Nursing Studies programme; Ms Carol Condon coordinates the MSc Nursing (non-EU) programme which is a specific programme for international students and Ms Maria O'Shea is the lead person for international students undertaking the undergraduate BSc General Nursing. Thus, the target group is mainly from these three cohorts. Ms Brid Drake and Ms Helen Forbes provide administrative and pastoral care support. Student representatives from each cohort and staff from University College Cork (UCC) Language Centre also make important contributions to student welfare. The current UCC Strategic Plan 2023 – 2028 reinforces student experience in terms of the university strategy. Goal 2 n particular focuses on student success and refers to the provision of student centred, inclusive, and outstanding student experience. Current success is measured by an increase in international applications and student numbers, improved exam results, graduate progression, and anecdotal evidence of student satisfaction. A key future development is to ensure evaluation becomes formalised. In the face of finite resources, it is necessary to demonstrate inputs, outputs, and impacts.

Lead Author: Dr Helen Mulcahy

Harnessing the Potential for Study Abroad: Connecting the Lived Experience with Academic Pre-departure Curriculum for Gen Z

Student Success

School of Languages, Literature & Cultures

Abstract:

Since 2005 I have delivered undergraduate modules preparing Humanities and Business students for Study Abroad adopting diverse disciplinary approaches in UCC. These approaches have, at their core, thematically addressed one of three areas: living and adjusting abroad (cross-cultural psychology/Intercultural Communication); using literature to understand Self and Other in (inter-)cultural settings, and more recently, biography as a real-time, binational exchange concept in a virtual space. Scholarly work on Study Abroad is integral to all approaches. This case-study argues that irrespective of the disciplinary lens used, students are best prepared when a cross-section of cultural, intercultural, psychological, and linguistic inputs are interwoven to enable students live, study and thrive when abroad. Unlike much of the work and focus of research on linguistic advancement in SA, it is argued that the needs of students today (Gen Z, born between 1997-2013) must also address their inner world (cf. Bass, 2023) both before, during, and to optimise learning outcomes, also after the SA period.

Lead Author: Claire O'Reilly

School of Languages, Literatures & Cultures
Teangacha, Litríochtaí agus Cultúir

Harnessing the Potential for Study Abroad: Connecting the Lived Experience with Academic Pre-departure Curriculum for Gen Z

Student Success

School of Languages, Literature & Cultures

Abstract contd.:

Alternative modes of learning (following UDI-principles) and access to knowledge supplementing the main focus on academic-textual production of knowledge are recommended.

Second, a longer lens around the preparation and support of UCC-students for SA proposes:

- Mental health and wellbeing for Gen Z as important on SA: addressing in classroom with appropriate prompts and self-reflective work, but establishing support infrastructures (academic, linguistic, counselling, pastoral) at host universities in advance of departure.

- Longer term: A three-staged approach to harness the most from SA for UCC students including (1) SA tailored preparatory curriculum; (2) phased mentoring, academic guidance while abroad from both UCC & the host universities and (3) integrating post-SA reflective learning linking to graduate profiles and attributes.

For the Good Practice Symposium, I will reflect on the question of good practice for YA preparation, first in relation to academic content and preparation in advance of departure (5-credit module):

- I argue that good practice necessitates a multi-disciplinary and multi-directional lens where language focus and linguistic advancement are seen as only one component of many influencing variables impacting on the quality of the year abroad, recognising the needs and challenges of the current generation. Recognising that many students come back happy, but not further in their pursuit of linguistic goals, insights from educational psychology addresses how to best empower students to be successful in accomplishing their goals. This contribution will seek to enable students to put an appropriate vocabulary on their learning using constructs from reflective practice, which is relevant and transferable to graduate careers and their lives past UCC.

Lead Author: Claire O'Reilly

School of Languages, Literatures & Cultures
Teangacha, Litríochtaí agus Cultúir

Putting cultural change at the heart of your vision and plan: A One Library Approach
Our Staff, Our Culture
UCC Library

Abstract:

UCC Library embarked on developing a new vision and plan in 2023, one that would set its future direction path for the next five plus years. This isn't new, now is he change that results or the need to collaborate with library staff and stakeholders as part of the process. The challenge often is how those in positions of leadership ensure the change 'sticks', the key being the need to understand the university to align with it as one and critically to understand your people to enable and empower them as part of that change.

This presentation will explore the concept of a 'one library approach' in the development and implementation of the library's vision and plan. With a co-design approach extensive stakeholder engagement provided rich data resulting in strategic themes strongly aligning to university priorities and aspirations. The new library vision and plan articulated the need for organisational realignment, new models of service delivery and a greater expectation on staff to engage and contribute to decision making. Rather than leading from the top, a 'leading from everywhere' way of working is encouraging staff to step up and move beyond their role.
A case study approach will demonstrate steps being taken to build a strong cultural proposition across the library team. Through extensive socialisation and communication, consultation, shared governance, and proactive engagement a real 'partnership' across the team is developing. Our aim - to build a culture of high performance, accountability, and excellence, with an agile workforce who are engaged, enjoy the work they do and are working towards stretching their career ambitions.

This paper will reflect on progress to date, looking at data from a library staff survey that provided an opportunity to 'health check' progress from the initial development phase through to the current implementation phase, looking at the interconnectedness of culture, change transition and staff performance and professional goals.

Lead Author: Coral Black, Donna O'Regan

Mature Student Evaluation: A New Entry Pathway for Mature Students
Student Success
Adult Continuing Education

Abstract:

The College of Arts, Celtic Studies & Social Sciences (CACSSS) invited Adult Continuing Education (ACE) to develop a new entry assessment to replace the Mature Student Admissions Pathway (MSAP). The MSAP was used by CACSSS for over 10 years to assess applicants who apply via the CAO to study undergraduate programmes in the College. For various reasons, CACSSS sought an alternative assessment. Given ACE's knowledge and experience in designing programmes and assessments, and ACE's commitment to best practise for educating adult learners, ACE welcomed the invitation and began to research options for a new assessment.

ACE collaborated closely with colleagues in Mature Student Support, UCC Skills Centre, UCC Admissions Office, and CACSSS to ensure the new assessment, named the Mature Student Evaluation, would meet the needs of these offices, while prioritising the learner's experience.

Following ideas from the United Nations report on Sustainable Development Goals, 'Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development' (unsceb.org), the search for different approaches to designing an entrance examination included research on a social justice approach to assessment and Universal Design for Learning (UDL). Fostering a sense of community and identity, as well as ensuring applicants are sufficiently supported prior to completing the new assessment were also key considerations.

The inaugural MSE was held on March 23rd, 2024 on the UCC campus. Prior to the assessment, applicants were invited to attend preparatory workshops facilitated by the UCC Skills Centre. These workshops not only guided applicants on preparing for the MSE but also aimed to welcome them to the campus and integrate them into the UCC community. Early feedback on the MSE sample paper has been overwhelmingly positive, reflecting the success of the collaborative efforts to create an inclusive and effective entry assessment for prospective students.

Lead Authors: Dr Patricia McGrath, Ms Maria Keane

Fostering connections with first year Access UCC PLUS students

Student Success

Abstract:

Access UCC

The Access UCC PLUS Programme supports students who entered UCC via the Higher Education Access Route (HEAR). HEAR is a third-level alternative admissions scheme which offers places on reduced points, and extra college supports to school leavers from socio-economically disadvantaged backgrounds. Access UCC PLUS students who enter through the HEAR programme are required to attend a customised, mandatory in-person Connection Day. Emphasis is placed on fostering peer to peer connection, growing a sense of belonging among students and students to meet and connect with staff. This serves to build confidence, aspiration and relatability for the first-year student cohort. Emphasis is placed on providing a fun and engaging social dynamic on this day and this is achieved through interactive and fun activities.

We wish to showcase Connection Events as a module of Good Practice to highlight the importance of this event in building connections, relationships and a strong foundation for the ongoing engagement and support provided by the Access UCC PLUS Programme. This Connection Event serves to highlight to first year Access UCC PLUS students that they have access to the following supports:
• A dedicated Student Support Officer who provide academic support and guidance, financial assistance and pastoral care and support in relation to a suite of personal challenges that students may encounter and seek to overcome.
• Academic support (if required) in the form of extra tuition.
• Access to a dedicated PLUS Programme student Resource Room in the new HUB building.
• Use of computer equipment including the loan of laptops.
• An allocation of free printing credit loaded onto your student card when you register as a UCC student.
• Financial supports to address the financial stresses that PLUS students and their families encounter.

These supports have been strongly influenced by direct student feedback.

Lead Author: Evan Healy

Co-learning Modules Supporting Inclusion
Student Success | Our Staff, Our Culture
School of Applied Social Studies

Abstract:

The id+ Project promotes the rights of people with intellectual disabilities (ID) to attend third-level education and progress to paid employment.

UCC offers two courses for people with ID:
- Certificate in Social Citizenship
- Certificate in Disability-Inclusive Practice.

A key feature of both courses is that Certificate students join Degree students in existing modules of their choice, across a range of disciplines. This provides an exciting opportunity for "co-learning", where both groups learn with, from, and about each other.

Students can choose from 22 co-learning modules in 15 different subject areas across all 4 Colleges, e.g. Geography, Law, Engineering, Nursing, Music, International Development, Environmental Science, and Public Health.

Critical to the success of these co-learning modules are:
- id+ Project Fellows (N=27), lecturers from a range of disciplines who devise cutting-edge inclusive instructional practices to facilitate academic success for students with and without disabilities, who learn together in their classrooms. They share a commitment to the value of inclusion, a keen awareness of the pedagogical benefits of co-learning, and an enthusiasm for embracing principles of universal design for learning. In 2023 the id+ Project Fellows received the Frank McGrath Perpetual Award for Wellbeing and Welfare.

Lead Author: Prof. Maire Leane

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

School of Applied Social Studies
Staidéar Sóisialta Feidhmeach

Co-learning Modules Supporting Inclusion
Student Success | Our Staff, Our Culture
School of Applied Social Studies

Abstract contd.:

• id+ Project Peer Buddies (N=107), degree students who support students with ID 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. id+ Project Peer Buddies are eligible for a UCC EmployAgility Award, in recognition of their contribution to inclusion.

These co-learning modules represent a breakthrough for meaningfully inclusive education in Irish higher education. This initiative would not be possible without the support and vision of the id+ Project Fellows and Peer Buddies.

Lead Author: Prof. Maire Leane

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

School of Applied Social Studies
Staidéar Sóisialta Feidhmeach

Digital Scholarship Studio

Research and Innovation | Student Success | Our Place, Our Footprint
UCC Library

Abstract:

This case study will outline the development of the Digital Scholarship Studio, the targeted activities occurring in the space, and how the space and services are assessed, self-evaluated and expanded.

The Digital Scholarship Studio in UCC Library opened in April 2023 and was established to provide access to new technologies and specialized software to facilitate the development of key digital skills and enable the integration of digital tools and technologies into learning and teaching. The space was developed out of Phase 2 (technology rich spaces) of the Library's Space Master Plan and involved repurposing a former service desk area with support from UCC's Building and Estates. Existing services such as equipment borrowing, the Library Studio, the Digital Experience VR Lounge, and 3D printing were incorporated into the Studio and have been upgraded and expanded with dedicated staff offering access, support and training.

Through hands-on workshops, bespoke training sessions, and individual consultations, the Academic Technology team in the Studio offer guidance and support to UCC staff, students, and researchers at all levels of expertise. Workshops cover a variety of digital skills including video and audio editing, visual communications, 3D printing and 3D scanning. These workshops focus on in-class participation, allowing attendees to gain hands on experience and real-time guidance. Bespoke sessions are delivered in collaboration with departments and focus on building the specific digital skills needed for assignments such as podcasting and digitisation.

As a new offering, the Digital Scholarship Studio and its associated services undergo regular assessment and self-evaluation. Based on these findings, staff are constantly identifying opportunities for expansion and enhancement. These include expanding outreach efforts, collaborating with additional partners and developing online learning resources. This continuous improvement is a key part to ensuring the Studio remains a dynamic and essential resource for UCC's evolving learning and teaching needs.

Lead Author: Stephanie Chen, Martin O'Driscoll, Declan Synott

Exploring Neurodivergence in Higher Education: an Experiential Workshop

Student Success | Our Staff, Our Culture
School of Applied Psychology; School of Applied Social Studies and School of Education

Abstract:

In this case study, we will present the findings of an experiential workshop held in February exploring neurodivergence through a first-hand perspective. This workshop was co-designed and co-delivered by neurodivergent staff and undergraduate students to enable UCC staff members to gain a wider perspective/understanding of neurodiversity & neurodivergence. We will focus on the specific outcomes of this workshop including discussions of potential approaches staff members can take to aid neurodivergent learners.

Lead Authors: Kirsten Hurley, Katie Marah, Dr Marcin Szczerbinski

Information and Support Initiative
Student Success
Access UCC

Abstract:

Over the last number of years the number of students applying through the DARE scheme has been increasing with numbers expected to continue to rise. DARE allows students with a disability or learning difficulty to compete for 5% of places in every course which are protected for these students to compete for. The most recent figures available from AHEAD for the 21/22 academic year indicate an increase of 273% over the last 13 years (AHEAD, 2023).

In order to support these growing numbers, a pilot project was commenced called Information and Support Team, where two staff members from within DSS were seconded to this new team. The Information & Support team was established to ensure the maximum number of students has exams supports confirmed before the exam deadline of Oct 31st. In Semester 1 of the 22/23 academic year, 537 needs assessments for newly registered students were facilitated before the exam deadline.

With the introduction of I&S, 665 were registered with the Service before the October 31st examination deadline for SREO. I&S performed 392 desk based needs assessments and Advisors met with 273 students to perform in-person needs assessments. I&S also referred an additional 159 students for a further meeting with an Advisor. As there was a reduction in the number of in-person needs assessments for Advisors, this allowed Advisors to meet with ongoing students for drop in appointments, and one to ones which was never possible in previous years. This created efficiencies in the service which improved the student experience and ensured all students had an opportunity to meet with an advisor at a drop-in appointment, as well as all students receiving their LENS prior to the examinations deadline to reassure them of the supports in place for them. This contributed to the student success by ensuring clarity of support and reasonable accommodation from the outset of the new academic year.

Lead Author: Emma Landry

Co-Creating Inclusion and Equity in Teaching and Learning (CIETL)
Student Success | Our Staff, Our Culture
Centre for the Integration of Research, Teaching and Learning

Abstract:

Co-Creating Inclusion and Equity in Teaching and Learning (CIETL) is an initiative of UCC's Centre for the Integration of Research, Teaching and Learning (CIRTL)'s contribution to the University's strategic focus on inclusive education. The first prong of this initiative is the CIRTL Pedagogical Partners Project, designed to develop and support Pedagogical Partnerships between students who identify as members of the National Access Plan priority groups and teaching staff interested in re-envisioning their teaching/modules and co-creating more inclusive and equitable learning experiences. As a pilot, 5 modules were selected, one from each College plus ACE. Student Partner selections were prioritized by self-articulated identities associated with underrepresented populations often marginalized in university settings: disability, minority and immigrant identities, socio-economic disadvantage, and non-traditional entry pathways and life experiences. Student Partner complementary pairs (one from the same college and one from another College) then undertook a full semester of immersive observation of a course/module and gathering student feedback to help give voice to the learning needs of students. Regular meetings with the module Teacher Partners served to empower these student-staff Pedagogical Partnership Teams to engage with evidence to improve the curriculum with the shared goal of integrating equity-minded teaching practices supporting inclusive learning and enhanced student success for all.

All Partners reported significant changes to modules resulting from this process, all describing the power dynamics between partners as equal and several identifying the experience as transformative. Cumulative enrollments in the 5 modules impacted over 735 students. As the 6 participating Teacher Partners agree that the insights they have gained will be used to inform their future teaching in other modules, the longer-term impact of this project is likely to touch at least 2,510 students, spreading farther through the 32+ modules they teach (+20 modules they coordinate) on an annual basis.

Lead Authors: Anna Santucci, Bonnie Mullinix, Sharon Ultsch

UCC Coláiste na hOllscoile Corcaigh University College Cork, Ireland | Centre for the Integration of Research, Teaching and Learning (CIRTL)

Teaching Principles and Practice of Open Research Undergraduate and Postgraduate Levels: the PaPOR TRaIL Course

Research and Innovation | Student Success | Global Engagement
School of Public Health

Abstract:

Open research involves actions at all stages of the research cycle to make processes and outputs more transparent and accessible for all members of society. Educational resources for students are essential to enhance awareness and early engagement with open research. The Principles and Practices of Open Research (PaPOR TRaIL) course is an open educational resource on open research for undergraduate and postgraduate students. It is a self-paced and online course that provides students with understanding of what open research is, why it is important, and skills to support open research conduct. All students first complete an introductory module that provides a comprehensive understanding of the principles and practices of open research. Following completion of this module, students can complete all/any of six skill-based modules that provide hands-on instruction and resources for how to do the following practices: Research Integrity; Pre-registration, Research Data Management, Research Reproducibility, Open Reporting, Open Knowledge Dissemination. Upon completion, students receive a UCC digital badge and certificate of completion. Since launching in December 2021, over 580 students from 16 countries have enrolled in the PaPOR TRaIL course. Feedback from the course is consistently positive. For example, feedback from one student included "I really enjoyed learning about open research as it was a topic that I had not considered before and will benefit me when I am planning and doing my own final year project". The development, content and format of PaPOR TRaIL is currently informing development of a national open research training programme in Ireland, and PaPOR TRaIL is also an invited partner with the Framework for Open and Reproducible Research Training. In sum PaPOR TRaIL provides a unique, invaluable and freely available open research tool to spread and support open research practices.

PaPOR TRaIL can be accessed here:
https://open.ucc.ie/browse/all/cpd/courses/papor-trail-principles-and-practices-of-open-research-003cpd

Lead Author: Dr Karen Matvienko-Sikar

Mapping programmes to institutional frameworks: our collective efforts and adventures with CIM

Student Success

Centre for the Integration of Research, Teaching and Learning

Abstract:

UCC has set out an ambitious target to integrate a Connected Curriculum in all programmes, to map all programmes to the Sustainable Development Goals and to articulate how programmes can support students to attain graduate attributes.

Three distinct but overlapping mapping activities have been created to support staff in mapping programmes to these elements in order to foster student success and ensure work and world ready graduates. The poster will provide a step wise overview of how to engage in these mapping activities to clarify the approach and encourage colleagues to take these first steps.

Lead Author: Dr Catherine O'Mahony

Developing an SDGs-driven Entrepreneurship Culture by Teaching and Learning through Micro-Credentials and Business Simulation Technology

Research and Innovation | Student Success | Our Place, Our Footprint

Cork University Business School

Abstract:

The HEA-funded project titled "Embedding an SDGs-driven Entrepreneurship Culture" represents a collaboration between Cork University Business School and UCC Innovation and bridges the gap between effective entrepreneurship education at HEI level and the practical application of the Sustainable Development Goals (SDGs). As part of the project, innovative tools were developed to advance teaching and learning in entrepreneurship using an SDGs lens: Short online courses and accompanying UCC Digital Badges were designed for students and staff and a bespoke business simulation game with integrated decision-making related to the SDGs. The short online courses were tailored to meet learner expectations:

1. Flexibility and easy navigation: The courses are available online 24/7 and learners progress through five core modules at their own pace.
2. Engaging content: Each module consists of short video materials, brief case studies for self-reflection, helpful reading lists, discussion boards to share opinions and quizzes.
3. Applied learning: Students and staff are encouraged to practically apply learned knowledge through an assignment which requires them to develop a new product or service (students) or curriculum (staff), with clearly defined SDG components.

Valuable inputs from sustainability and entrepreneurship experts from 14 countries enriched the content of these short online courses. The newly designed business simulation game capitalises on the advantages of modern technologies and promotes high-impact experiential entrepreneurship learning for students. It presents a real-life business scenario where students play the role of an entrepreneurial team and need to apply problem-solving, analytical and strategic skills to achieve goals. The most successful team is not the most profitable, but the one that achieves success across a balanced scorecard, which teaches students about a sustainability approach to entrepreneurship. The outcomes from this project include greater SDGs literacy among students and staff, advanced teaching of SDGs-driven entrepreneurship and enhanced entrepreneurial thinking and creativity.

Lead Authors: Dr Lana Repar, Professor Joe Bogue

Ask UCC and Student Central
Student Success | Our Staff, Our Culture
Ask UCC

Abstract:

Two major developments in student service delivery have seen beneficial outcomes for both staff and students of UCC; the development of Student Central and of Ask UCC (ask.ucc.ie).

Student Central is the physical office that now provides a triage service for all admissions queries previously directed to the Admissions Office, International Office, and Graduate Studies Office. SC also manages Conferrings queries, along with triaging the "General & Other" queries from students unsure of where to direct their questions. Student Central provides a physical counter space in the Student Hub building, for students to present with forms that need to be certified regarding their registration record, and to collect hard copies of their Attendance Letters or IRP renewal letters. The counter also provides a central campus point for students to come to if they have admissions queries or are unsure of where they need to go with a query they have.

Ask UCC is the searchable knowledgebase available on the UCC website. Users can type in their question into the search bar and will be presented with relevant Knowledgebase Articles. Each Knowledgebase Article is owned by the office in charge of the service, and these service providers keep their own articles up to date and relevant. When creating or updating an article, Student Central staff must approve it before it is published online, allowing a central overview to ensure articles are presented uniformly and coherently to users. There are currently 569 published articles on Ask UCC, with a combined total of 500,553 article views (since 12/12/2018). Ask UCC hosts the request buttons for Attendance Letters and Academic Transcripts and also allows for users to submit questions through webforms; one for registered students and one for prospective students. Our case study breaks down the processes around these webforms and provides data for their usage amongst students.

Lead Author: Ciara Murphy

Insta-Learning: Enhancing student's experience through the use of Instagram
Student Success
School of Languages, Literature & Cultures

Abstract:

This contribution showcases the integration of Instagram as a pedagogical tool in the context of a linguistics final-year module in the department of German. Departing from conventional classroom boundaries, the use of instagram facilitates informal learning on a volunatry basis, engaging students with topics such as linguistic discrimination, racism, multilingualism and other relevant areas of the module by providing real-life examples of these topics that we can encounter in everyday life.

By providing the students with the opportunity to actively take part in shaping the content on the profile, for instance by actively encouraging them to send in pictures of things they relate to multilingualism or other topics, but also by providing the opportunity to reflect on the material dealt with in class via polls and QnA sessions in the app.

The approach aligns with the institution's strategic goal of promoting student success through a student-centered, inclusive, and digitally enhanced learning environment and is supported by post-semester surveys, which underscore the effectiveness of this pedagogical approach. Feedback indicates a very positive response, with students praising the platform for its ability to broaden their perspectives in an informal way and to enhance learning through humor, interaction, and real-world connections.

This case study demonstrates how innovative use of social media and thinking outside the box in terms of teaching and learning can enrich student experience and promote a deeper engagement with course content.

Lead Author: Dragan Miladinovic

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

School of Languages, Literatures & Cultures
Teangacha, Litríochtaí agus Cultúir

Administration Systems Programme
Our Staff, Our Culture
Academic Services

Abstract:

Over a period of 8 years, the University's EIB funded investment in the Student Administration Systems Programme has helped incrementally enhance many of the core services and business processes that underpin the Student Administration Lifecycle, from Application right through to Graduation. Technology has been a key enabler in terms of realising this transformation but so too has been Change Management and use of the LEAN DMAIC problem solving framework.

The experience of the programme will provide a lasting and valuable return for the University. New competencies and experience of largescale transformation across the campus mean that further changes can be approach with confidence. This poster shares some of the key lessons learned from the Programme in the hope that they will be of value for colleagues who are embarking on similar projects.

1. Lesson #1 – Effective Sponsorship is Key.
2. Lesson #2 – Seek Clarify & Agreement of Purpose.
3. Lesson #3 – Incremental Change Vs Big Bang
4. Lesson #4 – Careful Budgeting & Forecasting
5. Lesson #5 – Process Improvement needs Change Management

Lead Authors: John McNulty, Orla O'Callaghan, Barry O'Connor, Yvonne Creedon, Kevin Harrington, Mary Martin, Michelle Higgins

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

Leas-Uachtarán agus Cláraitheoir/
Deputy President & Registrar

A Case Study on Authentic Assessment and Experiential Learning within a Physical Education and Arts Teacher Education Degree

Research and Innovation | Student Success | Our Staff, Our Culture
School of Education

Abstract:

The present case study reflects a creative and synergistic approach to undergraduate degree reaccreditation, within the applied subject area of Physical Education, between 2021 and 2024. This case study involved a sample of six Physical Education Teacher Education (PETE) degree colleagues, specifically coming together as part of the strategic vision of the university, and the wider national accrediting body for teachers in Ireland i.e. The Teaching Council.

This specific case study sought to investigate the proposed measures of change required for sport-specific practical area modular offerings, under the domain of research informed teaching and learning within Physical Education. Our academic full-time colleagues within an established degree completed a SWOT (strengths, weaknesses, opportunities and threats) examination through the existing modular offerings in the sport-specific practical areas. The following dimensions of PETE academic delivery were considered: contact hours required, assessment strategies, facilities, resources, expertise and personnel.

The findings that will be presented at this case level show how a PETE programme managed to successfully get national Teaching Council accreditation in 2023 for a Level 8 240-credit configured pathway in Physical Education. This element of the programme entails a suite of five 5-credit modules (sport-specific practical areas) taught to 150 students across 3 years of the programme, with 14 different tutors and lecturers for the same number of sports and physical activities, which are coherently approached through flexible pedagogical and assessment protocols. More specifically, the case study will explore at a finer level the intricacies involved in local strategic thinking at programme level within Higher Education.

Lead Authors: Dr. Wesley O'Brien, Dr. João Costa, Dr. João Mota, Dr Conor Philpott

A Case Study on Authentic Assessment and Experiential Learning within a Physical Education and Arts Teacher Education Degree

Research and Innovation | Student Success | Our Staff, Our Culture
School of Education

Abstract contd.:

The revised sport-specific practical areas within CK125 presently offer a heightened experiential degree component in the current academic year, in which students are thinking, feeling and doing the sports-related components of the degree. All full-time academic staff on the CK125 programme are delivering such material in a unified and consistent approach. The strategic thinking and practical rollout of this new degree pathway component is a complement to the institutional and external constraints of online and blended learning. This SWOT examination has heightened PETE colleagues understanding of applied contact learning experiences, for meaningful third-level teacher education delivery.

Lead Authors: Dr. Wesley O'Brien, Dr. João Costa, Dr. João Mota, Dr Conor Philpott

We are UCC, Re-igniting campus life post pandemic

Our Staff, Our Culture, Global Engagement, Student Success
IT Services

Abstract:

Led by Michael Tobin in AVMS and working closely with Eoin Hahessy and the Office of Media and Communications, UCC TV has produced numerous videos and reels for UCC's social media channels over the past 18 months. The current team are made up of interns Ruben Tapia and Max Bell who are recent graduates of UCC and Erin O'Riordan, a 4th year Law student working as student-help.

Based in Arts na Laoi, UCC TV produce on location as well as studio recordings.

The videos help celebrate all that's good in UCC including student life, clubs and societies, our staff successes and award winning research and academia.

UCC TV also provides a professional photography service.

Lead Authors: Michael Tobin, Eoin Hahessy, Tim O'Donovan

Tailored Education through Technology - A Case Study on Adaptive Tutorials

Student Success

Cork University Business School

Abstract:

Dr. Huanhuan is the lecturer for IS6132, with Xuezheng, Conor, and Philip serving as tutors for this module. During tutorials, Conor and Philip handle the practical aspects of the lecture material, while Xuezheng tailors content based on students' needs and feedback. Specifically, Xuezheng spent three weeks gathering students' foundational understanding, learning progress, outcomes, bottlenecks, and knowledge gaps. He then utilises this insightful data and Gen-AI's capabilities to create fully personalised additional tutorials to address these gaps.

Each extra tutorial session forms a closed loop, including an introduction, main body, and feedback - the subsequent session is structured based on the feedback from the previous one. Each session is dynamically adjusted. In addition to theoretical knowledge covered in class, each session expands to provide students with foundational knowledge not covered in class, academic content beyond the curriculum, and industry knowledge to help them understand the practical exercises of the assignment project. The feedback from each session also serves as objective evidence of students' learning outcomes.

Lead Author: Dr Huanhuan Xiong

Developing qualities and dispositions needed to thrive in an uncertain future
Student Success
Cork University Business School

Abstract:

The world of work is changing rapidly, Covid has accelerated and demonstrated this. Artificial Intelligence is here and impacting working lives. 'Changing the shape of organisations changes the shape of careers' (Savickas, 2019, p. 4). The question arises how do we prepare our graduates for this environment?

The BSc Business Information Systems has a dedicated professional development curriculum across the 4 years of the programme. These modules are cognisant of the opportunities and challenges that transitioning in, through and out of university presents to students. Our poster will show how, based on UDL principles, and using assessment as and for learning, these modules seek to develop key qualities and dispositions needed to thrive in an uncertain future.

Through formative assessment students are facilitated to develop their Career Story (professional identity) by building connection with self across their past, present and future life. For example, the CV is used as an exemplar to integrate the students personal story with the technical and transversal skills they acquire through their life and learning journey, with a focus on skills sought by employers.

With placement as a milestone professional development opportunity in the 3rd year, the students are enabled to try out and perform their developing career story, while integrating and developing skills and qualities essential for the workplace of the future.

Savickas, M. (2019). Career counseling (2nd ed.). American Psychological Association

Lead Author: Stephanie Larkin

Work-Integrated Learning Quality Enhancement Project
Student Success
UCC Career Services

Abstract:

The Work-Integrated Learning project is currently in its development phase, aiming to consolidate existing WIL activities across the university while introducing novel WIL initiatives into the curriculum. This project aligns with UCC's strategic plan for 2023-2028 by seamlessly integrating Work-Integrated Learning into the connected curriculum, thereby bolstering student success.

WIL plays a pivotal role in enhancing the student experience at UCC. It contributes to the UNESCO Futures of Education 2025 initiative, which emphasizes bridging the gap between education and the world of work. By providing students exposure to diverse occupations and fostering work-based learning opportunities, UCC actively supports the critical "school-to-work transition."

Employability stands as a central objective within the National Strategy for Higher Education 2030. Encouraging undergraduate students to engage in work or service situations and formally recognizing such experiences through accreditation or inclusion in their diploma supplements is a key facet of this strategy.

The thematic review of placement was initially commissioned due to the dispersed practices of work placements across the university. However, the onset of the COVID-19 pandemic in March 2020 underscored an even greater need for enhanced communication and collaboration regarding policies and practices throughout the institution. In response, work-based learning professionals and academic staff swiftly formed a network to address the implications of restricted movement on real-world experiential learning. This crisis further emphasised the necessity of establishing robust university-wide quality systems and practices in an ever-changing volatile, and complex world.

In summary, the WIL project at UCC is poised to enrich student learning experiences, foster employability, and adapt to the challenges of our dynamic global landscape in an ever-changing world of work.

Lead Author: Clodagh Kerr

UCC Career Services
Seirbhísí Gairme COC

Digitising Forms and Processes
Our Staff, Our Culture | Our Place, Our Footprint
Digital Advisory Centre

Abstract:

Our objective is to enable staff to use digital tools to increase efficiency across the university. There are many tools available within our Microsoft licensing agreement that can provide the solutions. Benefits to a department of digitising paper-based forms include:

- Increased efficiency - digital forms allow for quicker and more accurate data capture, eliminating the need for manual data entry. This efficiency reduces errors and administrative overhead.
- Instant Access to Information - real-time data available for analysis and decision-making.
- Secure way of gathering and storing data.
- Reduction in paper waste.
- Possibility of further enhancements to process - digital forms are often the first step to automating processes by use of Power Automate.

We provide the following for staff to gain the skills to deliver this change:

- M365 and more for a Digital Workplace Digital Badge - consists of 7 modules including modules on Forms and Power Automate.
- The Digital Advisory Centre regularly deliver DAC Learn Live sessions on both Forms and Power Automate, and session recordings are available to all staff. We also provide Learn Lives sessions on good practise for other topics such as Teams, Excel, SharePoint, Carbon Footprint considerations, etc.
- The Digital Advisory Centre offer advice and support to staff wishing to create forms and digitise processes.

The following is just one of many similar case studies. The Department of English wanted to improve their process for approving essay extension requests. The goal of this project was to improve procedures from traditionally heavy, paper process to an efficient, online process, accessible 24/7 therefore improving availability for staff and students who were previously limited to office opening times.

1. Move to a Form > Power Automate > List based process.
2. Approvals automatically signed off in Teams or email.
3. Updates are automatically emailed.

Lead Authors: Rory O'Toole, Marian Twomey

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

IT Services Department
Seirbhísí TF

School Managers Community of Practice
Our Staff, Our Culture
School of Applied Psychology

Abstract:

In UCC's 2023 Institutional Review Report, the Review Panel identified School Managers as a staff group that could benefit from enhanced opportunities to connect and engage in peer learning and support. A concept paper to establish a School Managers Community of Practice (CoP) was presented to the Quality Enhancement Committee in October 2023; this received strong endorsement from the QEC and its Chair, Prof John O'Halloran. School Managers (of which there are 25) were contacted and there was unanimous support for this initiative. What is a Community of Practice? Communities of Practice (Lave & Wenger, 1991) presents a theory of learning based on engagement within groups of people informally bound by shared expertise and joint enterprise. Members collaborate to share resources, skills and mutually learn about specific subjects. Communities of Practice also enable commonality of purpose, and the sharing of best practice amongst colleagues with shared functional expertise who work in different units, as is the case with School Managers in the HE context.

Guiding Principles:
• Collegiality – peer support and sharing of good practice
• Connected Curriculum and UCC Strategy – supporting core university strategy
• Communication – disseminating information on strategy, systems, policy and procedures
• Complementarity – complement other leadership fora
• Constructive – benefit and enhance members, their Schools and the wider university
• Collaboration – providing opportunities for collaboration across the university

A Community of Practice in Practice: An inaugural meeting of the CoP was held in December 2023. The benefit of developing the CoP was acknowledged and it was agreed to create different channels for communication and peer support. A CoP Teams channel with various themes has been developed to communicate, support and seek advice. The CoP will meet monthly and meetings will be hybrid. A meeting will be organised with UCD's School Managers CoP to gain insight from their experience.

Lead Authors: Dr Bronagh Clarke, Dr Kay Taaffe

SOAR Project Community Based Mentoring Programme
Student Success
School of Applied Social Studies

Abstract:

The SOAR Project recognises that community-based mentoring exists informally within communities. Individuals often provide a positive influence and critical support to prospective and progressing students in their communities. The aim of the accredited CPD Certificate in Community-Based Mentoring is to offer formal recognition to mentors, build their capacity and equip them with the skills and knowledge to be an effective mentor in their community. A joint initiative between UCC and MTU Cork Campus, the programme was co-created with community partners – Cork Learning City Learning Neighbourhoods and Cork Migrant Centre. The 10-credit programme, delivered through Adult and Continuing Education, UCC centred on shared learning and reflective practice. Access staff delivered information sessions on Access pathways and supports. Sixteen community mentors participated. An evaluation of the pilot highlighted the adoption of a co-equal and reciprocal approach was a critical element in the success of the programme. Partners valued mutual respect and recognized the complementary nature of their approaches to developing the initiative. The collaborative design of lectures was commended. Students and stakeholders reported that the course equipped students with the necessary skills, and confidence to become mentors in their communities, along with the critical awareness to advocate for further educational opportunities. Participants felt a strong sense of belonging to a larger mentorship community, motivating them to maintain the networks established.

Recommendations from the evaluation included: Continued university and community support be given to mentoring programs, Collaborative spirit be fostered between university and community partners to support mentorships and connections, Flexible approaches to lectures and content delivery be maintained, The cultivation of confidence through networking opportunities among graduate cohorts.

The SOAR Project was awarded the Cork Celebrates Lifelong Learning Higher Education Award in recognition of the collaborative and innovative approach taken to support lifelong learning by resourcing the community and strengthening HEI-Community links.

Lead Authors: Micheál Ó hÁodáin, Norma Browne

Journey towards creating a new reflective space to explore Critical Pedagogy in the Classroom

Student Success | Our Staff, Our Culture | Our Place, Our Footprint

School of Applied Social Studies

Abstract:

Beginnings - The journey began as UCC colleagues with a shared interest from across the University completed a training in Spring 2023 in Critical Pedagogy, designed and facilitated by Dr Sharon Ultsch, Baltimore Maryland; Dr Stefanie Baier, Michigan state: Dr Adriana Signorini ; University California Merced. The initiative was supported by CRTL, knowledge and skills were developed in re-conceptualising teaching and student engagement, informed by critical pedagogy principles, which became a digital badge. A core group wanted to continue and sustain this work.

The Journeying onwards - A one-day Seminar and Workshop on 7th December 2023 attended by academic staff across the University, four colleges and OVPLT. The seminar provides a space to reflect if and how there is a place for critical pedagogy in the classroom. The keynote speaker, Dr Deanne Bell, gave a provocative presentation on what it means to decolonise the curricula and the university, in which the classroom is a place to pose strong questions, where emotion is present and accepted, thinkers from the majority world are part of the curriculum and where staff/students can critically grapple with the aspects of the social/structural world that impact their lives. With Dr Bell, the group explored the challenges and opportunities of critical pedagogy within the curriculum, including decolonizing the curricula. UCC colleagues the presented case studies, developed during the Digital Badge followed by a workshop.

Onward Steps - Emerging from the workshop, a reflective group was identified as a way to support colleagues to continue the journey of examining their teaching and student engagement through a critical pedagogical lens. This group aims to create a reflective space that provides a collegial, interdisciplinary, peer community that can re-imagine classroom practices and ways of being, thinking and doing to bring a diversity of knowledge and lived experiences into dialogue in critically engaged ways.

Lead Authors: Maria Lotty, Siobhan Mortell, Sharon Ultsch, Angela Veale

Promoting and supporting inclusivity in IT Services: Integrating inclusivity throughout IT systems, structures, and staff

Our Staff, Our Culture

IT Services Department

Abstract:

The IT Services' Inclusivity Team was established to develop an inclusivity strategy/white paper for IT Services covering aspects such as accessibility, diversity, and equality, develop and enhance relationships with key partners across the wider university. Acting as primary liaison to stakeholders such as UCC Access Office (DSS, UCC Plus, Mature Students Office), Inclusive UCC, EDI, HR, International office, and UCC Students Union, keep abreast of, and interpret key inclusivity initiatives, monitor and report on inclusivity-related metrics and lead consultations, communications, and events on inclusivity matters.

Our activities to date are summarised below:

- Liaising with the Procurement Office to incorporate inclusivity and accessibility into tenders for new technologies
- Members of the team worked closely with members of Ireland's National Cyber Security Awareness Task Force and international and industry partners to develop "Recognising and Responding to Technology Facilitated Abuse" (TFA), a course devised to provide frontline workers, community workers, and families of those impacted by TFA, as well as victims of TFA themselves, with the tools to combat these increasingly prevalent and serious issues. The Inclusivity team's expertise in technology and building a digital course enabled the creation of a Digital Badge, which will be available locally, nationally and internationally.
- Surveyed IT colleagues to gather information on their inclusivity needs
- Increasing LGBT+ visibility and ally-ship through the provision of LGBT+ themed lanyards, badges and ally stickers.
- Undertaking EDI training courses
- Developed IT recruitment policies to build-in inclusive principles.
- Supporting staff disability accommodations
- Highlighted need for improved university-wide information on disability supports.
- Investigated tools for identifying gender-coded language in job advertisements
- Co-Hosted Microsoft Accessibility event with Inclusive UCC
- Presented at Soapbox Event to highlight EDI matters and IT Services' work
- Supporting UCC Ally, delivering a meaningful impact on teaching practice and student learning
- Worked with Buildings Office to convert a male-only bathroom to gender-neutral

Lead Authors: Claire Crowley, Kilian Murphy, Myles Corcoran, Noelette Hurley, Ruth Butler

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

IT Services Department
Seirbhísí TF

Community Engaged Learning (CEL) experience, exploring the microbial diversity underpinning the healthy tapestry of growth and ecology in community gardens

Student Success | Our Place, Our Footprint

School of Microbiology

Abstract:

The School of Microbiology at UCC has developed and implemented a unique Community Engaged Learning (CEL) experience, exploring the microbial diversity underpinning the healthy tapestry of growth and ecology in community gardens. CEL is an experiential teaching approach whereby lecturers and students work on issues of importance to society with a community partner. Working closely with UCC Greenshoots, the first roll out of this adapted module saw life science students in 3rd year (Microbiology, Biotechnology, Applied Plant Biology, Science Education) and visiting EU students visit UCC Community Gardens and design a sampling strategy to uncover the invisible rich microbial communities operating underground. Lab biodiversity analysis performed by the education team followed, with the data presented to the students for interpretation. UCC Greenshoots then took part in a class review whereby the students shared their interpretation of the lab analysis and suggested alterations to the seasonal planning in consultation with the community partners. This linked back nicely to the introductory seminar given by UCC Greenshoots, which was also used to great effect to raise awareness of how the students can make a tangible difference. The students relished the opportunity to perform their own understanding while also learning from the extensive experience and practical know-how of community groups. Next year will see this innovative CEL initiative, which provides a roadmap for life science disciplines to adopt CEL into their own practice, rolled out to other community gardens across Cork.

Dr Reen co-developed the CEL module through involvement in a National Forum SATLE grant led by Dr Ruth Hally (CIRTL) which aims to promote CEL across the curricula in UCC to enhance student learning. CEL activities offer a high return for academics, affording the opportunity to explore SDGs with a community partner, thereby creating opportunities for students to develop both personally and professionally.

Lead Author: Dr F. Jerry Reen

UCC
Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

School of Microbiology
Scoil na Micribhitheolaíochta

Orientation at UCC - Student Success

Student Succes

Admissions Office

Abstract:

Orientation at UCC is an iterative process, with student feedback and responses to the current environment forming the programme's core each year. The First Year Experience Coordinator, Peer Support, Students' Union, DE Comms, Library, Skills Centre, Clubs & Socs, and many other academic and support staff collaborate to deliver a programme of events and supports to transition students through the "begin" phase of their journey here.

This includes on-campus lectures and tours introducing new students to classmates and the UCC landscape, initial contact with academic staff via in-person sessions and an online Canvas module, workshops and skill sessions at the Freshers' Fest, and the First Year Guide to Success, which is designed to give students a head start through their first semester with information on the facilities and services they need to be aware of in UCC.

In line with goal 2.4 of the new strategic plan, the student voice is at the heart of our orientation planning. We regularly implement feedback from the First Year Student Survey; last year we introduced a more stringent content warning system for the Bystander Intervention presentations based on comments from students. Peer Supporters also form the backbone of the orientation workforce, conducting tours and icebreaker events and providing a bridge for new students into the UCC community.

Each year's orientation programme is designed in several steps, including a post-event review, orientation steering group with representatives from the various offices involved, and the annual First Year Survey, which gathers student feedback. This iterative and collaborative approach allows us to respond more quickly to local and global events, as well as to developing student needs. It also allows us to evolve to meet our sustainability goals. Post-Covid, for example, the programme is now hybrid, with the academic "Introduction to the course" on Canvas providing students with an information repository that they can refer back to during the overwhelming first weeks in university.

Lead Author: Nóirín Deady, Nikita O'Connell, Dave Carey

The Use of Caregiver-led Music Intervention in the Conext of Residential Care

Abstract:

The purpose of this study is to design and implement a six-week music intervention to be delivered by caregivers in a Cork City nursing home. Caregivers and staff of nursing homes allow the provision of 24-hour care to meet the various range of their resident's health needs, including both physical and cognitive support. Beyond the basic needs of care, engagement in social and leisure activities are indicators of quality of life and well-being in nursing homes. HIQA states that residents must have "a choice of interesting activities that meet their needs and preferences" as well as activities that support their physical, behavioural and psychological well-being (Health Information and Quality Authority). The lack of provision of activities in nursing homes can have profound implications on residents' cognitive maintenance, physical health and ability to develop relationships with their peers and carers. The activities in the intervention have been designed with cognitive, fine motor, gross motor, physical and mental health maintenance in mind, while providing an accessible, engaging and enjoyable activity for residents of the nursing home. The intervention has been divided into cohorts to examine the effects of various rates of music intervention, as well as specific results from a cohort of residents with dementia. The results of the music intervention will be studied via pre and post-intervention questionnaires, as well as a weekly questionnaire to be completed by caregivers with observations, opinions and resident testimonies. These questionnaires will be analysed for changes or development in resident health, thus, also determining the optimum amount of music intervention.

Lead Author: Fiona Kelly