




ENHANCING STUDENT LEARNING EXPERIENCE

Roinn na Sean- agus na Meán-Ghaeilge



Teaching and Learning: Context

- Teach in two degree programmes: BA Celtic Civilisation and BA Gaeilge
 - Class sizes: 1st year / 2nd year / 3rd year / postgraduate
 - Formats: formal classes; language classes; tutorials; seminars; individual supervisions.
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Obtaining Feedback

- Crucial to obtain regular and honest feedback from students
- Regular in-depth meetings with class representatives from all years who are in a position to speak on behalf of all groups (1st / 2nd / 3rd year undergraduates; mature students; international students)
- Anonymous feedback forms distributed at the conclusion of modules
- Office hours facilitating regular consultation with students
- In line with our Mission Statement: 'The aim of the Department is to provide an open and inclusive learning environment which promotes student understanding and development, and which draws on, and stimulates, the primary research of the teaching staff'



Celtic Digital Initiative

<http://sulis.ucc.ie/cdi/>

- ▶ Action initiated due to student input at Focus Group Meetings and to encourage a deeper level of engagement with the subject area
- ▶ Research-centred undergraduate modules CC2010 and CC3009
- ▶ Research-led undergraduate modules CC3004 and CC3007
- ▶ Ongoing process of interrogating the function of assessment strategies which has led to a greater diversification, e.g. new module CC3013 'Medieval Manuscript Culture'

Irish Sagas Online

<http://iso.ucc.ie/>



'B'ionúin an fear ar a mbeadh na trí dathanna úd .i. an folt mar an bhfiach,
an grua mar an bhfuil, agus an corp mar an sneachta.'

Section 7

Fecht n-and didiu bai a haite na
ingine oc fennad loig fhothlai

for snechtu i-mmaig issin
gaimriuth dia fhuni di-ssi.

Co-n-acca-si ní, in fiach oc ól
inna fola forsin t-shnechtu.

Is and as-bert-si fri Lebarchaim:

“Ro-pad inmain óen-pher

forsa-mbetis na tri dath ucut

.i. in folt amal in fiach

ocus in grúad amal in fuil

ocus in corp amal in snechta.”

“Orddan ocus tocad duit!” ar in
Lebarcham.

“Ní cían úait.

Atá is'taig it arrad

.i. Noisi mac Usnig.”

“Ni-pam slán-sa ám,” ol-si,

“conid·n-accur-saide.”

Bhí, más ea, oide na hainniré
tráth ag feannadh lao scoite

ar an sneachta lasmuigh sa
gheimhreadh le réiteach dise.

Chonaic sí, féach, an fiach ag
ól na fola sa sneachta.

Is ann a dúirt sí le
Leabharcham:

“B'ionúin an fear

ar a mbeadh na trí dathanna
úd

.i. an folt mar an bhfiach,

an grua mar an bhfuil,

agus an corp mar an
sneachta.”

“Onóir agus rath ort!” arsa
Leabharcham.

“Ní cian uait é.

Tá sé laistigh i d'fharradh

.i. Naoise mac Uisnigh.”

“Ní bheidh mé slán, *go
deimhin*,” ar sí

“nó go bhfeice mé é.”

Once upon a time, accordingly, the foster father of
the maiden was skinning a weaned (?) calf

on snow outside in the winter to cook it for her.

She saw a raven drinking the blood on the snow.

Then she said to Leborcham:

“Beloved would be the one man

on whom might be yonder three colors

— that is, hair like the raven,

and a cheek like blood,

and a body like snow.”

“Dignity and fortune to you!” said Leborcham.

“He is not far from you.

He is inside near to you,

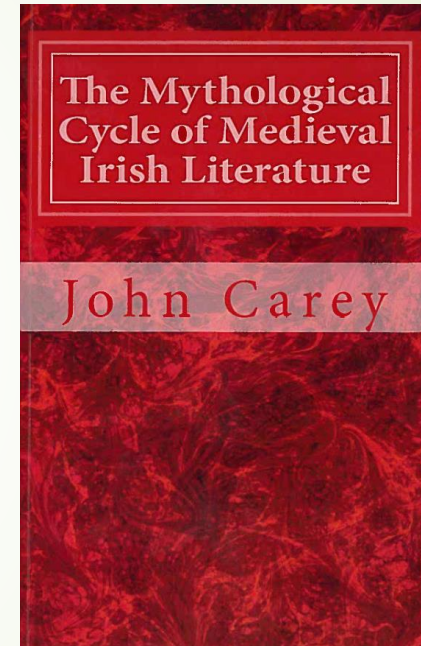
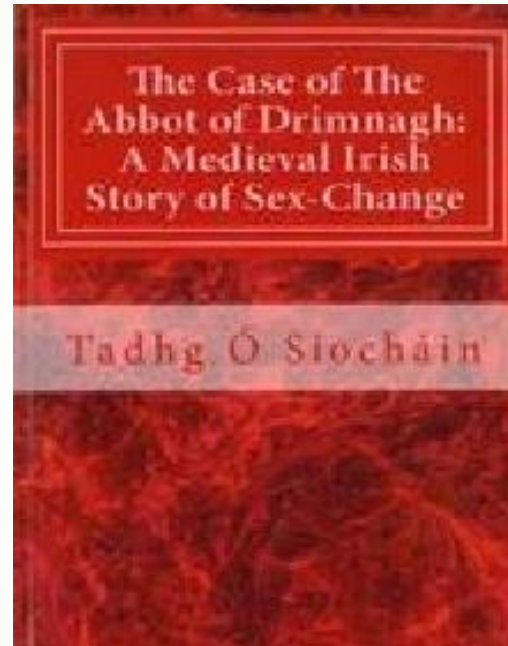
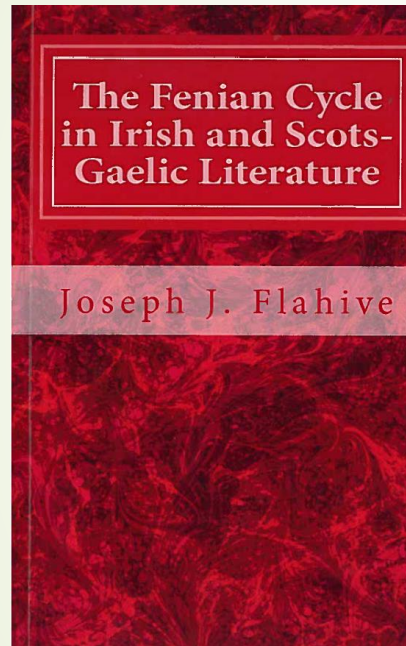
even Noisiu son of Uisliu.”

“I shall, indeed, not be well,” she said,

“until I see him.”

Cork Studies in Celtic Literatures

<https://www.ucc.ie/en/cscl/>



- **CC3007:** The Finn Cycle / **CC2011:** Gender, Image and Identity in Medieval Ireland / **CC1112:** Celtic Religion and Mythology



Collaboration ... internally and externally

- Extensive graduate training available in-house
- Facilitating our students in receiving further training / education (e.g. Digital Humanities)
- Facilitating student who wish to come to our Department for further training / education (e.g. Locus Project)
- Best Practice (**CC6008**: Palaeography and Manuscript-Based Research). Internal and external collaboration attracting students from numerous institutions.



Conclúid

- Focus Group Format is invaluable for interrogating the effectiveness of our Teaching and Learning strategies
 - Assessment suite constantly under review
 - Judicious use of emerging technologies and the ever expanding database of material available online to encourage a deeper engagement with medieval sources
 - Expansion by the Department of the range of sources available online and in published format suitable for students at undergraduate and postgraduate level
 - Improving the quality of student learning: a continual process
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