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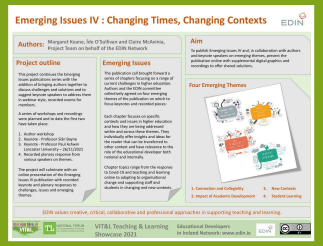
VIT&L

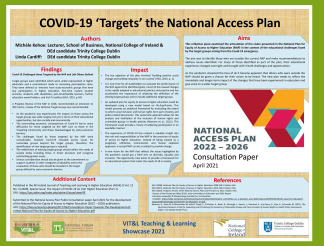
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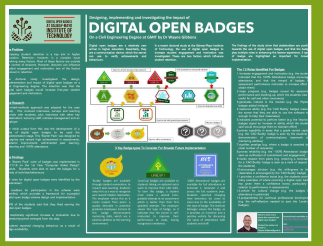
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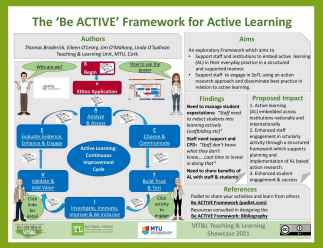
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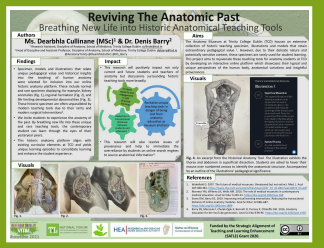
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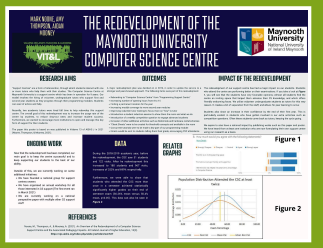


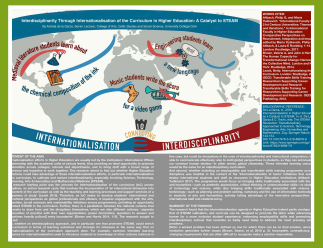



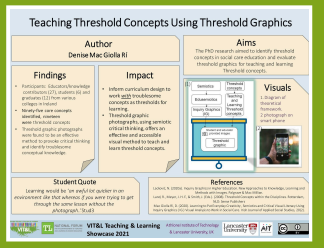



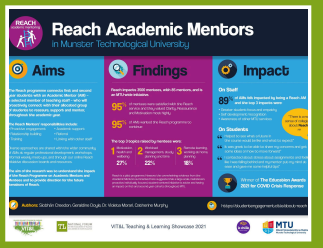



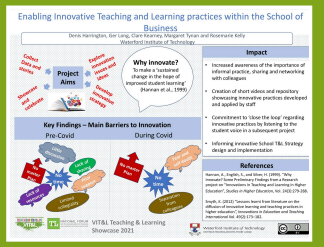



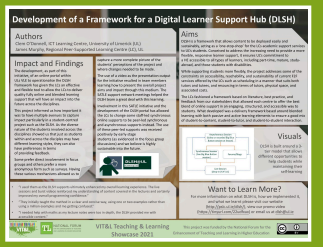





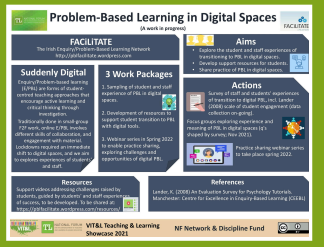


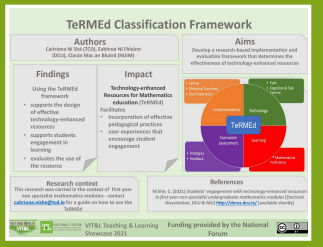









NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

# About this compendium

This compendium brings together the 77 posters from the Scholarship Poster Showcase of Valuing Ireland's Teaching and Learning (VIT&L) Week, held from Monday 8 to Friday 12 November 2021.

The posters were submitted by the higher education sector in response to the VIT&L Scholarship Call from the National Forum for the Enhancement of Teaching and Learning in Higher Education. Together they explore the links between research and practice in teaching and learning.

Posters appear one to a page, in the order of the online showcase, with their titles, authors and affiliations. Each page links to the original poster file. Institution abbreviations are listed on page 83.

**77**

**posters**

VIT&L WEEK

Monday 8 to Friday 12 November 2021

ONLINE SHOWCASE

teachingandlearning.ie/VITAL/posters

ACCESSIBLE VERSIONS

Accessibility-supported versions of the posters are in a shared folder linked from the online showcase.

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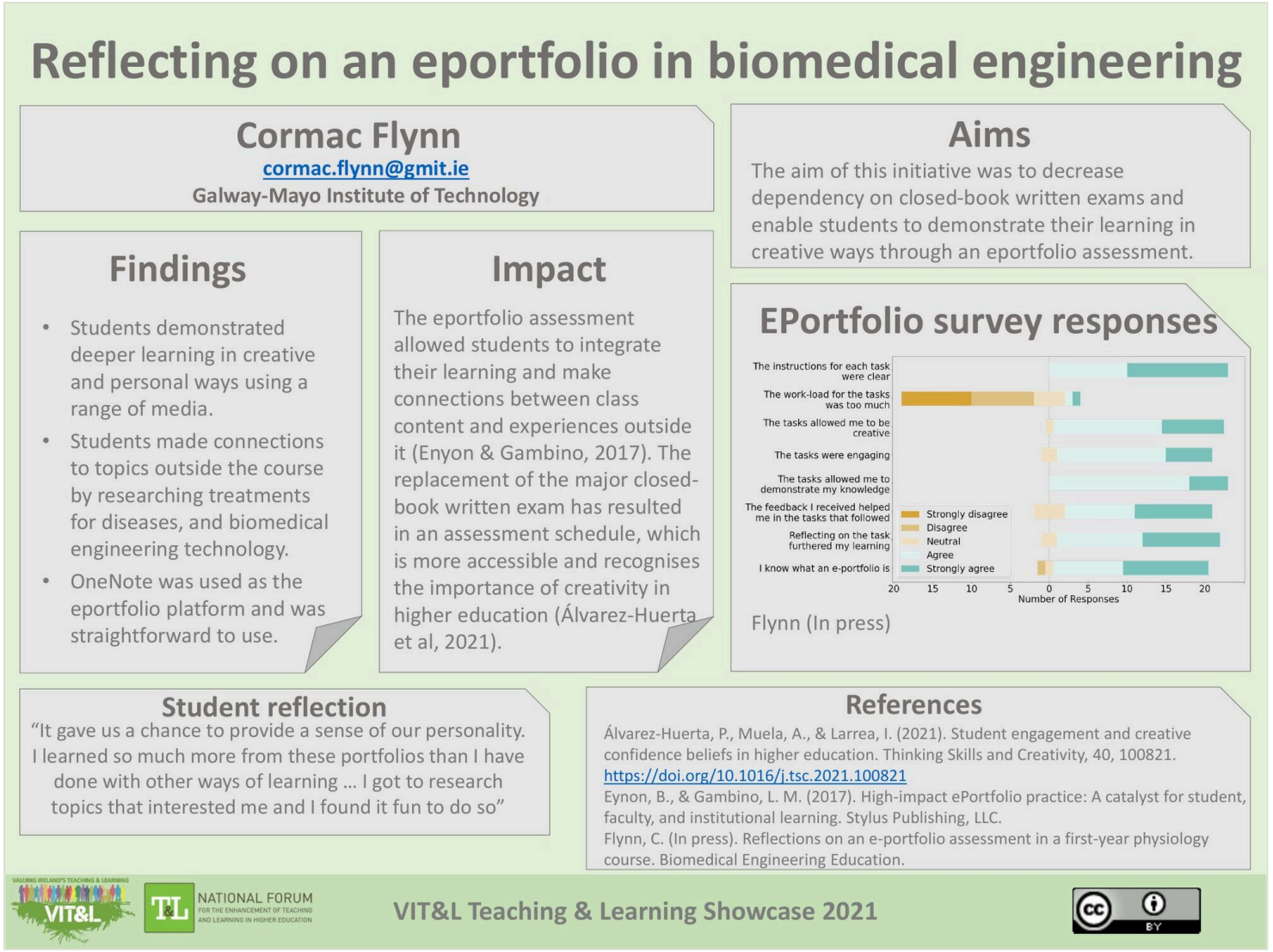
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POSTER

# 1

## Reflecting on an eportfolio in biomedical engineering

Dr Cormac Flynn (GMIT)



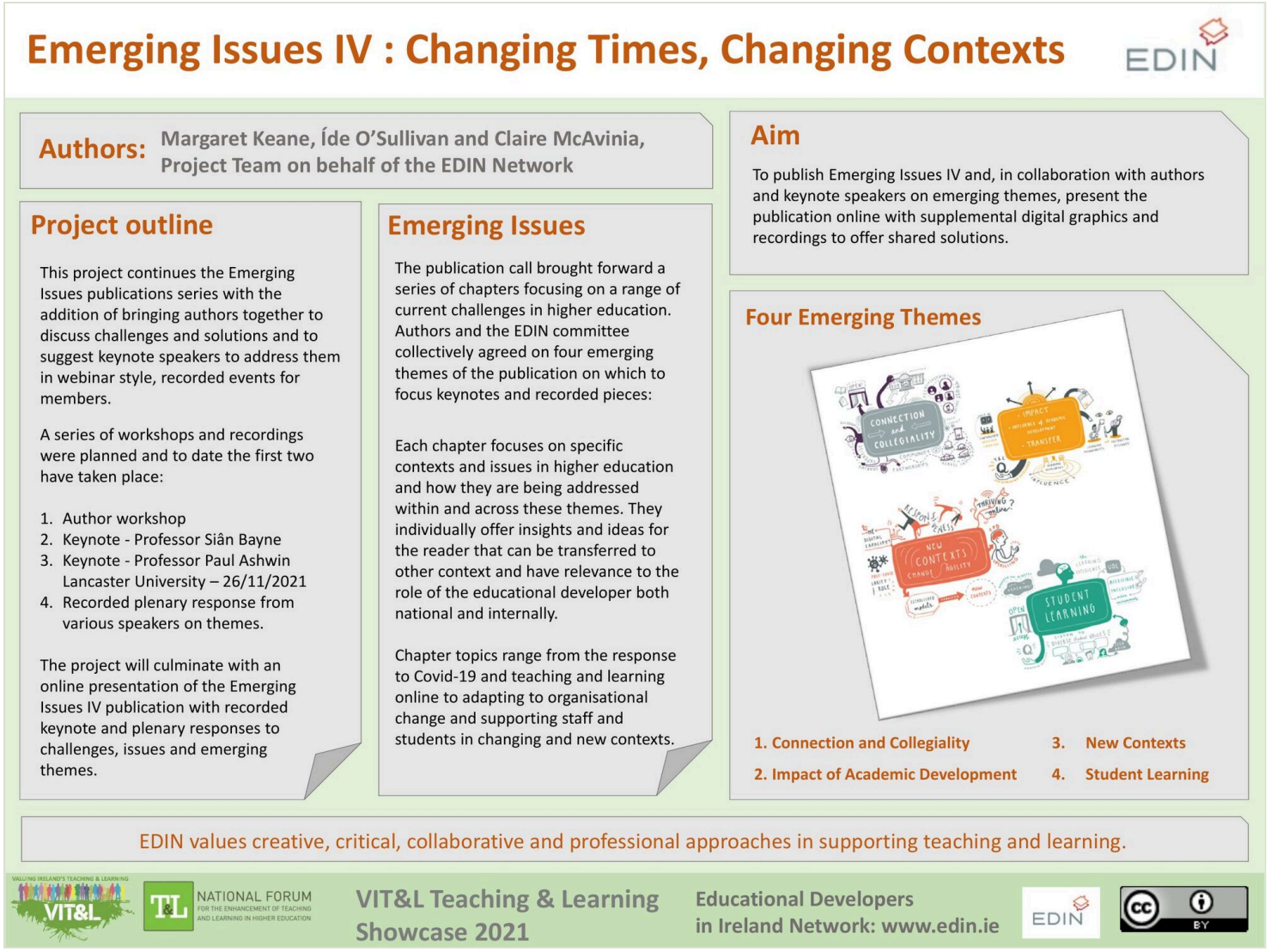

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# 2

## Emerging Issues IV: Changing Times, Changing Contexts

Margaret Keane, Íde O'Sullivan, Claire McAvinia (Project Team on behalf of the EDIN Network)



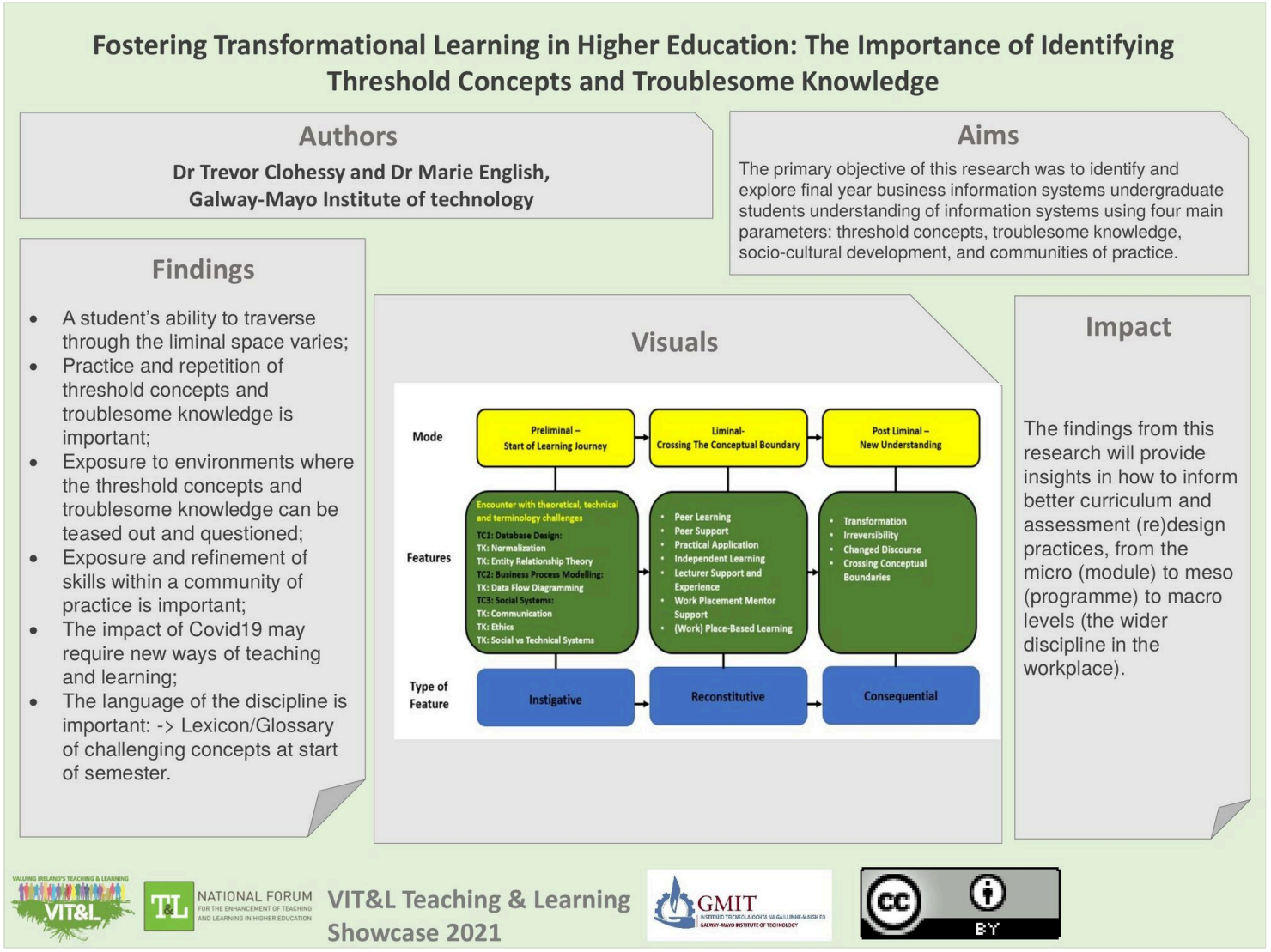

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# 3

## Fostering Transformational Learning in Higher Education: The Importance of Identifying Threshold Concepts and Troublesome Knowledge

Dr Trevor Clohessy, Dr Marie English (GMIT)



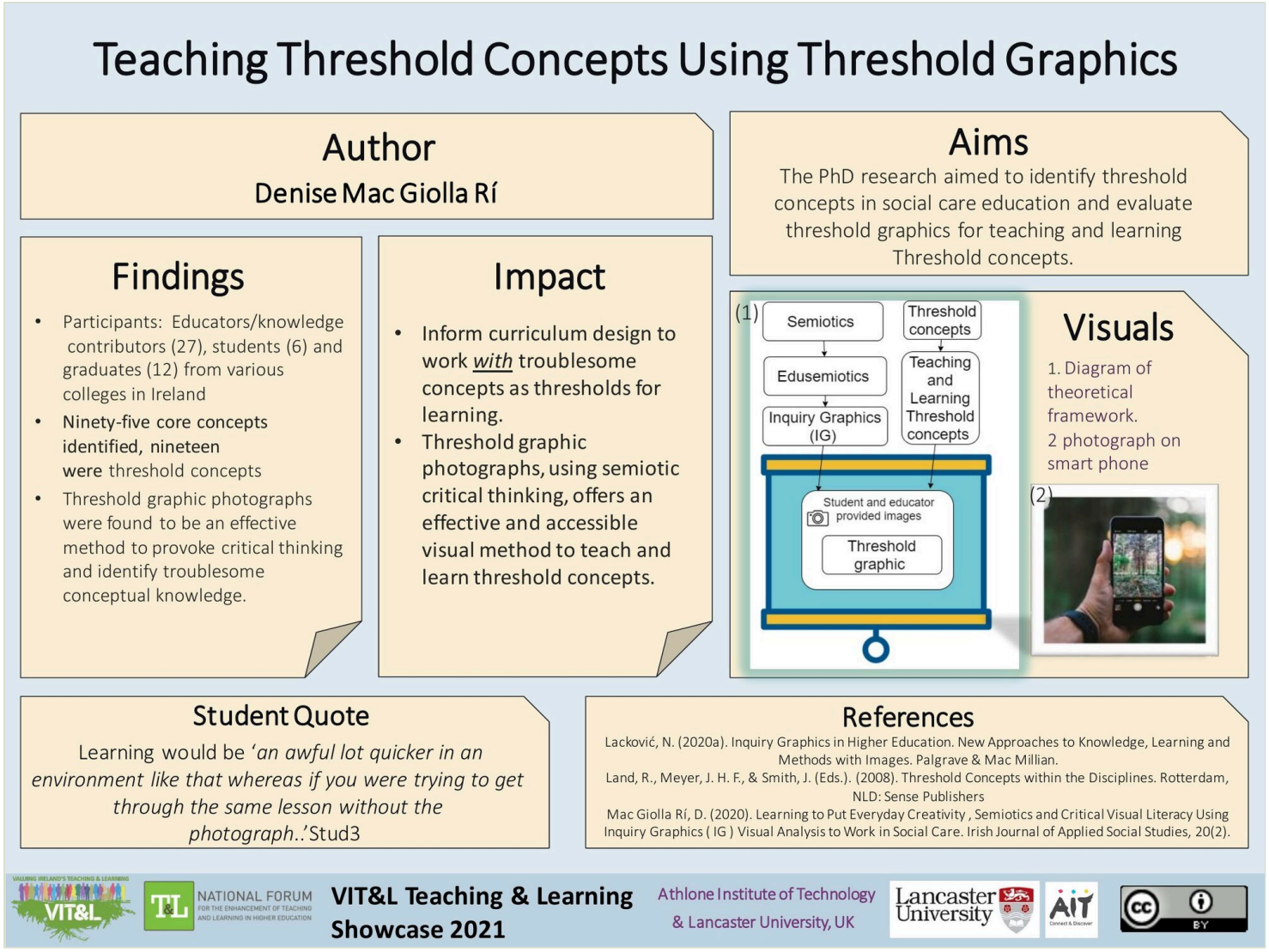

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# 4

## Teaching Threshold Concepts Using Threshold Graphics

Denise Mac Giolla Rí (AIT and Lancaster University)



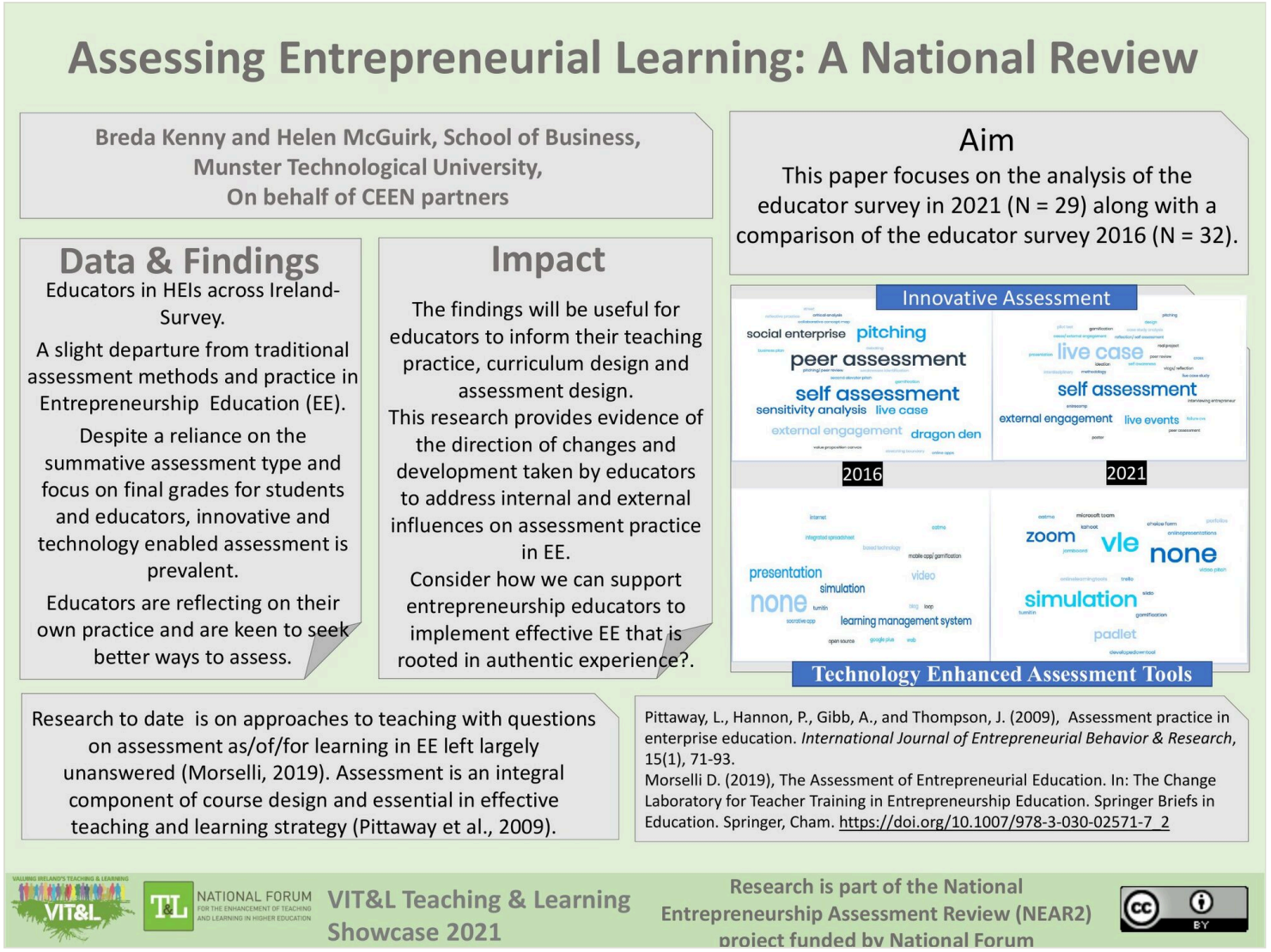

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# 5

## Assessing Entrepreneurial Learning: A National Review

Breda Kenny, Helen McGuirk (MTU, on behalf of CEEN partners)



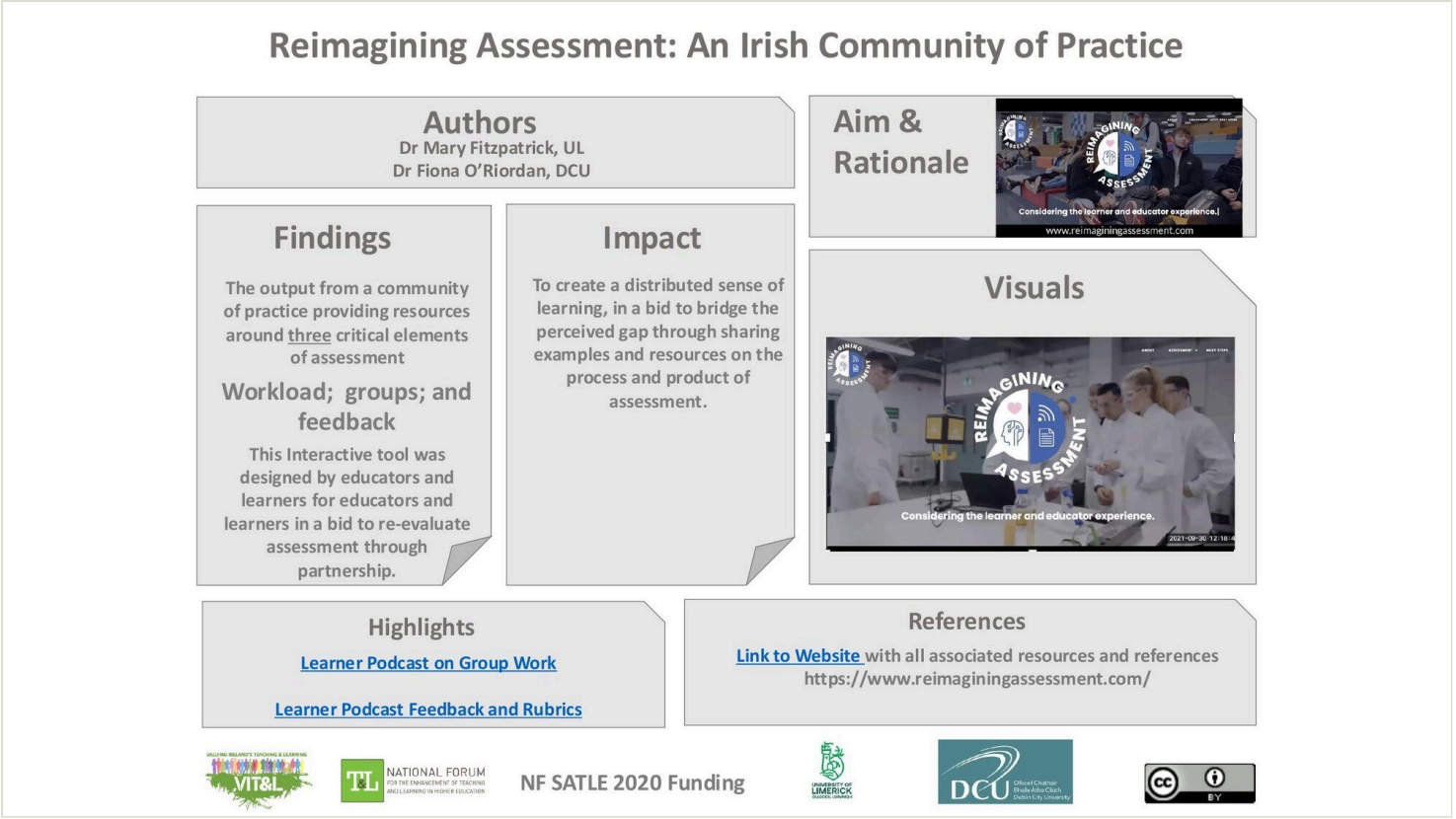

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# 6

## Reimagining Assessment: An Irish Community of Practice

Dr Fiona O'Riordan (DCU), Dr Mary Fitzpatrick (UL)



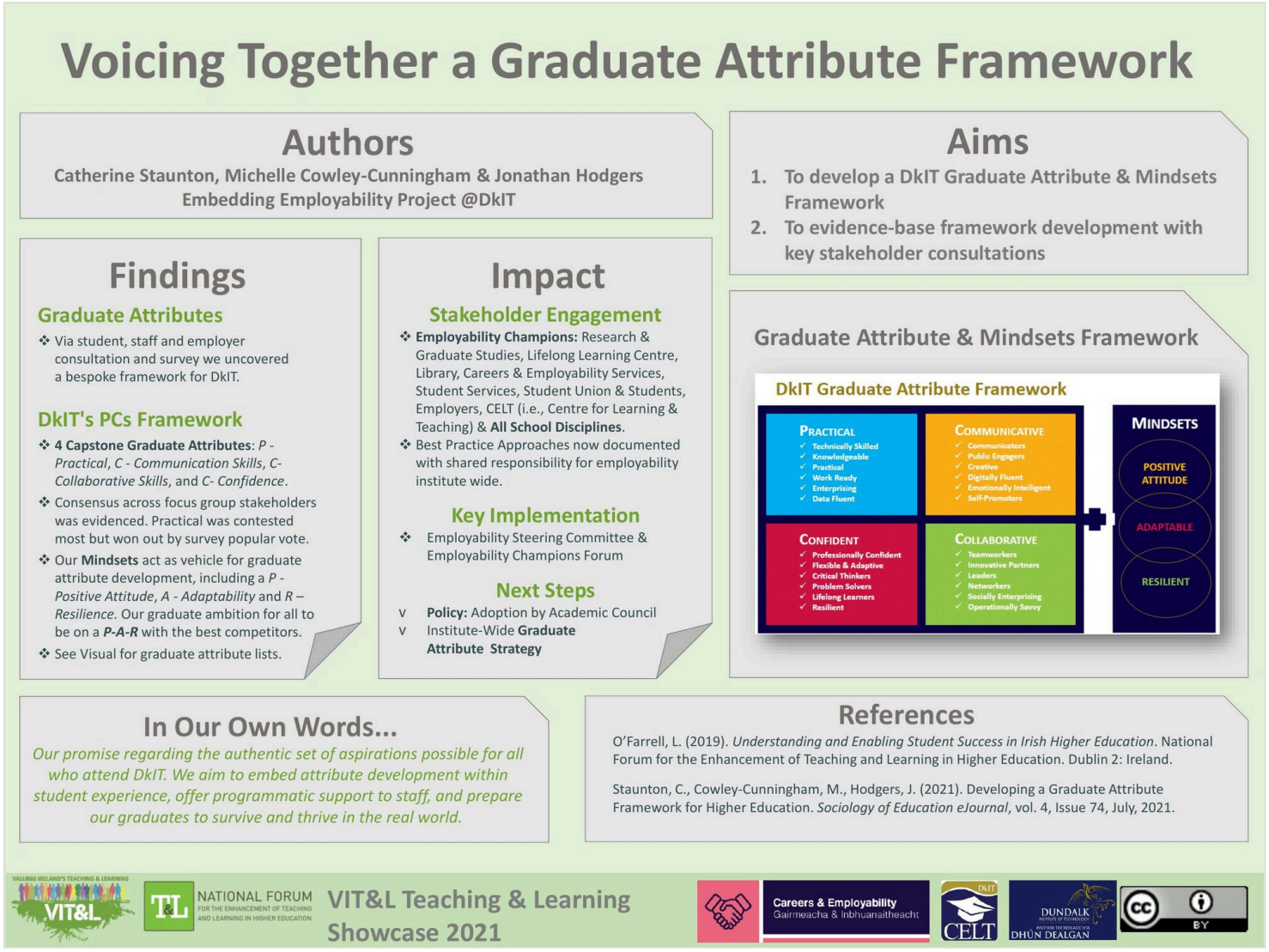

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# 7

## Voicing Together a Graduate Attribute Framework

Catherine Staunton, Michelle Cowley-Cunningham, Jonathan Hodgers (DkIT)



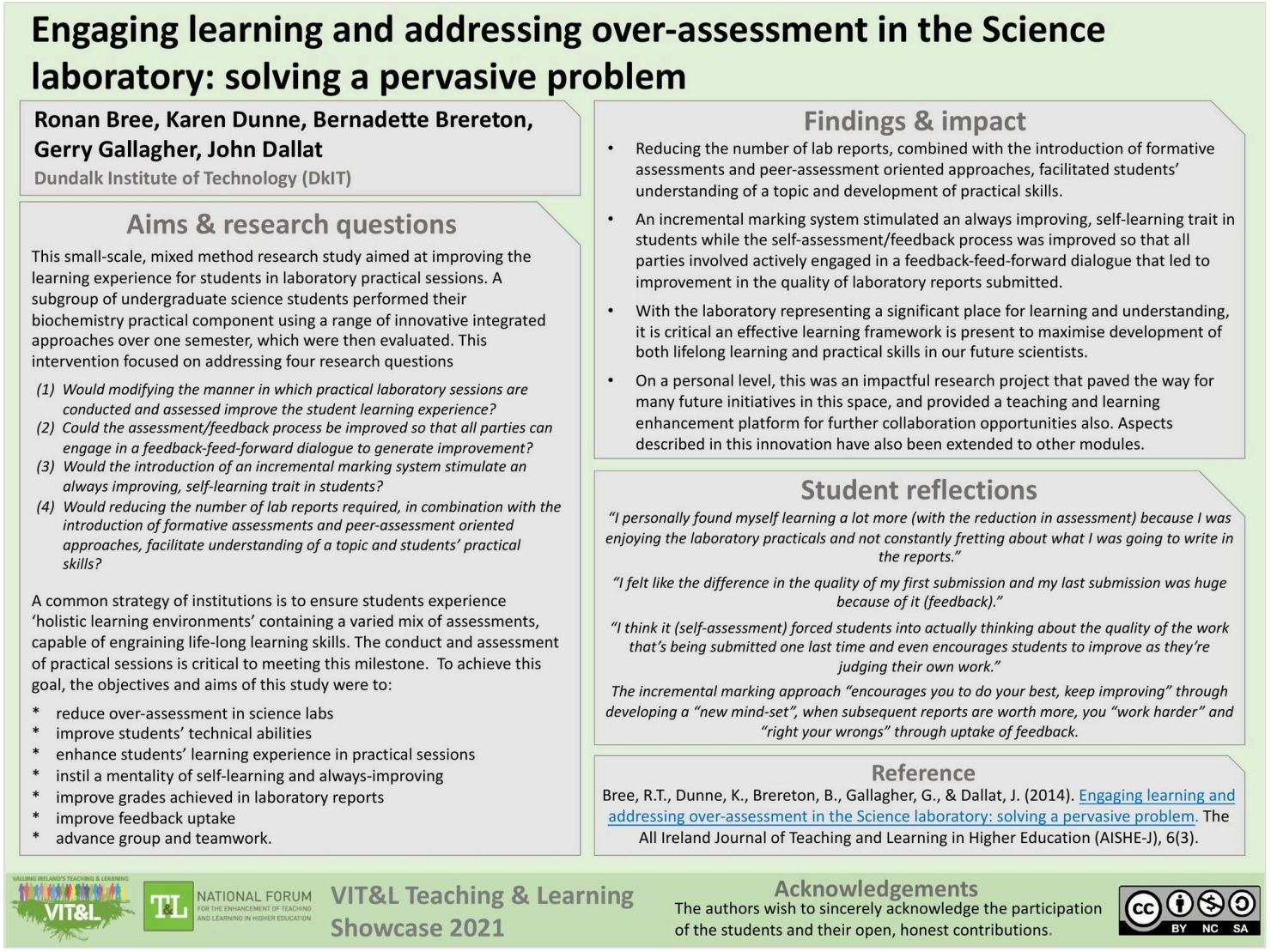

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# 8

## Engaging learning and addressing over-assessment in the Science laboratory: solving a pervasive problem

Ronan Bree, Karen Dunne, Bernadette Brereton, Gerry Gallagher, John Dallat (DkIT)



# Engaging learning and addressing over-assessment in the Science laboratory: solving a pervasive problem

**Ronan Bree, Karen Dunne, Bernadette Brereton, Gerry Gallagher, John Dallat**
Dundalk Institute of Technology (DkIT)

## Aims & research questions

This small-scale, mixed method research study aimed at improving the learning experience for students in laboratory practical sessions. A subgroup of undergraduate science students performed their biochemistry practical component using a range of innovative integrated approaches over one semester, which were then evaluated. This intervention focused on addressing four research questions

(1) *Would modifying the manner in which practical laboratory sessions are conducted and assessed improve the student learning experience?*
(2) *Could the assessment/feedback process be improved so that all parties can engage in a feedback-feed-forward dialogue to generate improvement?*
(3) *Would the introduction of an incremental marking system stimulate an always improving, self-learning trait in students?*
(4) *Would reducing the number of lab reports required, in combination with the introduction of formative assessments and peer-assessment oriented approaches, facilitate understanding of a topic and students' practical skills?*

A common strategy of institutions is to ensure students experience 'holistic learning environments' containing a varied mix of assessments, capable of engraining life-long learning skills. The conduct and assessment of practical sessions is critical to meeting this milestone. To achieve this goal, the objectives and aims of this study were to:

* reduce over-assessment in science labs
* improve students' technical abilities
* enhance students' learning experience in practical sessions
* instil a mentality of self-learning and always-improving
* improve grades achieved in laboratory reports
* improve feedback uptake
* advance group and teamwork.

## Findings & impact

- Reducing the number of lab reports, combined with the introduction of formative assessments and peer-assessment oriented approaches, facilitated students' understanding of a topic and development of practical skills.
- An incremental marking system stimulated an always improving, self-learning trait in students while the self-assessment/feedback process was improved so that all parties involved actively engaged in a feedback-feed-forward dialogue that led to improvement in the quality of laboratory reports submitted.
- With the laboratory representing a significant place for learning and understanding, it is critical an effective learning framework is present to maximise development of both lifelong learning and practical skills in our future scientists.
- On a personal level, this was an impactful research project that paved the way for many future initiatives in this space, and provided a teaching and learning enhancement platform for further collaboration opportunities also. Aspects described in this innovation have also been extended to other modules.

## Student reflections

*"I personally found myself learning a lot more (with the reduction in assessment) because I was enjoying the laboratory practicals and not constantly fretting about what I was going to write in the reports."*

*"I felt like the difference in the quality of my first submission and my last submission was huge because of it (feedback)."*

*"I think it (self-assessment) forced students into actually thinking about the quality of the work that's being submitted one last time and even encourages students to improve as they're judging their own work."*

*The incremental marking approach "encourages you to do your best, keep improving" through developing a "new mind-set", when subsequent reports are worth more, you "work harder" and "right your wrongs" through uptake of feedback.*

## Reference

Bree, R.T., Dunne, K., Brereton, B., Gallagher, G., & Dallat, J. (2014). Engaging learning and addressing over-assessment in the Science laboratory: solving a pervasive problem. The All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J), 6(3).

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## Acknowledgements

The authors wish to sincerely acknowledge the participation of the students and their open, honest contributions.

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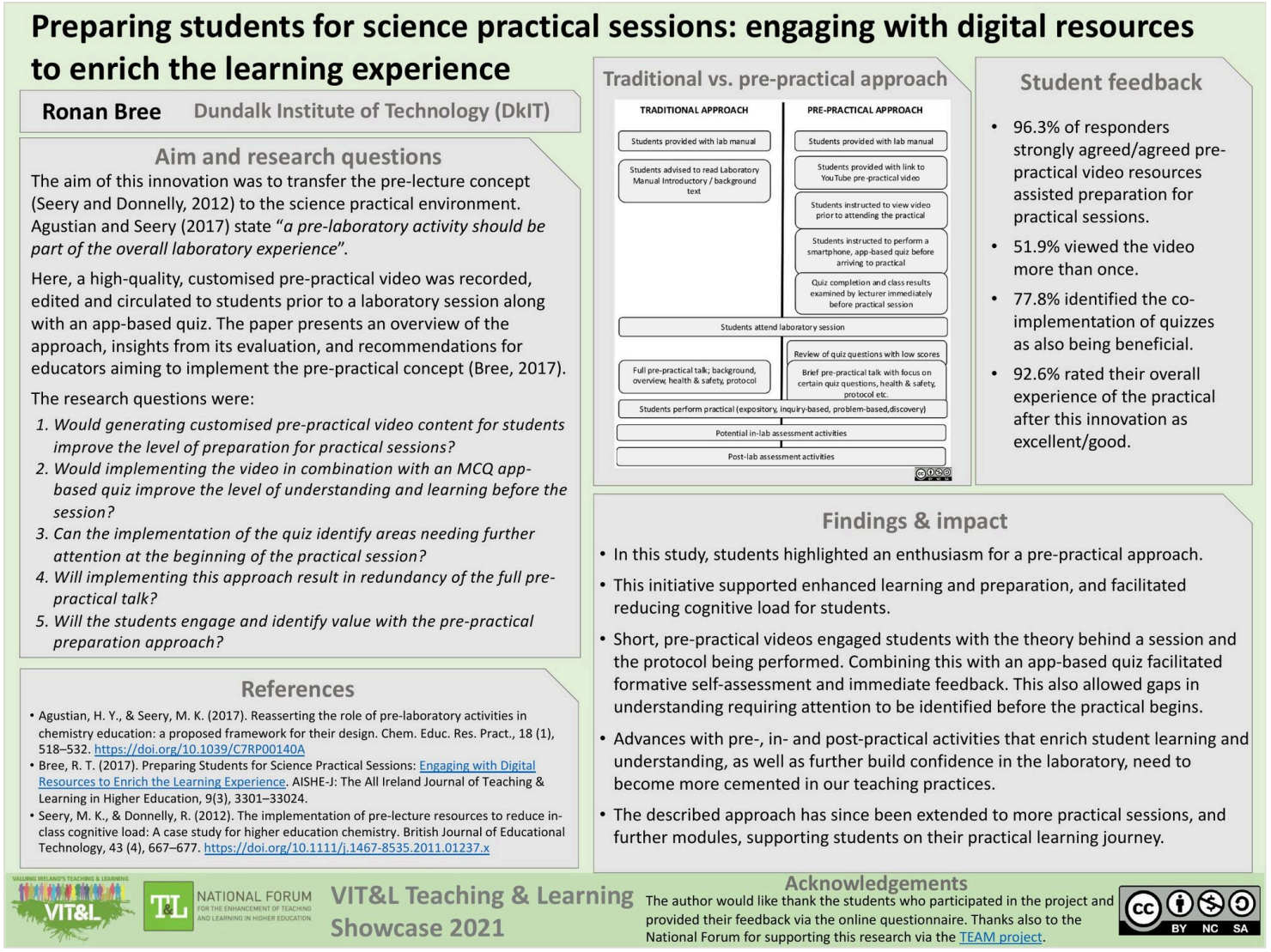
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# 9

## Preparing students for science practical sessions: engaging with digital resources to enrich the learning experience

Ronan Bree (DkIT)




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# 10

## The TEAM project: Investigating and enhancing assessment in science and health practical sessions with digital technologies

TEAM Project Partners

# The TEAM project: Investigating and enhancing assessment in science and health practical sessions with digital technologies.

## Authors

**Ronan Bree[1], Olya Antropova[1], Edel Healy[1], Moira Maguire[1] , Caroline McGee[1], Don Faller[2], Nuala Harding[2], Anne Mulvihill[2], Dina Brazil[3], David Dowling[3], Yvonne Kavanagh[3], Gina Noonan[3], Akinlolu Akande[4], David Doyle[4], Niamh Plunkett[4], Jeremy Bird[4]**

*[1]Dundalk Institute of Technology, [2]Athlone Institute of Technology (now Technological University of the Shannon*: Midlands Midwest*), [3]Institute of Technology Carlow, [4]Institute of Technology Sligo.*

## Aims and objectives

The TEAM (Technology Enhanced Assessment Methods) project focused on implementing and evaluating digital technologies to enhance assessment in science and health practical sessions. The objectives were:

- *To gather baseline data on students' perspectives and experiences of practical assessment in Science and Health.*
- *To gather data on lecturers' experiences of technology-enhanced assessment approaches.*
- *To evaluate specific implementations of technology-enhanced assessment approaches in practical sessions.*
- *To draw broader conclusions about the potential of digital technologies to enhance the student experience of practical sessions and to inform the development of these approaches.*

## Project structure, findings and impact

Guided by a national digital roadmap (NFETL, 2015) and via an initial baseline analysis complemented with an extensive literature review (Bree, 2018), four thematic areas were identified for pilot development: [1] Pre-practical videos combined with online/app quizzes, [2] Electronic lab notebooks, [3] Digital Feedback and [4] Rubrics. In collaboration with student partner groups, employers and academic staff, the TEAM project implemented and evaluated 42 pilots in practical sessions across the four partner institutions, engaging almost 1,600 students across 45 programmes. A series of workshops helped further share findings with colleagues nationally. The project has led to the adoption of digital technologies to support the student learning experience in practical sessions across the partner institutions.

## TEAM visuals

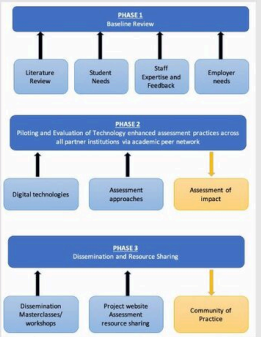



**Figure 1:** An overview of the project phases with inputs and outputs indicated.

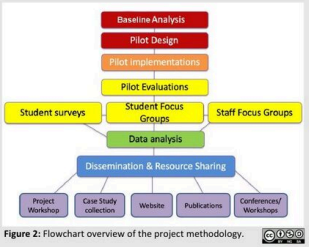



**Figure 2:** Flowchart overview of the project methodology.

| | |
|---|---|
| Pre-practical approaches | Change preparation mindset for practical sessions.<br>Customised videos can focus learning.<br>App-based quizzes can incorporate feedback to immediately facilitate student understanding and for staff, identify areas requiring further revision.<br>Pre-practical talk can become more focused. |
| Electronic Lab Notebooks | Online submission of reports, using templates, can focus analysis and writing.<br>Develop employability skills in learners.<br>Opportunities for feedback rubrics to be incorporated; and kept in one place.<br>Metadata/data security/searchable reports for students. |
| Digital Feedback | New approaches to engage in dialogue with learners.<br>Audio feedback can help explanation of feedback comments.<br>Screencast feedback can help illustrate feedback at right place on submission.<br>Use of familiar software but for feedback purposes (e.g. Turnitin). |
| Rubrics | Rubrics can be designed in collaboration with learners.<br>Skill set tests in practical sessions can be assessed via rubrics digitally, providing immediate results to learners.<br>Facilitate learners realising 'high quality' criteria. Can be complemented with exemplars. |

**Figure 3:** An overview of how the digital technologies implemented during TEAM can be considered to promote assessment, learning and skill development.

## References


- Bree, R. (2018) Embracing Alternative Formats, Assessment Strategies and Digital Technologies to Revitalise Practical Sessions in Science & Health 1st edn. ed. by Akande, A., Brazil, D., Doyle, D., Harding, N., Kavanagh, Y., Maguire, M., and Mulvihill, A. Dundalk: TEAM Project Publication.
- Bree, R., Antropova, O., Healy, E., Maguire, M., McGee, C., Faller, D., Harding, N., Mulvihill, A., Brazil, D., Dowling, D., Kavanagh, Y., Noonan, G., Akande, A., Doyle, D., Plunkett, N., Bird, J. (2020) The TEAM Project: Insights from Developing a National Project Focused on Enhancing Assessment in Science and Health Practical Sessions with Digital Technologies. All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J). 12(2), pp1-36.
- NFETL (2015). Teaching and Learning in Irish Higher Education: A Roadmap for Enhancement in a Digital World 2015-2017.
- The TEAM project website, https://www.teamshp.ie


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**Acknowledgements**

Thanks to the student partners, staff and employers who participated in the baseline analysis during phase one of the project. Thanks also to Prof. Michael Seery (external advisor), to staff who engaged with the project and ran pilots, and to all involved in their evaluation. Funding and support from the National Forum is gratefully acknowledged.

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# 11

## Fostering a Creative Social Care Community using CPD

Louisa Goss, Denise Mac Giolla Rí (TUS and DkIT)

# Fostering a Creative Social Care Community using CPD

## Authors

**Louisa Goss and Denise Mac Giolla Rí**

## Aims

1. To promote a culture of interdisciplinary collaboration, innovation and creativity in social care education and practice.
2. To develop a network and community of creative practitioners and educators that fosters a co-collaborative learning approach, knowledge sharing and creation between academia and social care communities.
3. To offer CPD opportunities to advance knowledge and skills by developing new and innovative approaches in teaching and learning and research to enhance creative professional practice.

## Outputs

**Network growth**:
Representation from 10 institutes of higher education in Ireland providing social care degree programmes, a Canadian college and creative social care practitioners.

**Three outputs:**

1. Publication of 3 working papers in conjunction with Dr Norman Jackson, Emeritus Professor of the University of Surrey (see references).
2. The development and publication for professional eportfolios detailing creative practice in social care education.
3. The creation of professional videos and a seminar graphic for communicating 'creative pedagogical practices in social care' arising from the eportfolios and creative pedagogy training.

## Impact

**Network**:
A safe space to experiment, interact, reflect, improve self, question, connect and learn from "mistakes" and discover new ways of working with likeminded people, nationally and internationally with similar goals as well as strengthen creative identity enhancing teaching and learning and professional practice.

**Dr Norman Jackson's seminar**:
Informative, thought provoking and valuable for how ecologies for practice, learning and creativity could be and is applied to social care. Creative aspects of practice appreciated as potentially transformative learning experience for students.

**E-portfolio training**:
Benefits included showcasing work, self-reflection/reflective space, opening the mind up, enhancing digital skills, capturing professional development into the future and creating a sense of connectivity. Challenges included resistance to "another CV", technical aspect and time.

## Seminar Graphic




## Links to CPD outputs

- Social Care Ireland (SCI) https://socialcareireland.ie/fostering-a-social-care-community-using-cpd/
- Creativity and Innovation in Social Care (CISC) *https://dmacgiollari.wixsite.com/creativesocialcare*

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3. Jackson, N.J. (2021) Survey of Perceptions of Creativity in Social Care Work & Education. Retrieved September 20, 2021, from Online website: http://www.normanjackson.co.uk/cisc.html

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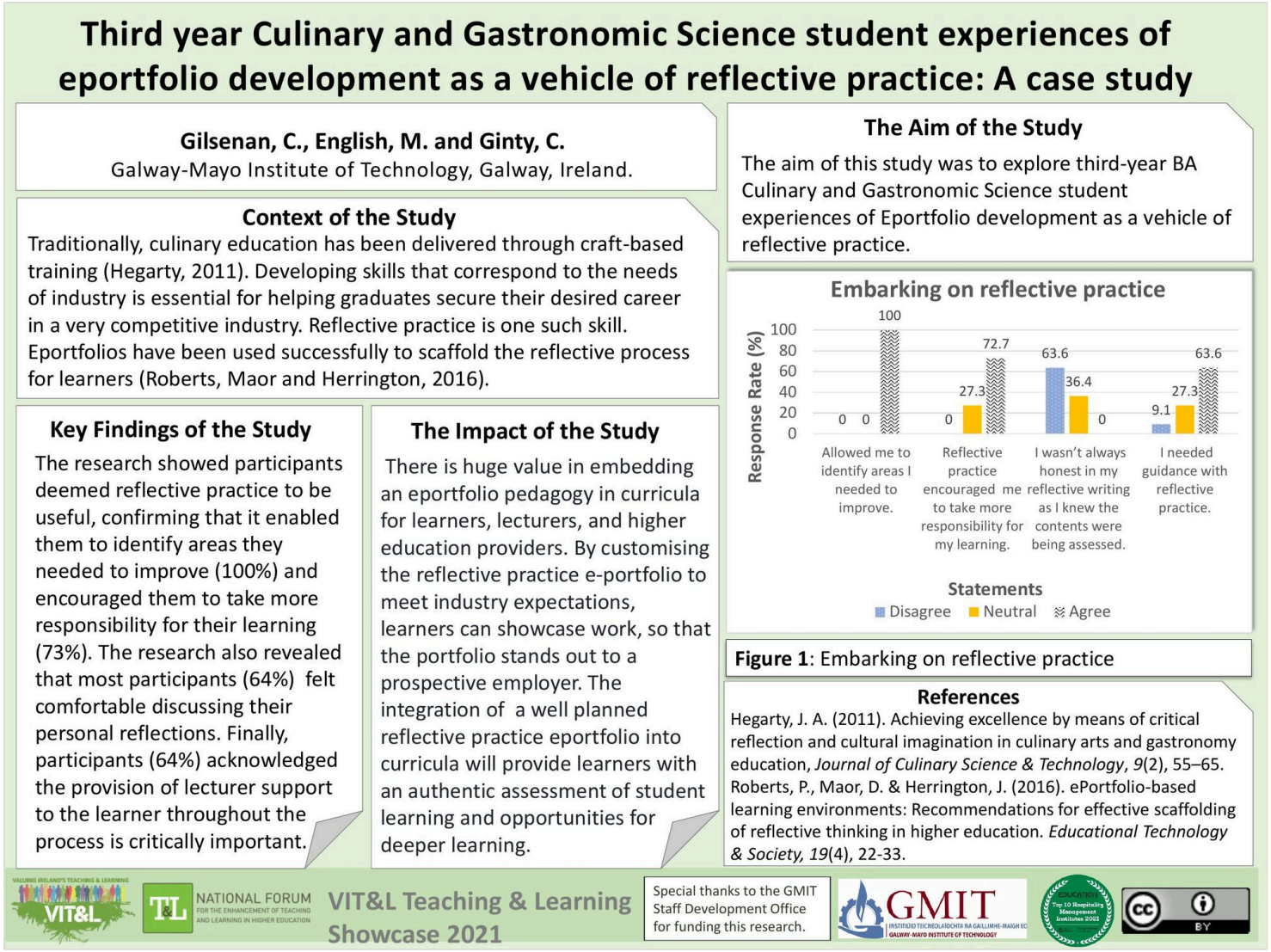
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# 12

## Third year Culinary and Gastronomic Science student experiences of eportfolio development as a vehicle of reflective practice: A case study

Dr Clare Gilsenan, Dr Marie English, Dr Carina Ginty (GMIT)



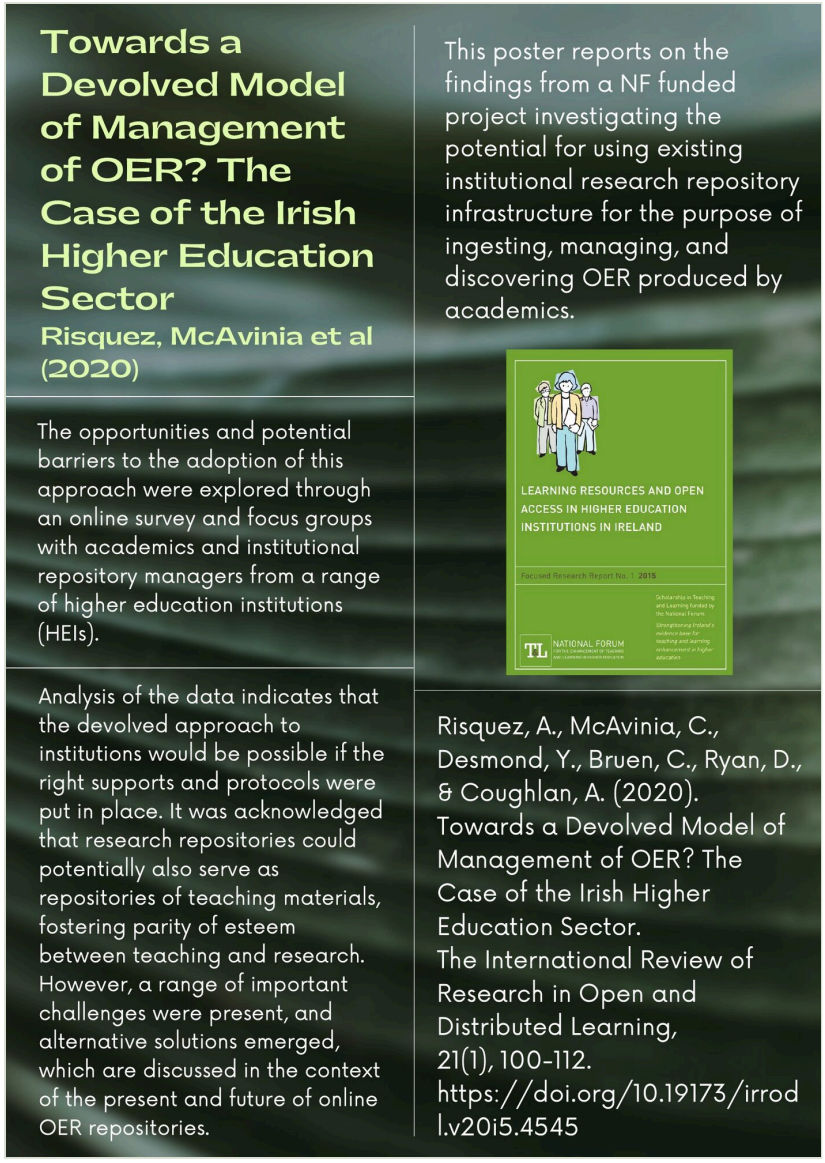

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# 13

## Towards a developed model of management of OER? The Case of the Irish Higher Education Sector

Dr Angelica Risquez (UL), Dr Claire McAvinia and Yvonne Desmond (TU Dublin), Catherine Bruen (RCSI), Dr Deirdre Ryan (MIC), Dr Ann Coughlan (Independent)



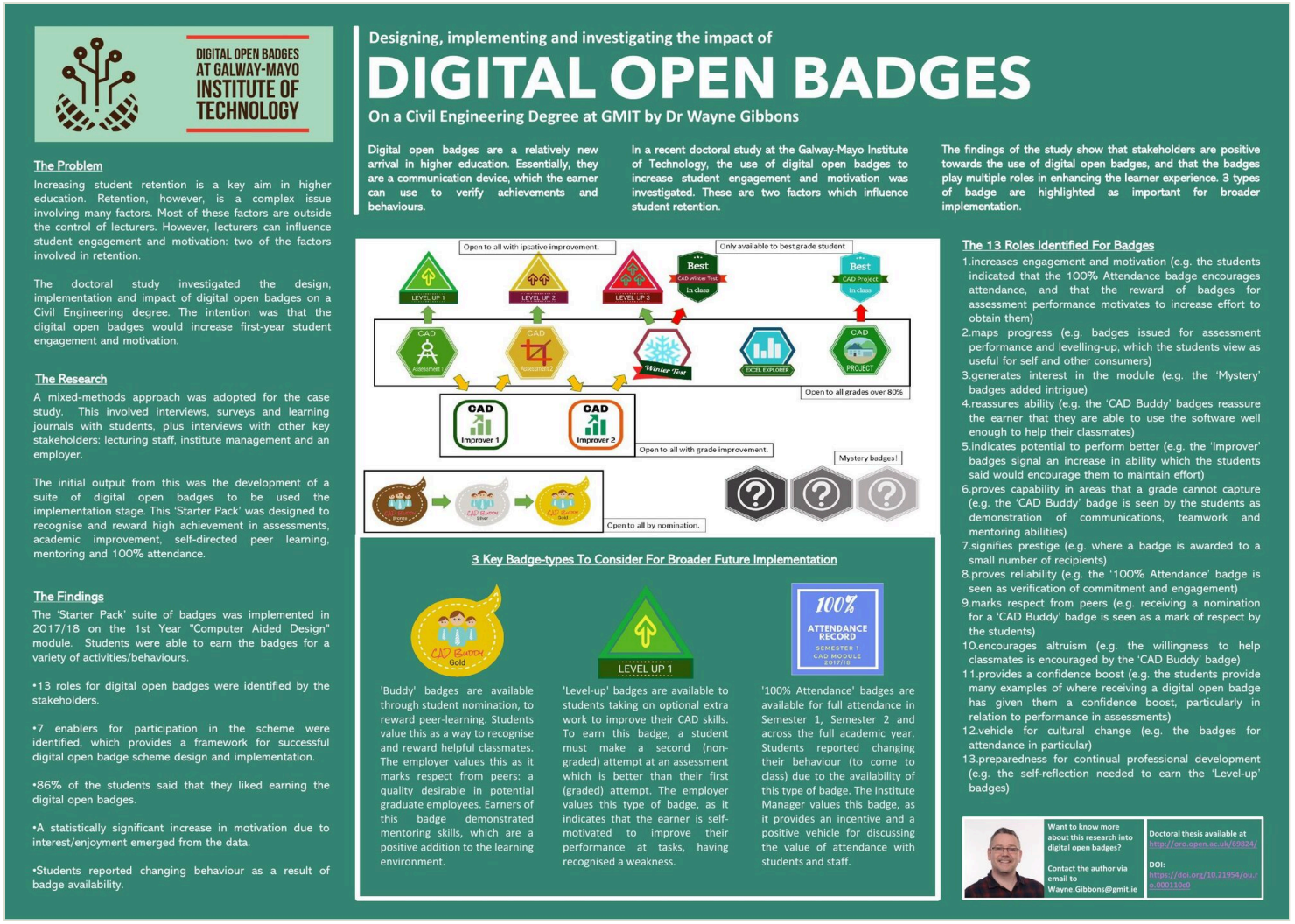

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# 14

## Designing, implementing and investigating the impact of Digital Open Badges on a Civil Engineering Degree at GMIT

Dr Wayne Gibbons (GMIT)



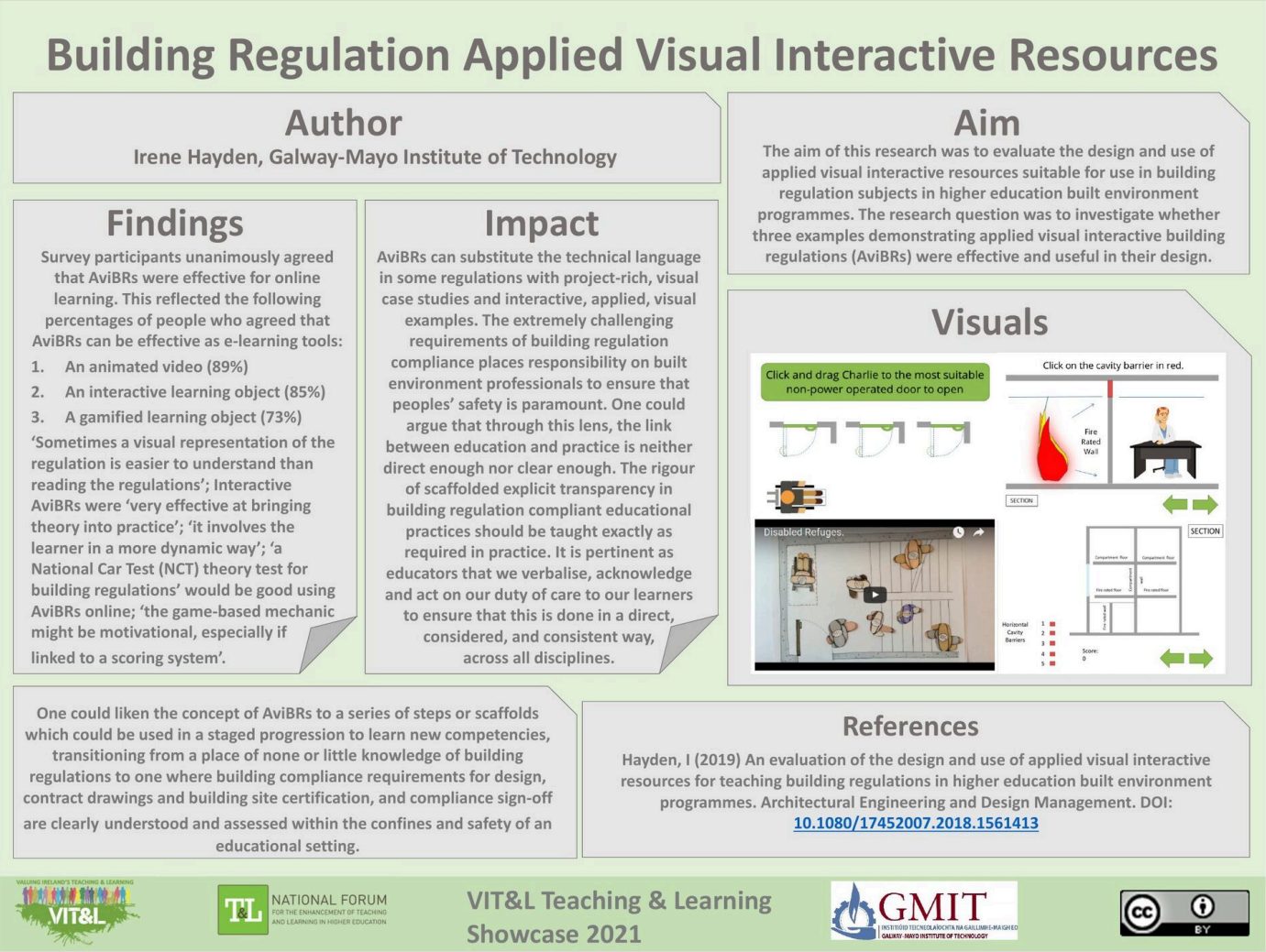

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# 15

## Building Regulation Applied Visual Interactive Resources

Irene Hayden (GMIT)



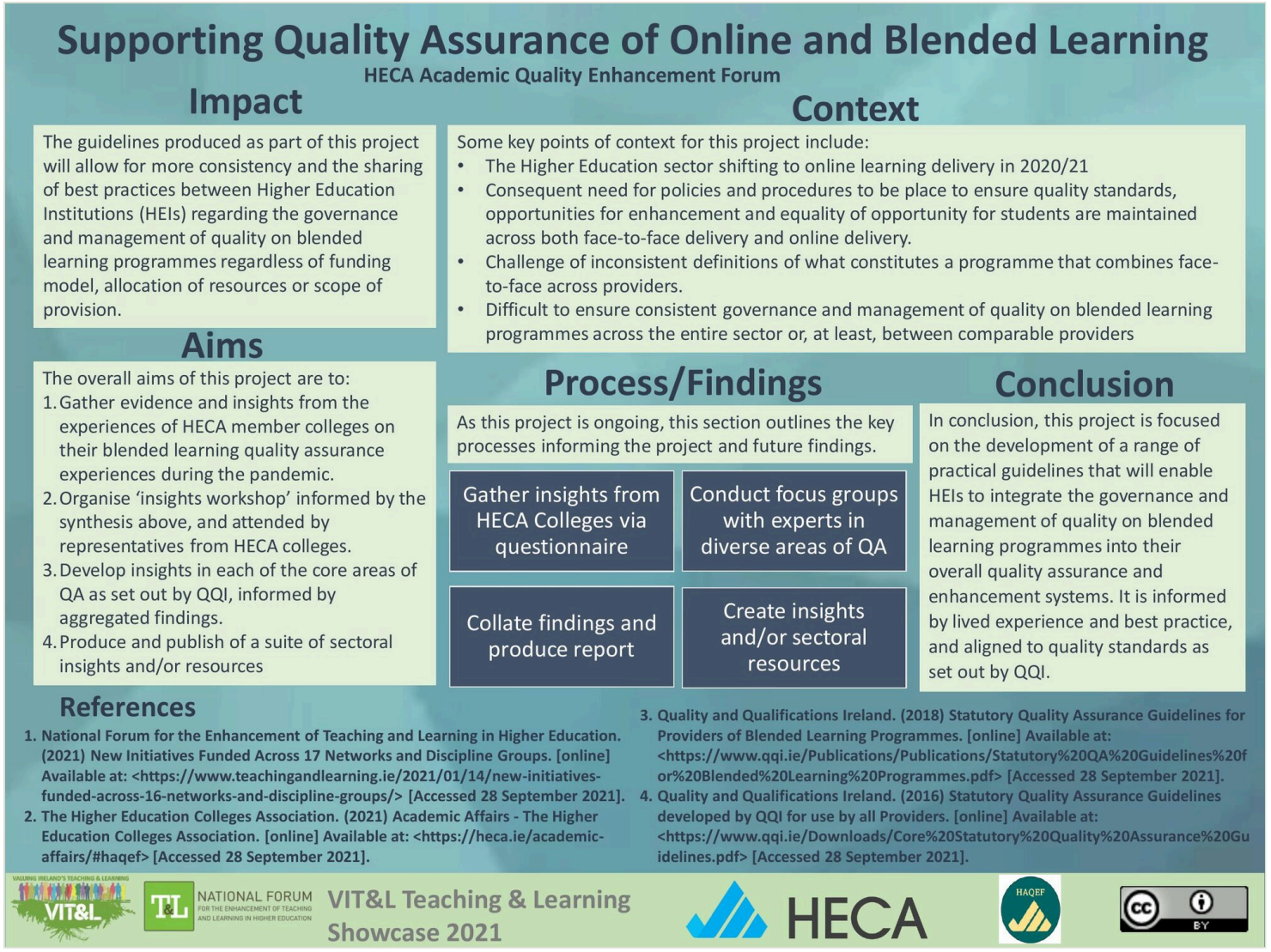

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# 16

## Supporting Quality Assurance of Online and Blended Learning

HECA Academic Quality Enhancement Forum



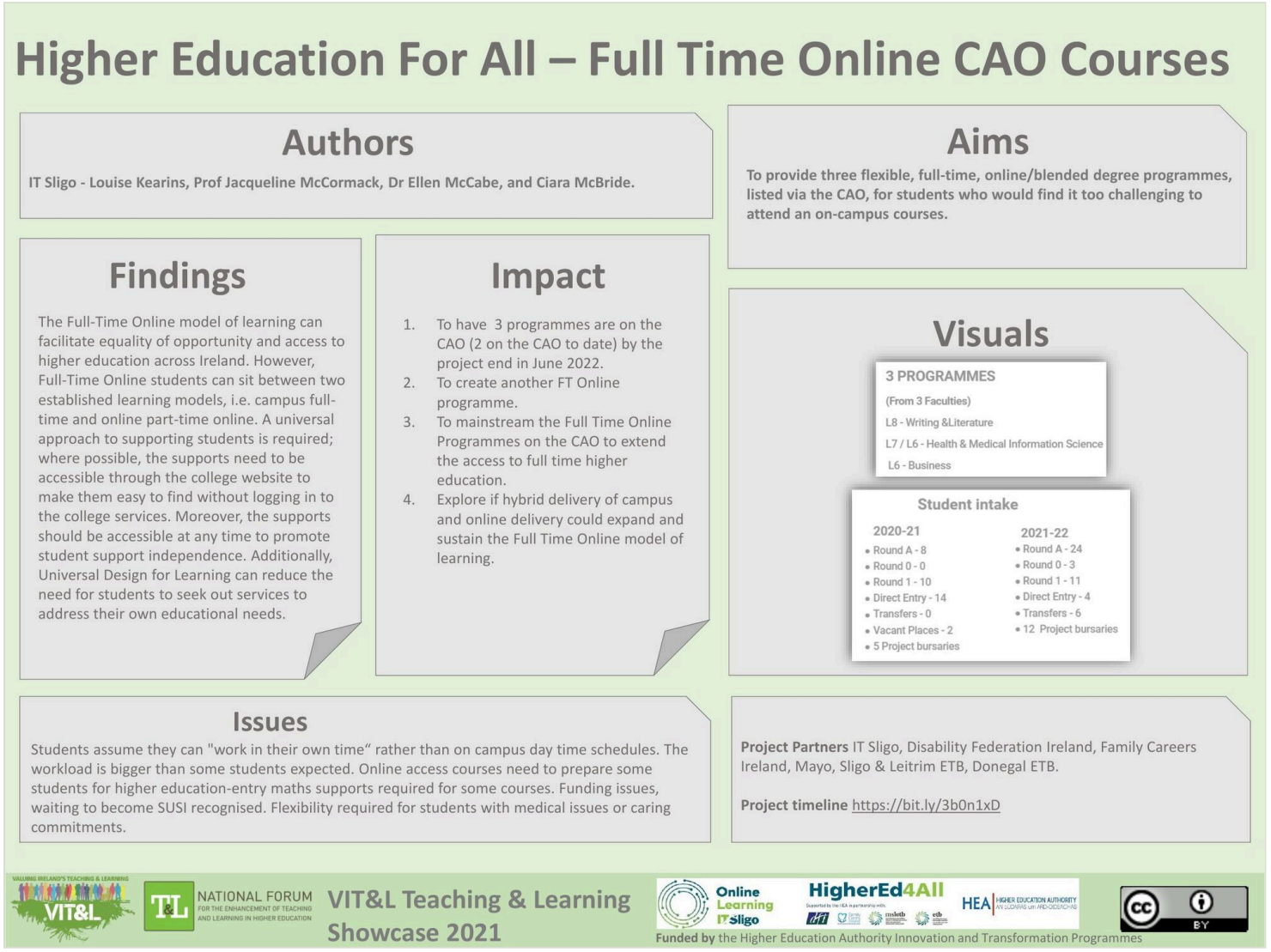

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# 17

## Higher Education For All – Full-Time Online CAO Courses

Louise Kearins, Prof Jacqueline McCormack, Dr Ellen McCabe, Ciara McBride (IT Sligo)



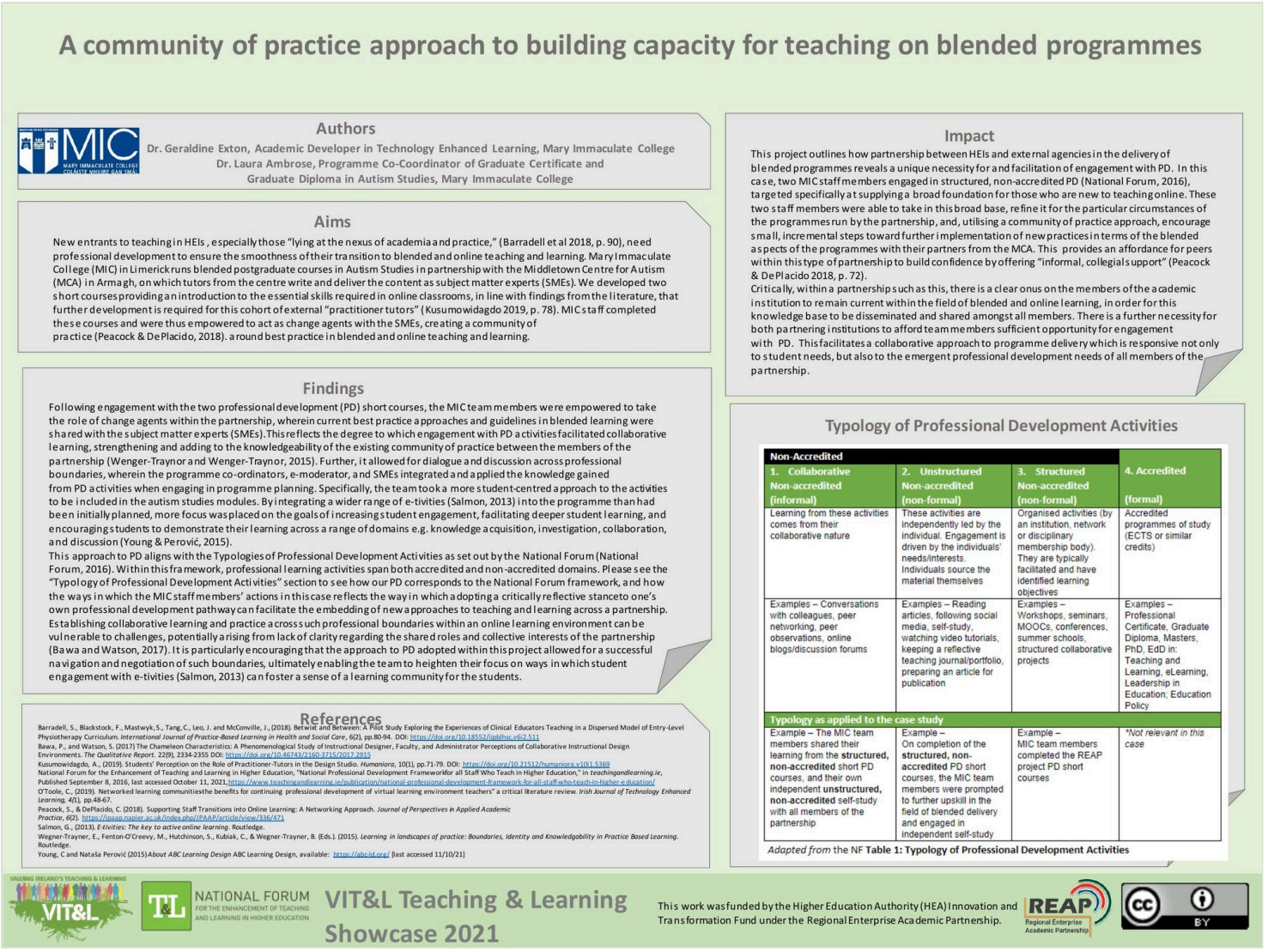

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# 18

## A community of practice approach to building capacity for teaching on blended programmes

Dr Geraldine Exton, Dr Laura Ambrose (MIC)



A community of practice approach to building capacity for teaching on blended programmes

Authors

Dr. Geraldine Exton, Academic Developer in Technology Enhanced Learning, Mary Immaculate College
Dr. Laura Ambrose, Programme Co-Coordinator of Graduate Certificate and Graduate Diploma in Autism Studies, Mary Immaculate College

Aims

New entrants to teaching in HEIs , especially those "lying at the nexus of academia and practice," (Barradell et al 2018, p. 90), need professional development to ensure the smoothness of their transition to blended and online teaching and learning. Mary Immaculate College (MIC) in Limerick runs blended postgraduate courses in Autism Studies in partnership with the Middletown Centre for Autism (MCA) in Armagh, on which tutors from the centre write and deliver the content as subject matter experts (SMEs). We developed two short courses providing an introduction to the essential skills required in online classrooms, in line with findings from the literature, that further development is required for this cohort of external "practitioner tutors" ( Kusumowidagdo 2019, p. 78). MIC staff completed these courses and were thus empowered to act as change agents with the SMEs, creating a community of practice (Peacock & DePlacido, 2018). around best practice in blended and online teaching and learning.

Findings

Following engagement with the two professional development (PD) short courses, the MIC team members were empowered to take the role of change agents within the partnership, wherein current best practice approaches and guidelines in blended learning were shared with the subject matter experts (SMEs). This reflects the degree to which engagement with PD activities facilitated collaborative learning, strengthening and adding to the knowledgeability of the existing community of practice between the members of the partnership (Wenger-Traynor and Wenger-Traynor, 2015). Further, it allowed for dialogue and discussion across professional boundaries, wherein the programme co-ordinators, e-moderator, and SMEs integrated and applied the knowledge gained from PD activities when engaging in programme planning. Specifically, the team took a more student-centred approach to the activities to be included in the autism studies modules. By integrating a wider range of e-tivities (Salmon, 2013) into the programme than had been initially planned, more focus was placed on the goals of increasing student engagement, facilitating deeper student learning, and encouraging students to demonstrate their learning across a range of domains e.g. knowledge acquisition, investigation, collaboration, and discussion (Young & Perović, 2015).
This approach to PD aligns with the Typologies of Professional Development Activities as set out by the National Forum (National Forum, 2016). Within this framework, professional learning activities span both accredited and non-accredited domains. Please see the "Typology of Professional Development Activities" section to see how our PD corresponds to the National Forum framework, and how the ways in which the MIC staff members' actions in this case reflects the way in which adopting a critically reflective stance to one's own professional development pathway can facilitate the embedding of new approaches to teaching and learning across a partnership. Establishing collaborative learning and practice across such professional boundaries within an online learning environment can be vulnerable to challenges, potentially arising from lack of clarity regarding the shared roles and collective interests of the partnership (Bawa and Watson, 2017). It is particularly encouraging that the approach to PD adopted within this project allowed for a successful navigation and negotiation of such boundaries, ultimately enabling the team to heighten their focus on ways in which student engagement with e-tivities (Salmon, 2013) can foster a sense of a learning community for the students.

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Impact

This project outlines how partnership between HEIs and external agencies in the delivery of blended programmes reveals a unique necessity for and facilitation of engagement with PD. In this case, two MIC staff members engaged in structured, non-accredited PD (National Forum, 2016), targeted specifically at supplying a broad foundation for those who are new to teaching online. These two staff members were able to take in this broad base, refine it for the particular circumstances of the programmes run by the partnership, and, utilising a community of practice approach, encourage small, incremental steps toward further implementation of new practices in terms of the blended aspects of the programmes with their partners from the MCA. This provides an affordance for peers within this type of partnership to build confidence by offering "informal, collegial support" (Peacock & DePlacido 2018, p. 72).
Critically, within a partnership such as this, there is a clear onus on the members of the academic institution to remain current within the field of blended and online learning, in order for this knowledge base to be disseminated and shared amongst all members. There is a further necessity for both partnering institutions to afford team members sufficient opportunity for engagement with PD. This facilitates a collaborative approach to programme delivery which is responsive not only to student needs, but also to the emergent professional development needs of all members of the partnership.

Typology of Professional Development Activities

| Non-Accredited | | | |
|---|---|---|---|
| 1. Collaborative Non-accredited (informal) | 2. Unstructured Non-accredited (non-formal) | 3. Structured Non-accredited (non-formal) | 4. Accredited (formal) |
| Learning from these activities comes from their collaborative nature | These activities are independently led by the individual. Engagement is driven by the individuals' needs/interests. Individuals source the material themselves | Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives | Accredited programmes of study (ECTS or similar credits) |
| Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums | Examples – Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication | Examples – Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects | Examples – Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy |
| **Typology as applied to the case study** | | | |
| Example – The MIC team members shared their learning from the **structured, non-accredited** short PD courses, and their own independent **unstructured, non-accredited** self-study with all members of the partnership | Example – On completion of the **structured, non-accredited** PD short courses, the MIC team members were prompted to further upskill in the field of blended delivery and engaged in independent self-study | Example – MIC team members completed the REAP project PD short courses | *Not relevant in this case |

*Adapted from* the NF **Table 1: Typology of Professional Development Activities**

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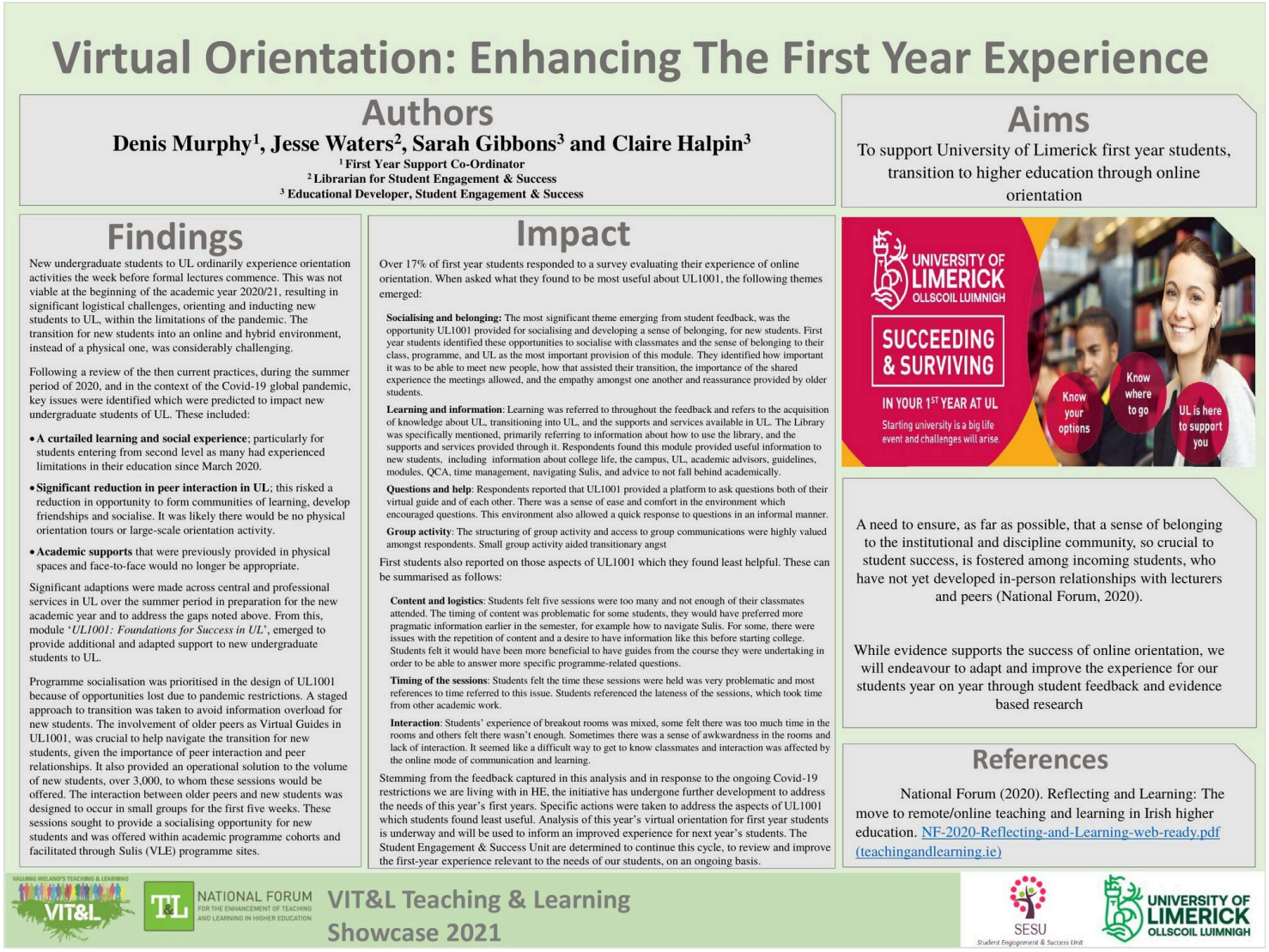
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# 19

## Virtual Orientation: Enhancing The First Year Experience

Denis Murphy, Jesse Waters, Sarah Gibbons, Claire Halpin (UL)



Virtual Orientation: Enhancing The First Year Experience

Authors

Denis Murphy[1], Jesse Waters[2], Sarah Gibbons[3] and Claire Halpin[3]

[1] First Year Support Co-Ordinator
[2] Librarian for Student Engagement & Success
[3] Educational Developer, Student Engagement & Success

Aims

To support University of Limerick first year students, transition to higher education through online orientation

Findings

New undergraduate students to UL ordinarily experience orientation activities the week before formal lectures commence. This was not viable at the beginning of the academic year 2020/21, resulting in significant logistical challenges, orienting and inducting new students to UL, within the limitations of the pandemic. The transition for new students into an online and hybrid environment, instead of a physical one, was considerably challenging.

Following a review of the then current practices, during the summer period of 2020, and in the context of the Covid-19 global pandemic, key issues were identified which were predicted to impact new undergraduate students of UL. These included:

- **A curtailed learning and social experience**; particularly for students entering from second level as many had experienced limitations in their education since March 2020.
- **Significant reduction in peer interaction in UL**; this risked a reduction in opportunity to form communities of learning, develop friendships and socialise. It was likely there would be no physical orientation tours or large-scale orientation activity.
- **Academic supports** that were previously provided in physical spaces and face-to-face would no longer be appropriate.

Significant adaptions were made across central and professional services in UL over the summer period in preparation for the new academic year and to address the gaps noted above. From this, module '*UL1001: Foundations for Success in UL*', emerged to provide additional and adapted support to new undergraduate students to UL.

Programme socialisation was prioritised in the design of UL1001 because of opportunities lost due to pandemic restrictions. A staged approach to transition was taken to avoid information overload for new students. The involvement of older peers as Virtual Guides in UL1001, was crucial to help navigate the transition for new students, given the importance of peer interaction and peer relationships. It also provided an operational solution to the volume of new students, over 3,000, to whom these sessions would be offered. The interaction between older peers and new students was designed to occur in small groups for the first five weeks. These sessions sought to provide a socialising opportunity for new students and was offered within academic programme cohorts and facilitated through Sulis (VLE) programme sites.

Impact

Over 17% of first year students responded to a survey evaluating their experience of online orientation. When asked what they found to be most useful about UL1001, the following themes emerged:

**Socialising and belonging:** The most significant theme emerging from student feedback, was the opportunity UL1001 provided for socialising and developing a sense of belonging, for new students. First year students identified these opportunities to socialise with classmates and the sense of belonging to their class, programme, and UL as the most important provision of this module. They identified how important it was to be able to meet new people, how that assisted their transition, the importance of the shared experience the meetings allowed, and the empathy amongst one another and reassurance provided by older students.

**Learning and information**: Learning was referred to throughout the feedback and refers to the acquisition of knowledge about UL, transitioning into UL, and the supports and services available in UL. The Library was specifically mentioned, primarily referring to information about how to use the library, and the supports and services provided through it. Respondents found this module provided useful information to new students, including information about college life, the campus, UL, academic advisors, guidelines, modules, QCA, time management, navigating Sulis, and advice to not fall behind academically.

**Questions and help**: Respondents reported that UL1001 provided a platform to ask questions both of their virtual guide and of each other. There was a sense of ease and comfort in the environment which encouraged questions. This environment also allowed a quick response to questions in an informal manner.

**Group activity**: The structuring of group activity and access to group communications were highly valued amongst respondents. Small group activity aided transitionary angst

First students also reported on those aspects of UL1001 which they found least helpful. These can be summarised as follows:

**Content and logistics**: Students felt five sessions were too many and not enough of their classmates attended. The timing of content was problematic for some students, they would have preferred more pragmatic information earlier in the semester, for example how to navigate Sulis. For some, there were issues with the repetition of content and a desire to have information like this before starting college. Students felt it would have been more beneficial to have guides from the course they were undertaking in order to be able to answer more specific programme-related questions.

**Timing of the sessions**: Students felt the time these sessions were held was very problematic and most references to time referred to this issue. Students referenced the lateness of the sessions, which took time from other academic work.

**Interaction**: Students' experience of breakout rooms was mixed, some felt there was too much time in the rooms and others felt there wasn't enough. Sometimes there was a sense of awkwardness in the rooms and lack of interaction. It seemed like a difficult way to get to know classmates and interaction was affected by the online mode of communication and learning.

Stemming from the feedback captured in this analysis and in response to the ongoing Covid-19 restrictions we are living with in HE, the initiative has undergone further development to address the needs of this year's first years. Specific actions were taken to address the aspects of UL1001 which students found least useful. Analysis of this year's virtual orientation for first year students is underway and will be used to inform an improved experience for next year's students. The Student Engagement & Success Unit are determined to continue this cycle, to review and improve the first-year experience relevant to the needs of our students, on an ongoing basis.



A need to ensure, as far as possible, that a sense of belonging to the institutional and discipline community, so crucial to student success, is fostered among incoming students, who have not yet developed in-person relationships with lecturers and peers (National Forum, 2020).

While evidence supports the success of online orientation, we will endeavour to adapt and improve the experience for our students year on year through student feedback and evidence based research

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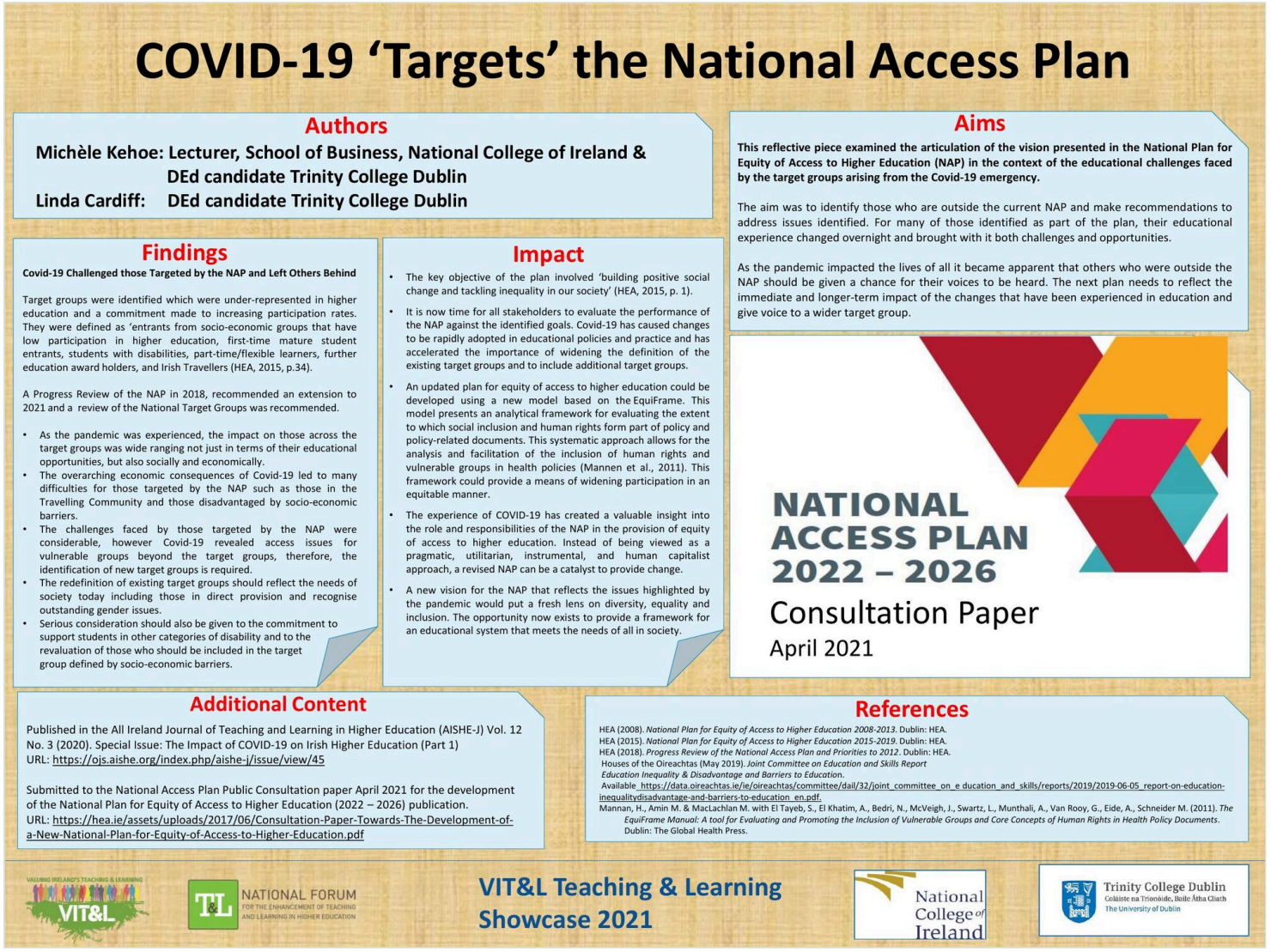
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# 20

## COVID-19 'Targets' the National Access Plan

Michèle Kehoe, Linda Cardiff (NCI and TCD)



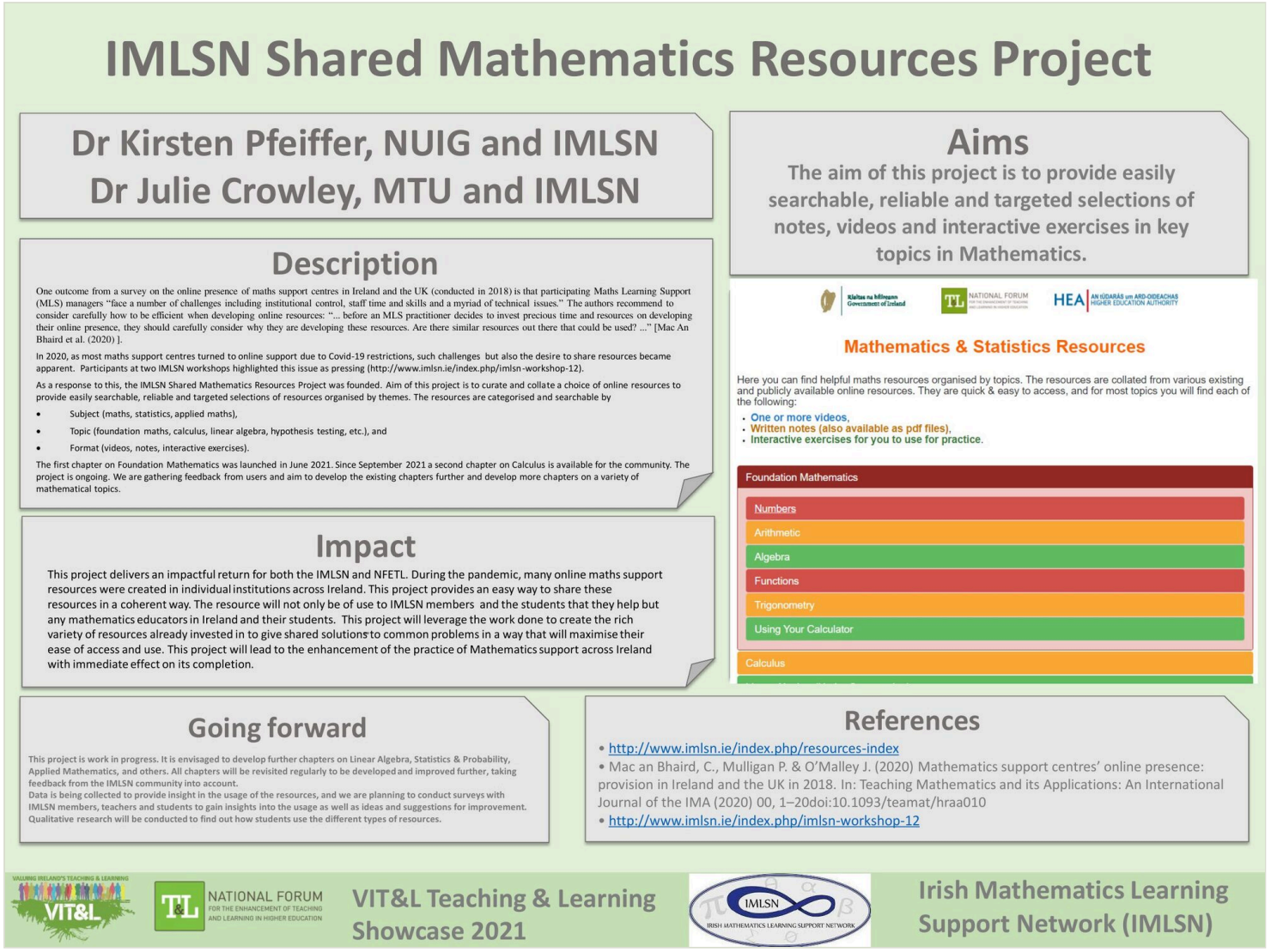

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# 21

## IMLSN Shared Mathematics Resources Project

Dr Kirsten Pfeiffer, Dr Julie Crowley (IMLSN)



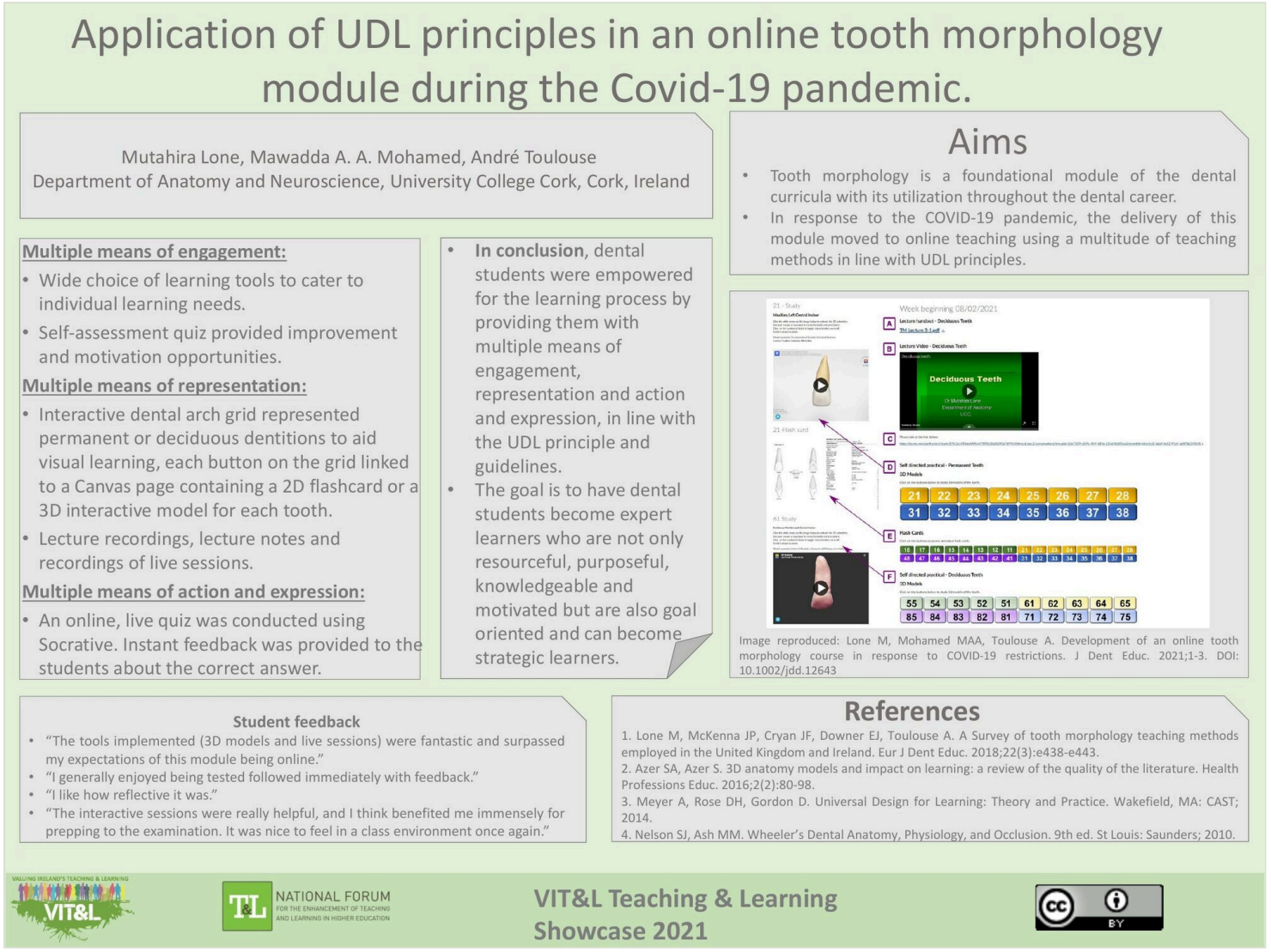

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# 22

## Application of UDL principles in an online tooth morphology module during the Covid-19 pandemic

Mutahira Lone, Mawadda A. A. Mohamed, André Toulouse (UCC)




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# 23

## Badge of honour? An exploration of the use of digital badges to support a partnership approach to faculty development

Angelica Risquez (UL), Dara Cassidy (RCSI), Gearoid O'Suilleabhain (MTU)

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Badge of honour? An exploration of the use of digital badges to support a partnership approach to faculty development

Angelica Risquez, University of Limerick
Dara Cassidy Royal College of Surgeons
Gearoid O'Suilleabhain, Cork Institute of Technology

Australasian Journal of Educational Technology, 36(5), 18–29. https://doi.org/10.14742/ajet.6112

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**ABSTRACT**

This article describes a professional development initiative facilitated through a transformational partnership model. In this context, we discuss our experience of piloting an online continuing professional development course in the area of online teaching, which offered a digital badge for successful participants. The course was the result of a partnership between three Irish higher education institutions and a national agency that had initiated a nation-wide scheme to create and disseminate a range of open access collaborative professional development courses to promote the professionalisation of teaching and learning, with a specific digital badge being available for each course. We investigated the interplay between the digital badge issued for the course we piloted, and other potential intrinsic and extrinsic motivators. Digital badges appear to be a weak motivating factor in initial enrolment and engagement, although for some participants, they did motivate continued engagement and completion. We discuss implications in relation to internal and external drivers and motivations around professional development. We also offer reflections on the larger context in which badges might be used or valued by course participants in their professional environments.

**IMPLICATIONS**

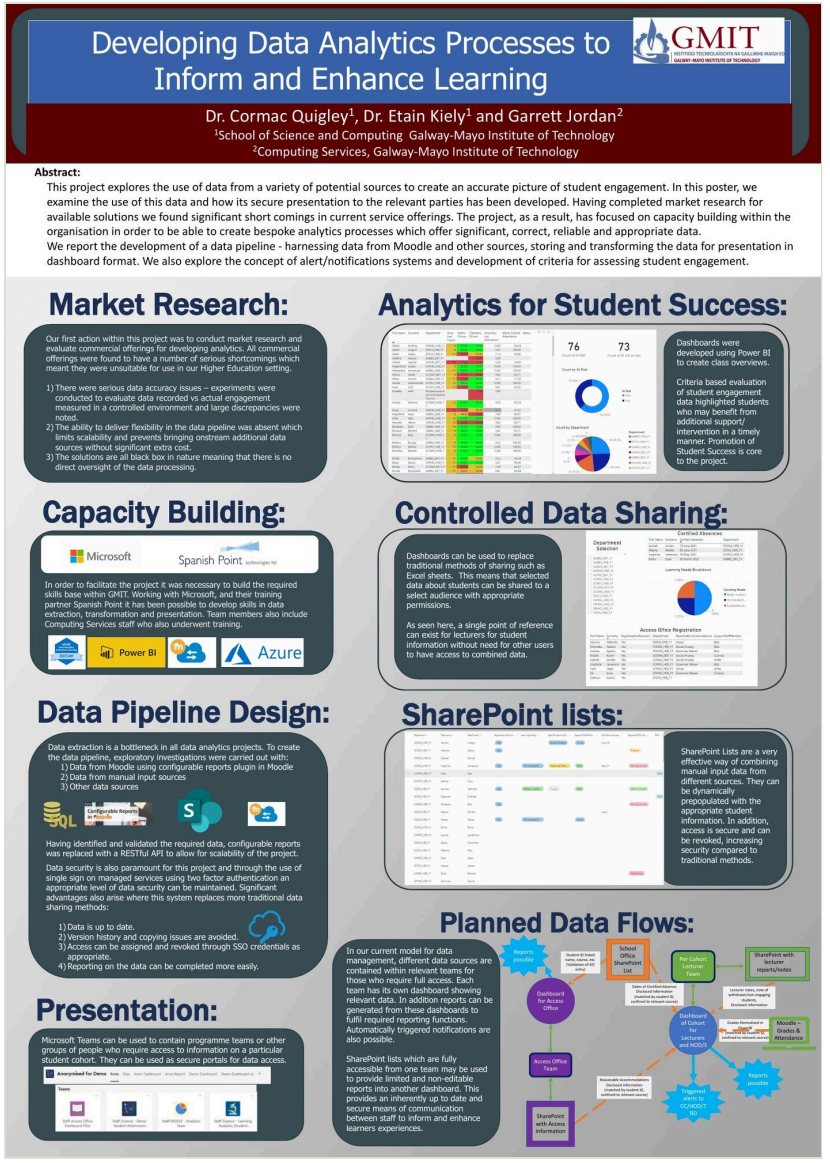
- For digital badges to motivate learning, educational developers and institutions need to associate them with intrinsically meaningful rewards.
- Partnership between higher education institutes and non-accrediting bodies can drive the development and wider acceptance and use of digital badges as a tangible and agreed currency of learner and learning achievement.
- Learners benefit most from digital badges when they are linked to and facilitate the development of personal identities associated with disciplinary and professional communities.

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# 24

## Developing Data Analytics Processes to Inform and Enhance Learning

Dr Cormac Quigley, Dr Etain Kiely, Garrett Jordan (GMIT)



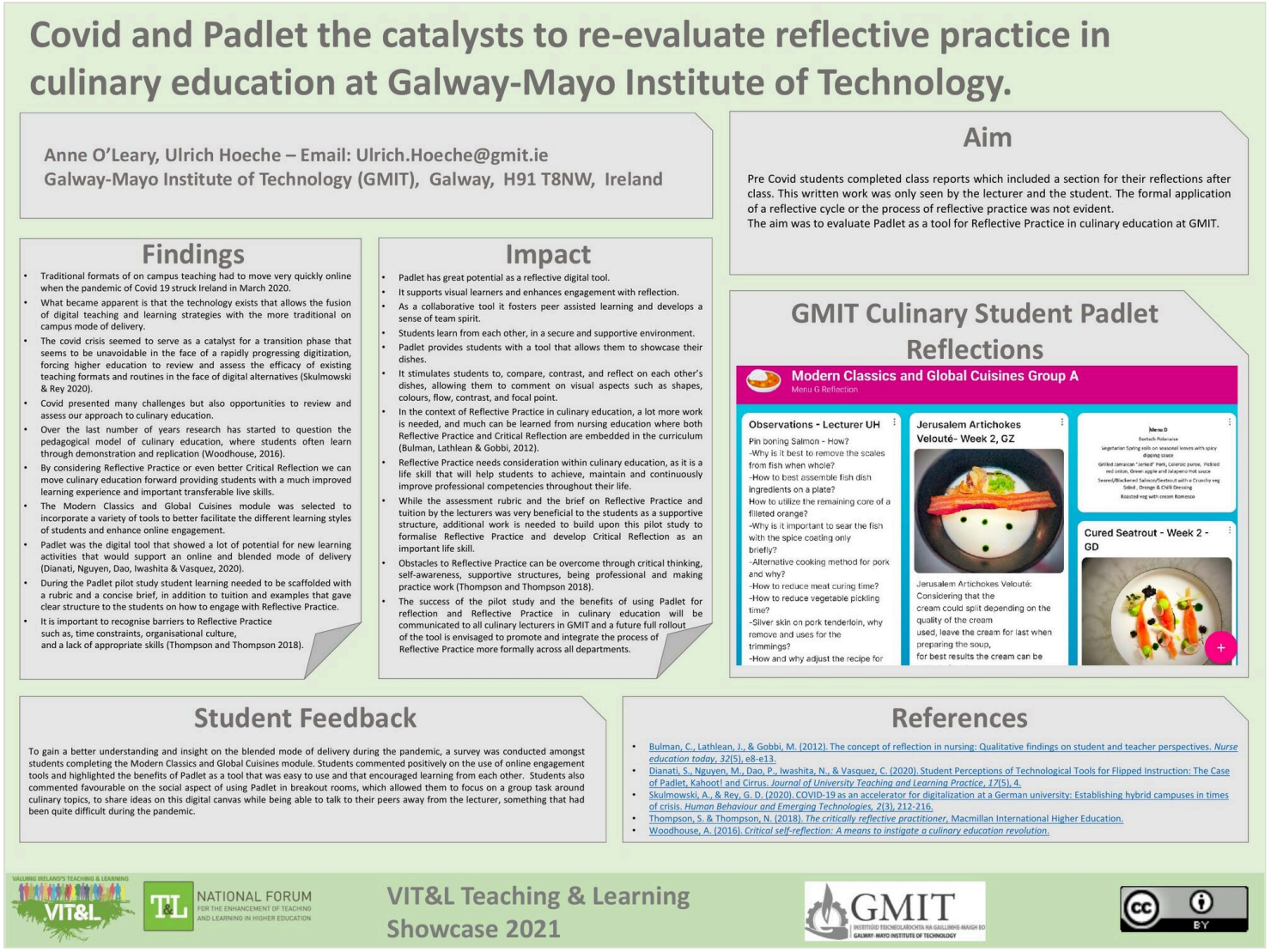

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# 25

## Covid and Padlet the catalysts to re-evaluate reflective practice in culinary education at Galway-Mayo Institute of Technology

Anne O'Leary, Ulrich Hoeche (GMIT)



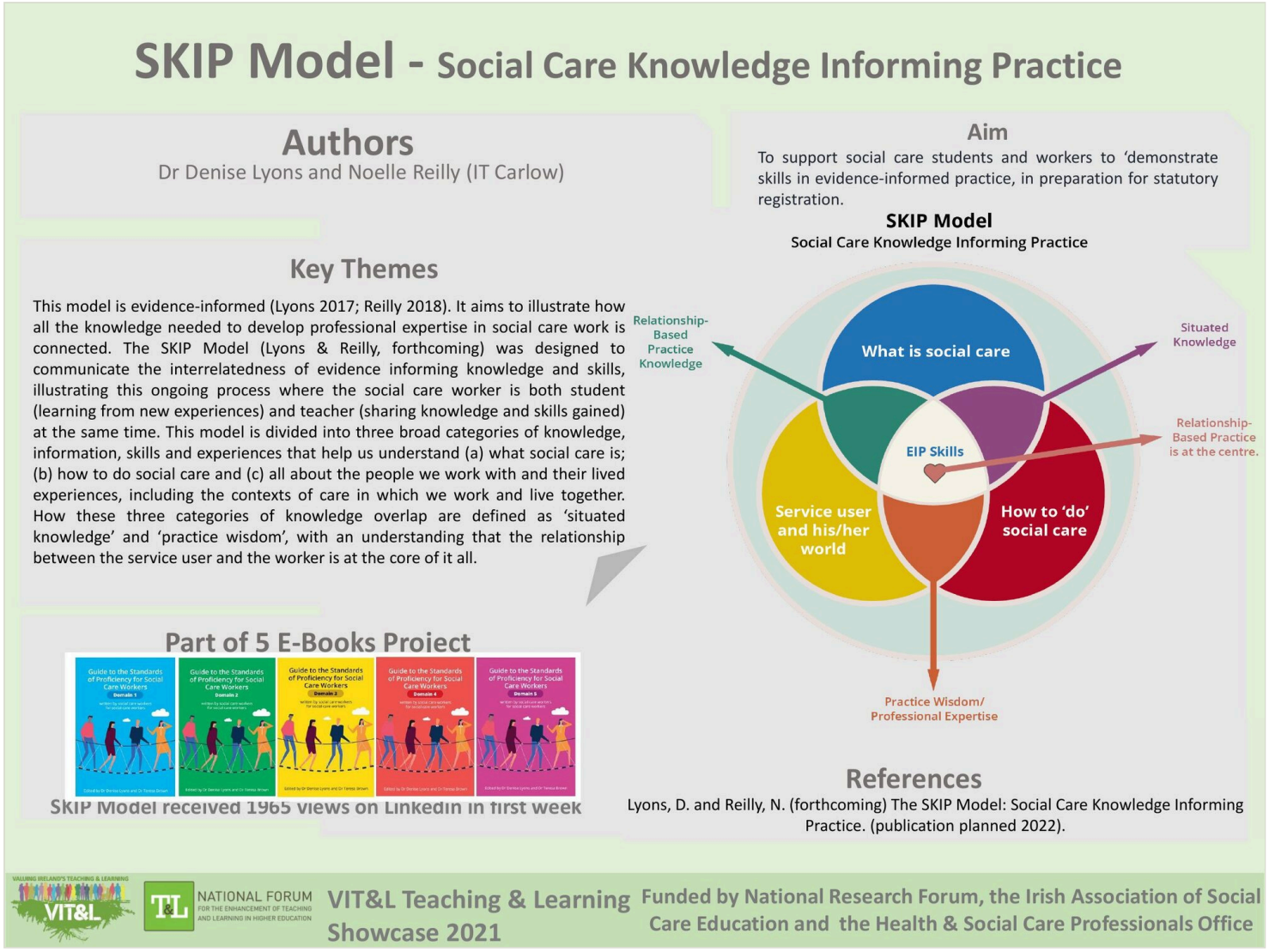

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# 26

## SKIP Model – Social Care Knowledge Informing Practice

Dr Denise Lyons, Noelle Reilly (ITC)



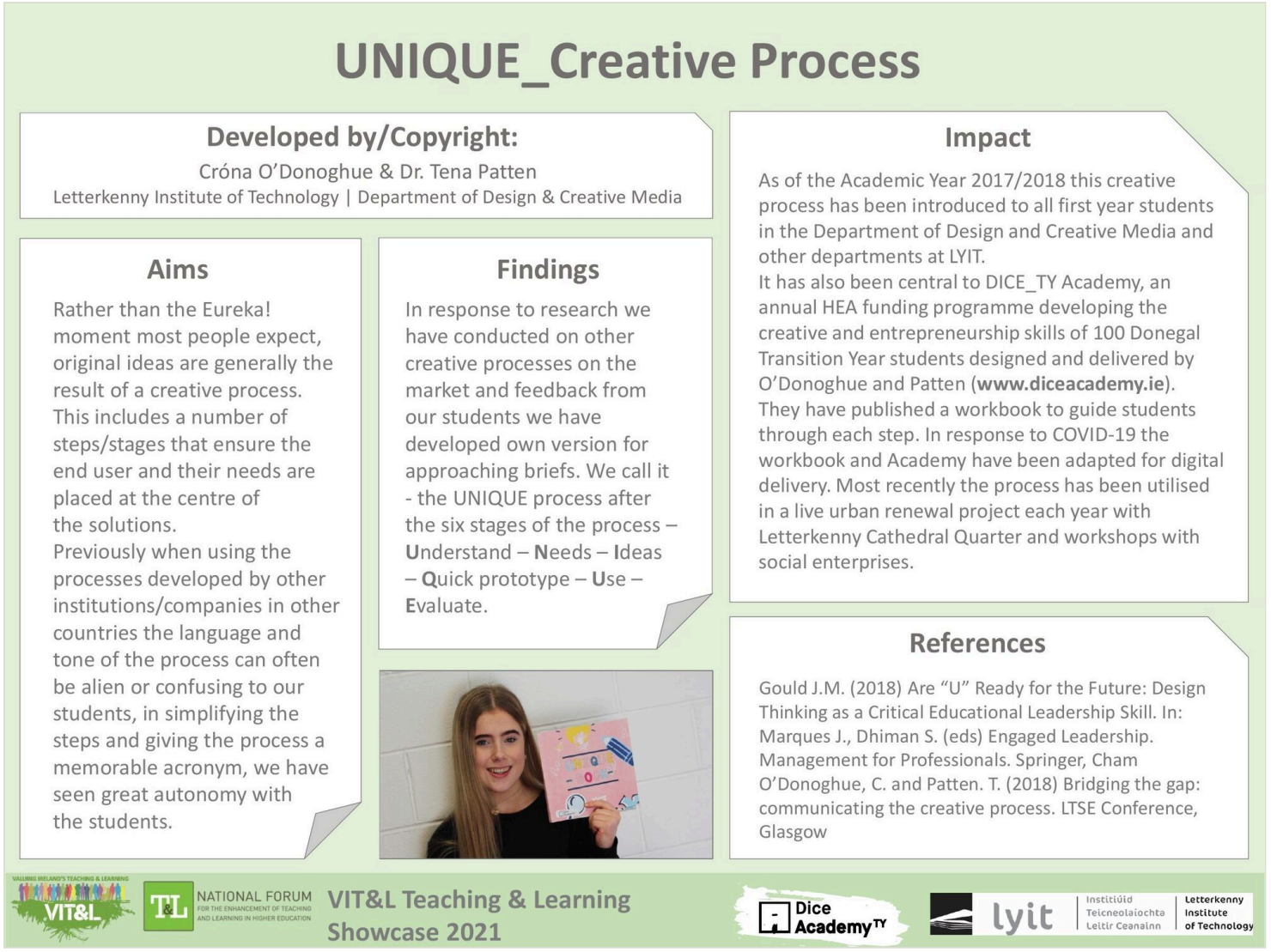

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# 27

## UNIQUE_Creative Process

Cróna O'Donoghue, Dr Tena Patten (LyIT)



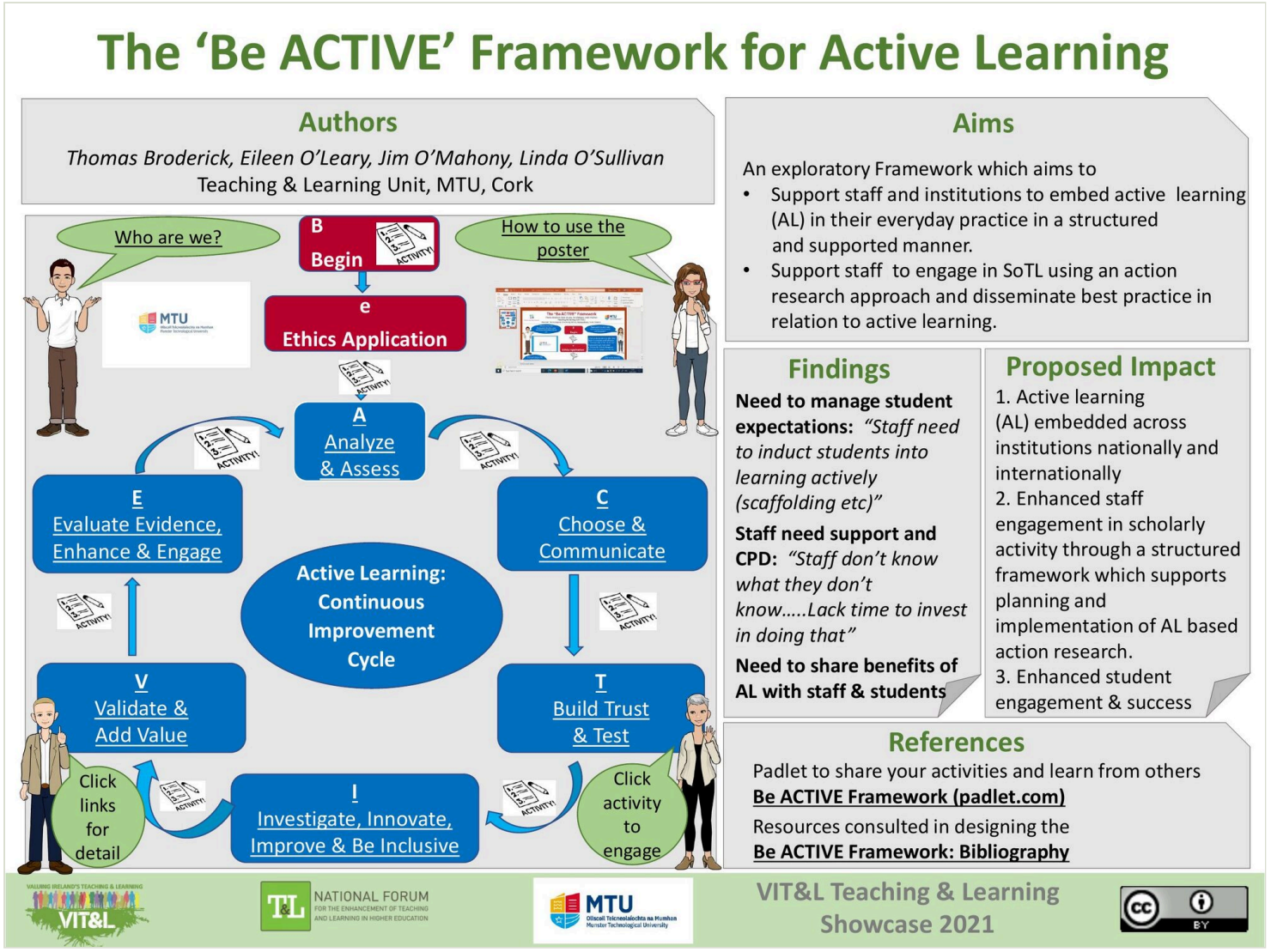

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# 28

## The 'Be ACTIVE' Framework for Active Learning

Thomas Broderick, Eileen O'Leary, Jim O'Mahony, Linda O'Sullivan (MTU)



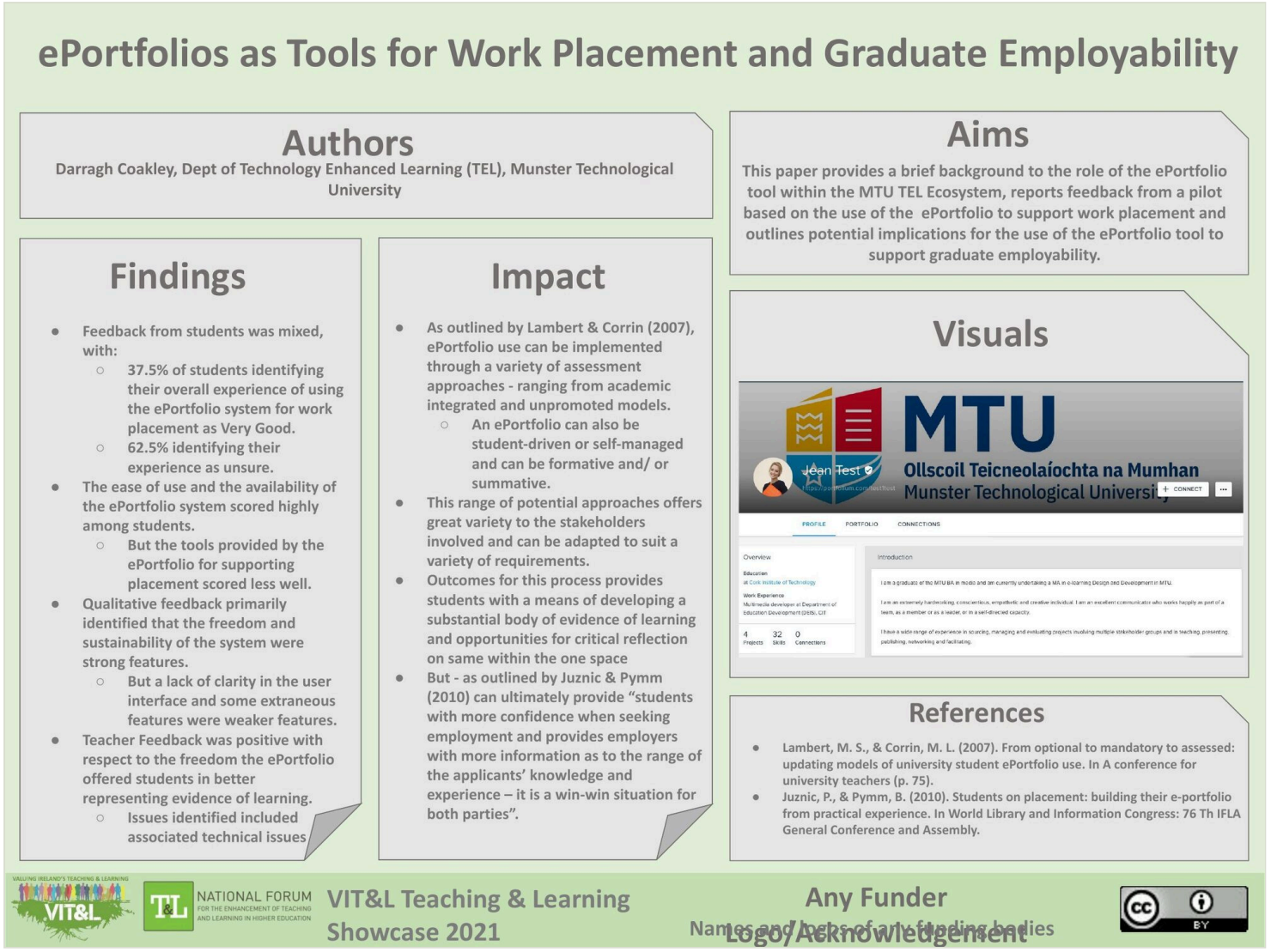

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# 29

## ePortfolios as Tools for Work Placement and Graduate Employability

Darragh Coakley (MTU)



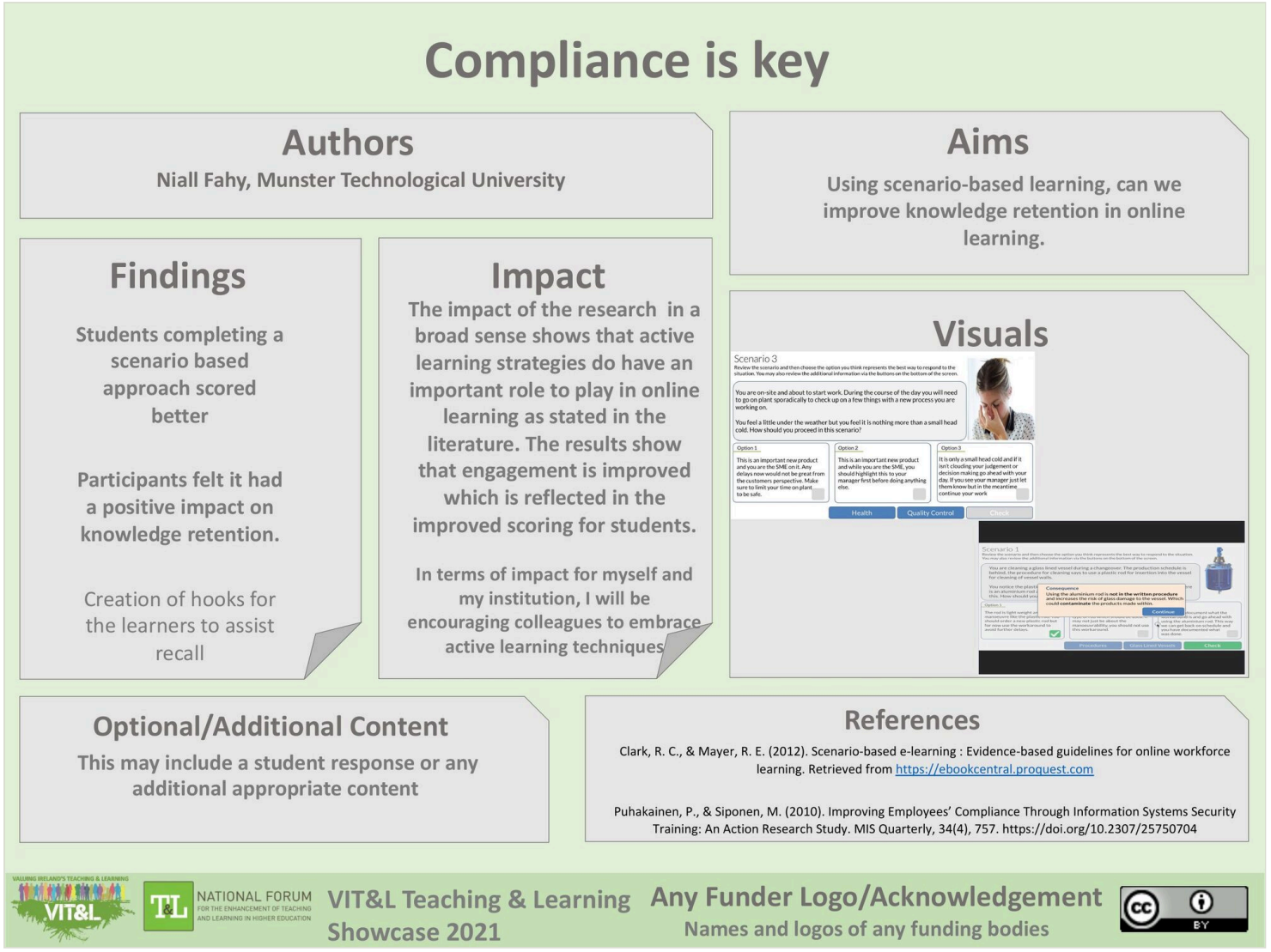

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# 30

## Compliance is key

Niall Fahy (MTU)



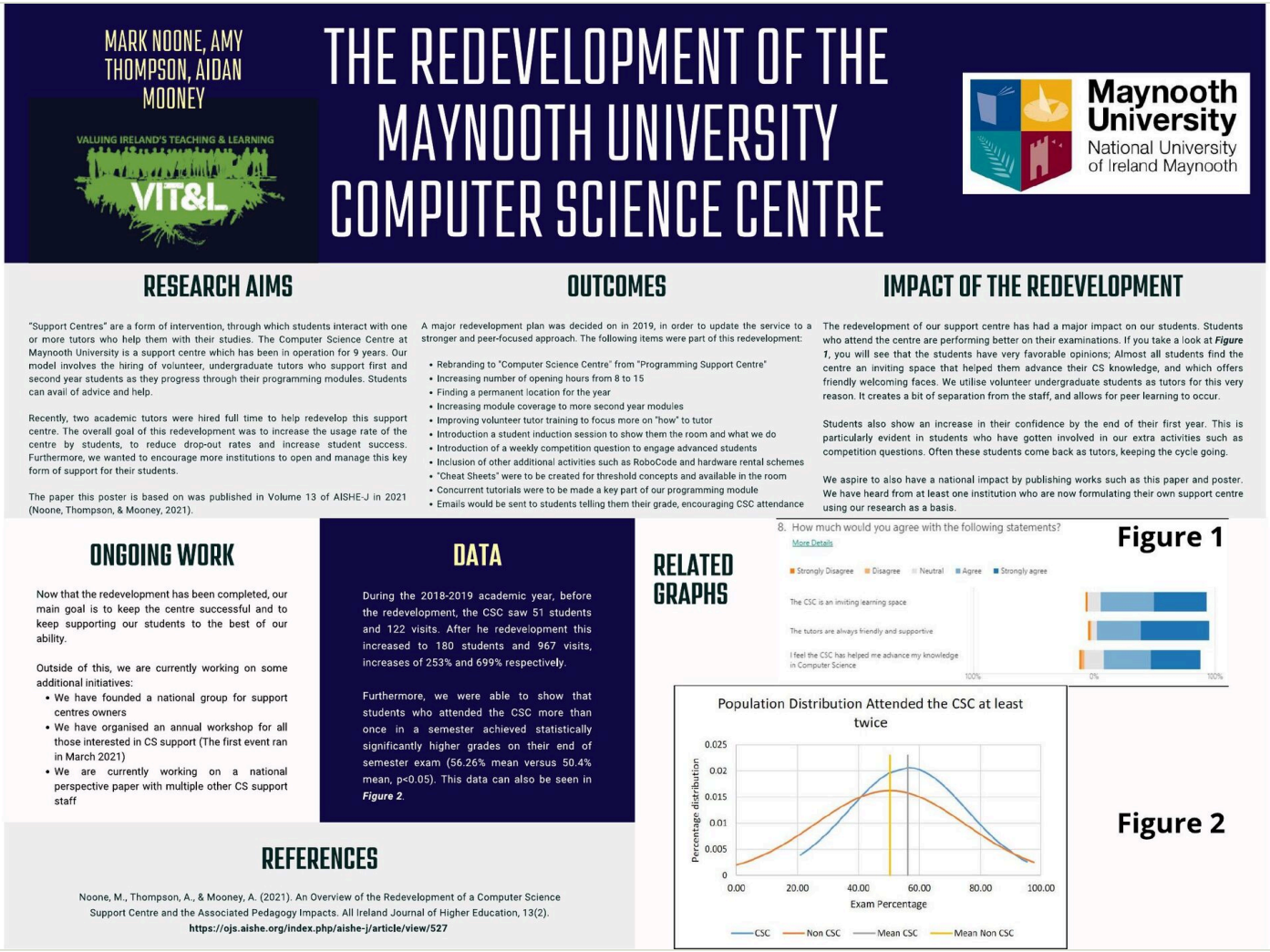

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# 31

## The Redevelopment of the Maynooth University Computer Science Centre

Mark Noone, Amy Thompson, Aidan Mooney (MU)



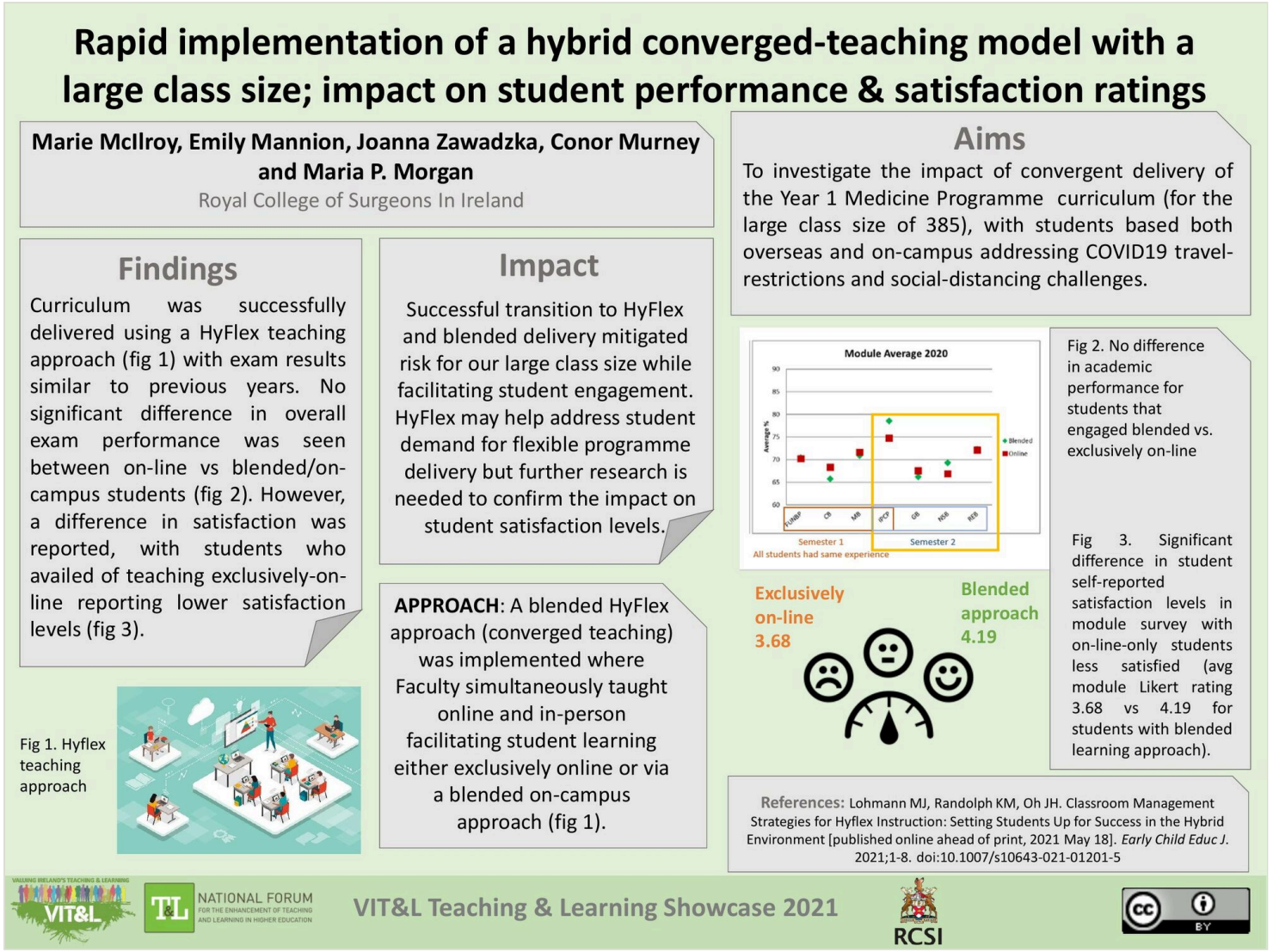

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# 32

## Rapid implementation of a hybrid converged-teaching model with a large class size; impact on student performance & satisfaction ratings

Marie McIlroy, Emily Mannion, Joanna Zawadzka, Conor Murney, Maria P. Morgan (RCSI)



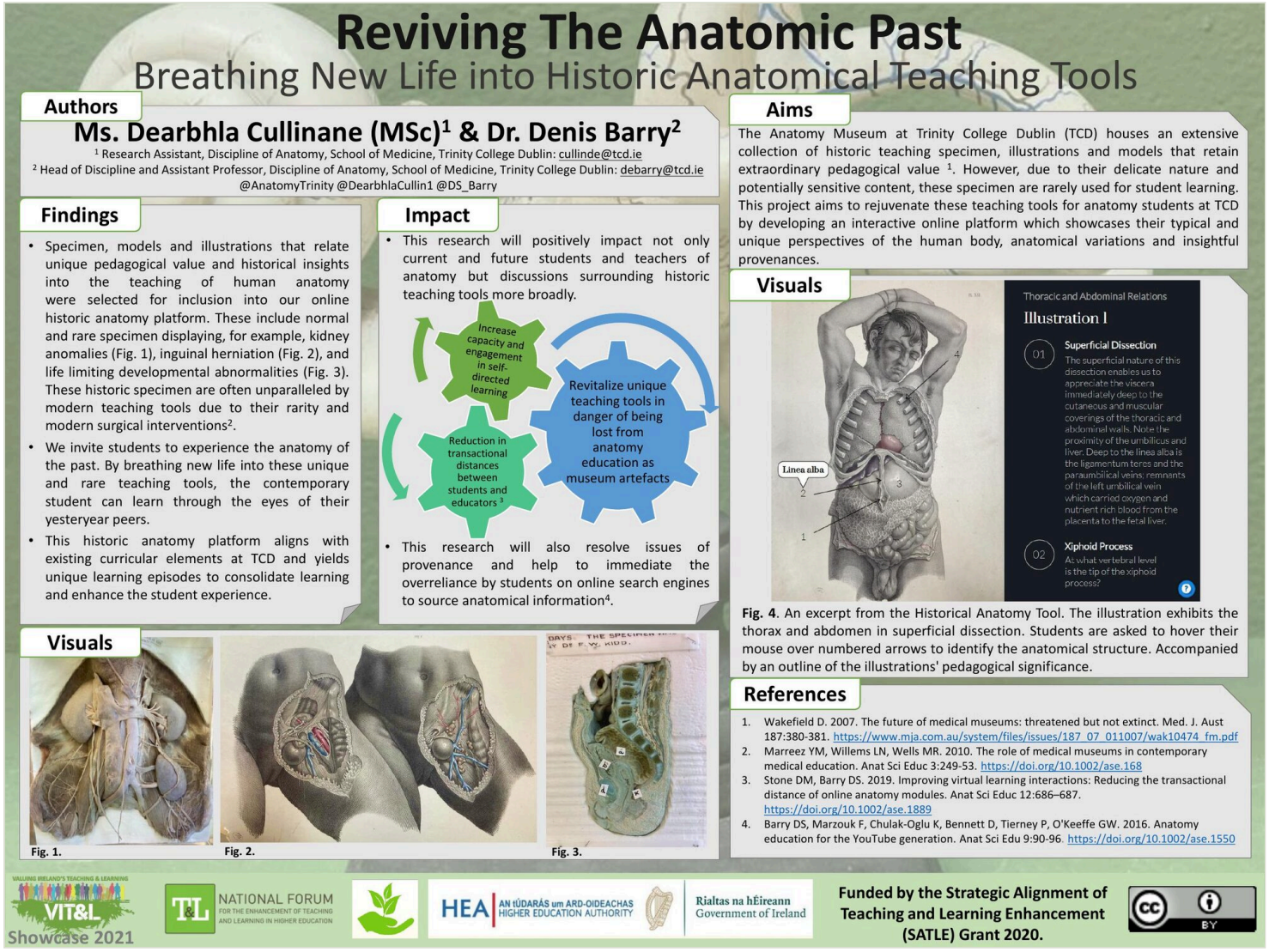

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# 33

## Reviving The Anatomic Past: Breathing New Life into Historic Anatomical Teaching Tools

Dearbhla Cullinane, Dr Denis Barry (TCD)



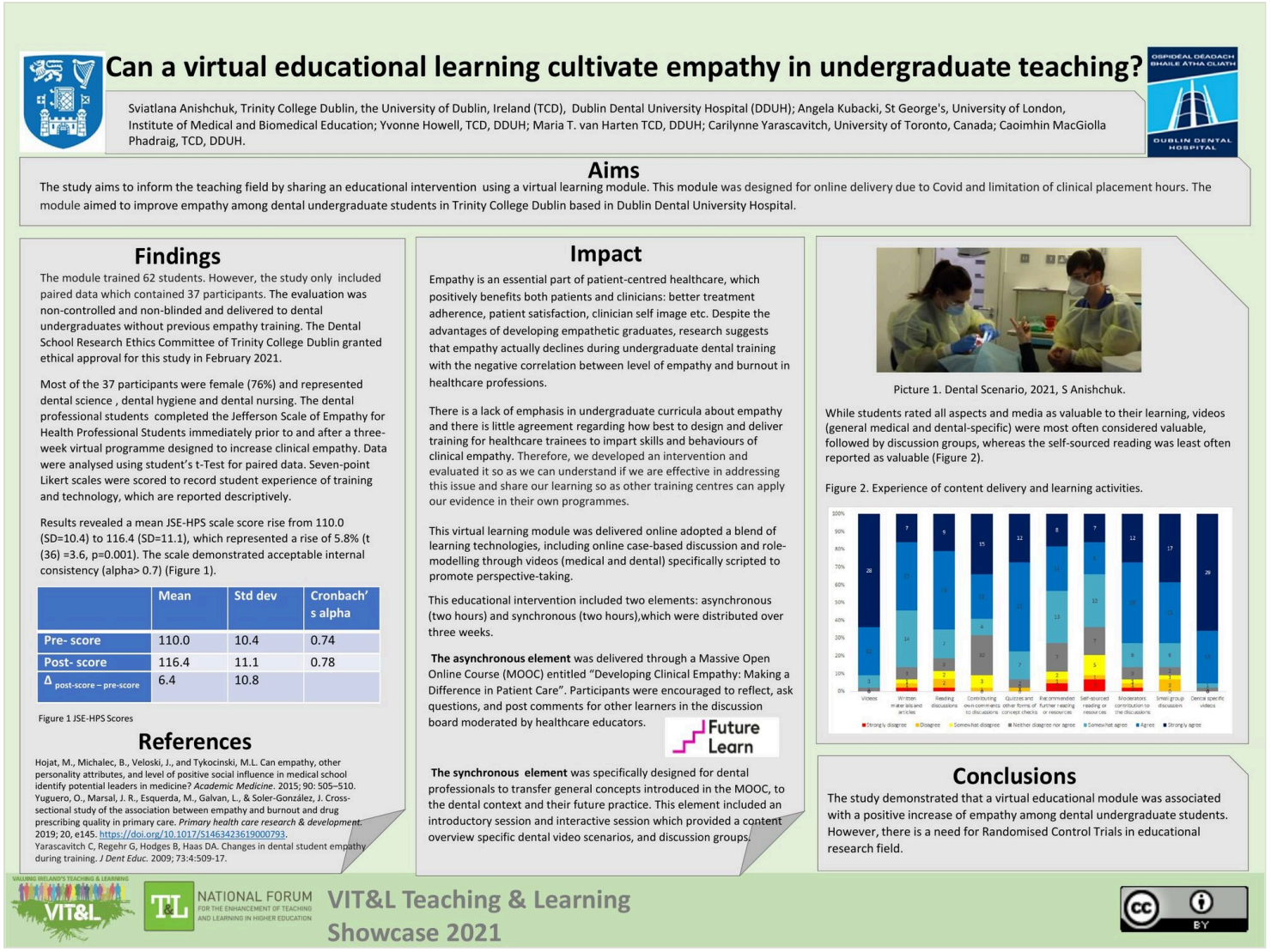

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# 34

## Can a virtual educational learning cultivate empathy in undergraduate teaching?

Sviatlana Anishchuk, Yvonne Howell, Maria T. van Harten, Caoimhin MacGiolla Phadraig (TCD), Angela Kubacki (University of London), Carilynne Yarascavitch (University of Toronto)



## Can a virtual educational learning cultivate empathy in undergraduate teaching?

Sviatlana Anishchuk, Trinity College Dublin, the University of Dublin, Ireland (TCD), Dublin Dental University Hospital (DDUH); Angela Kubacki, St George's, University of London, Institute of Medical and Biomedical Education; Yvonne Howell, TCD, DDUH; Maria T. van Harten TCD, DDUH; Carilynne Yarascavitch, University of Toronto, Canada; Caoimhin MacGiolla Phadraig, TCD, DDUH.

### Aims

The study aims to inform the teaching field by sharing an educational intervention using a virtual learning module. This module was designed for online delivery due to Covid and limitation of clinical placement hours. The module aimed to improve empathy among dental undergraduate students in Trinity College Dublin based in Dublin Dental University Hospital.

### Findings

The module trained 62 students. However, the study only included paired data which contained 37 participants. The evaluation was non-controlled and non-blinded and delivered to dental undergraduates without previous empathy training. The Dental School Research Ethics Committee of Trinity College Dublin granted ethical approval for this study in February 2021.

Most of the 37 participants were female (76%) and represented dental science , dental hygiene and dental nursing. The dental professional students completed the Jefferson Scale of Empathy for Health Professional Students immediately prior to and after a three-week virtual programme designed to increase clinical empathy. Data were analysed using student's t-Test for paired data. Seven-point Likert scales were scored to record student experience of training and technology, which are reported descriptively.

Results revealed a mean JSE-HPS scale score rise from 110.0 (SD=10.4) to 116.4 (SD=11.1), which represented a rise of 5.8% (t (36) =3.6, p=0.001). The scale demonstrated acceptable internal consistency (alpha> 0.7) (Figure 1).

| | Mean | Std dev | Cronbach' s alpha |
|---|---|---|---|
| Pre- score | 110.0 | 10.4 | 0.74 |
| Post- score | 116.4 | 11.1 | 0.78 |
| Δ post-score – pre-score | 6.4 | 10.8 | |

Figure 1 JSE-HPS Scores

### References

Hojat, M., Michalec, B., Veloski, J., and Tykocinski, M.L. Can empathy, other personality attributes, and level of positive social influence in medical school identify potential leaders in medicine? *Academic Medicine*. 2015; 90: 505–510.
Yuguero, O., Marsal, J. R., Esquerda, M., Galvan, L., & Soler-González, J. Cross-sectional study of the association between empathy and burnout and drug prescribing quality in primary care. *Primary health care research & development*. 2019; 20, e145. https://doi.org/10.1017/S1463423619000793.
Yarascavitch C, Regehr G, Hodges B, Haas DA. Changes in dental student empathy during training. *J Dent Educ*. 2009; 73:4:509-17.

### Impact

Empathy is an essential part of patient-centred healthcare, which positively benefits both patients and clinicians: better treatment adherence, patient satisfaction, clinician self image etc. Despite the advantages of developing empathetic graduates, research suggests that empathy actually declines during undergraduate dental training with the negative correlation between level of empathy and burnout in healthcare professions.

There is a lack of emphasis in undergraduate curricula about empathy and there is little agreement regarding how best to design and deliver training for healthcare trainees to impart skills and behaviours of clinical empathy. Therefore, we developed an intervention and evaluated it so as we can understand if we are effective in addressing this issue and share our learning so as other training centres can apply our evidence in their own programmes.

This virtual learning module was delivered online adopted a blend of learning technologies, including online case-based discussion and role-modelling through videos (medical and dental) specifically scripted to promote perspective-taking.

This educational intervention included two elements: asynchronous (two hours) and synchronous (two hours),which were distributed over three weeks.

**The asynchronous element** was delivered through a Massive Open Online Course (MOOC) entitled "Developing Clinical Empathy: Making a Difference in Patient Care". Participants were encouraged to reflect, ask questions, and post comments for other learners in the discussion board moderated by healthcare educators.

**The synchronous element** was specifically designed for dental professionals to transfer general concepts introduced in the MOOC, to the dental context and their future practice. This element included an introductory session and interactive session which provided a content overview specific dental video scenarios, and discussion groups.



Picture 1. Dental Scenario, 2021, S Anishchuk.

While students rated all aspects and media as valuable to their learning, videos (general medical and dental-specific) were most often considered valuable, followed by discussion groups, whereas the self-sourced reading was least often reported as valuable (Figure 2).

Figure 2. Experience of content delivery and learning activities.




### Conclusions

The study demonstrated that a virtual educational module was associated with a positive increase of empathy among dental undergraduate students. However, there is a need for Randomised Control Trials in educational research field.

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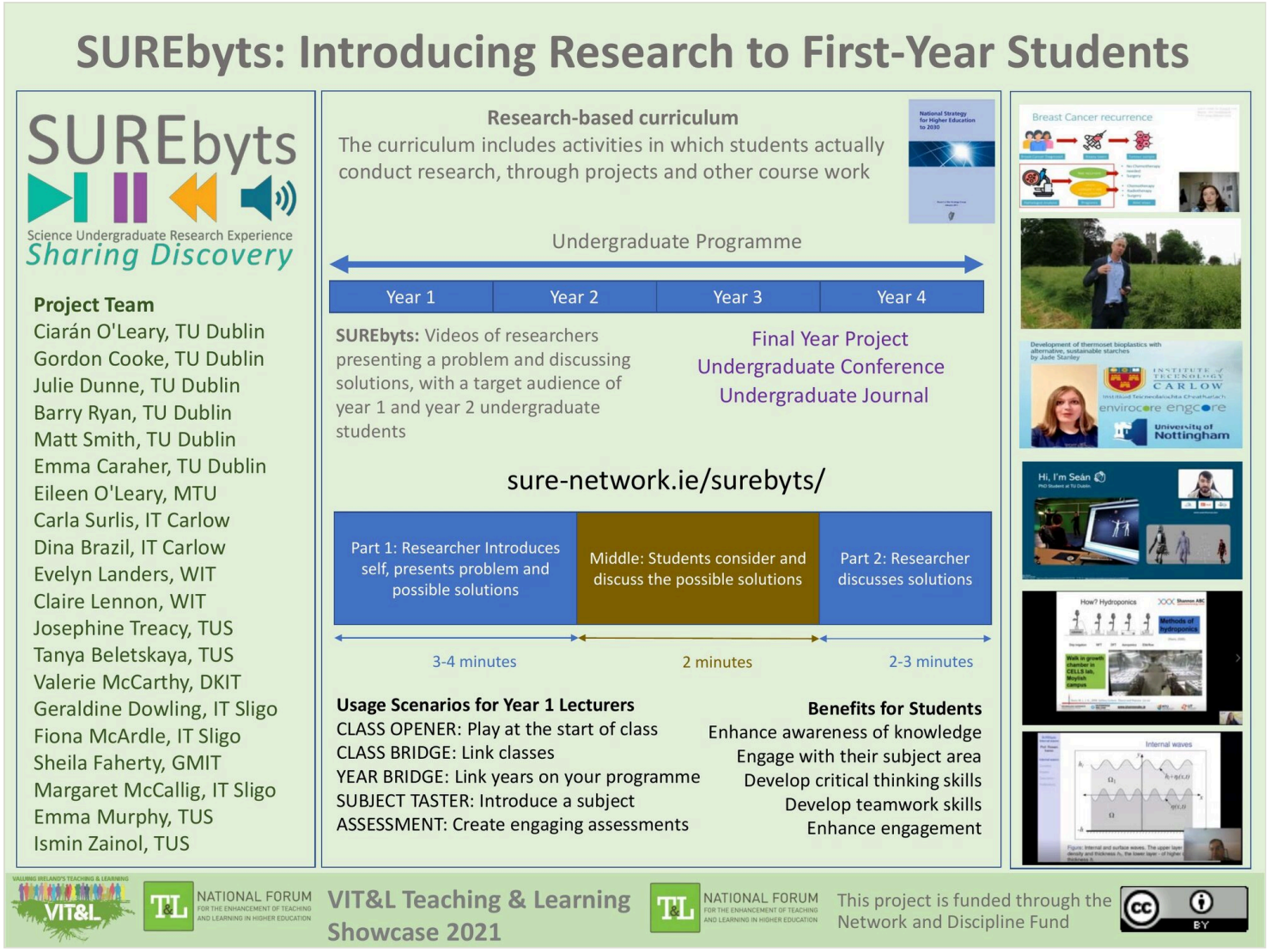
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# 35

## SUREbyts: Introducing Research to First-Year Students

Sure-Network Partners



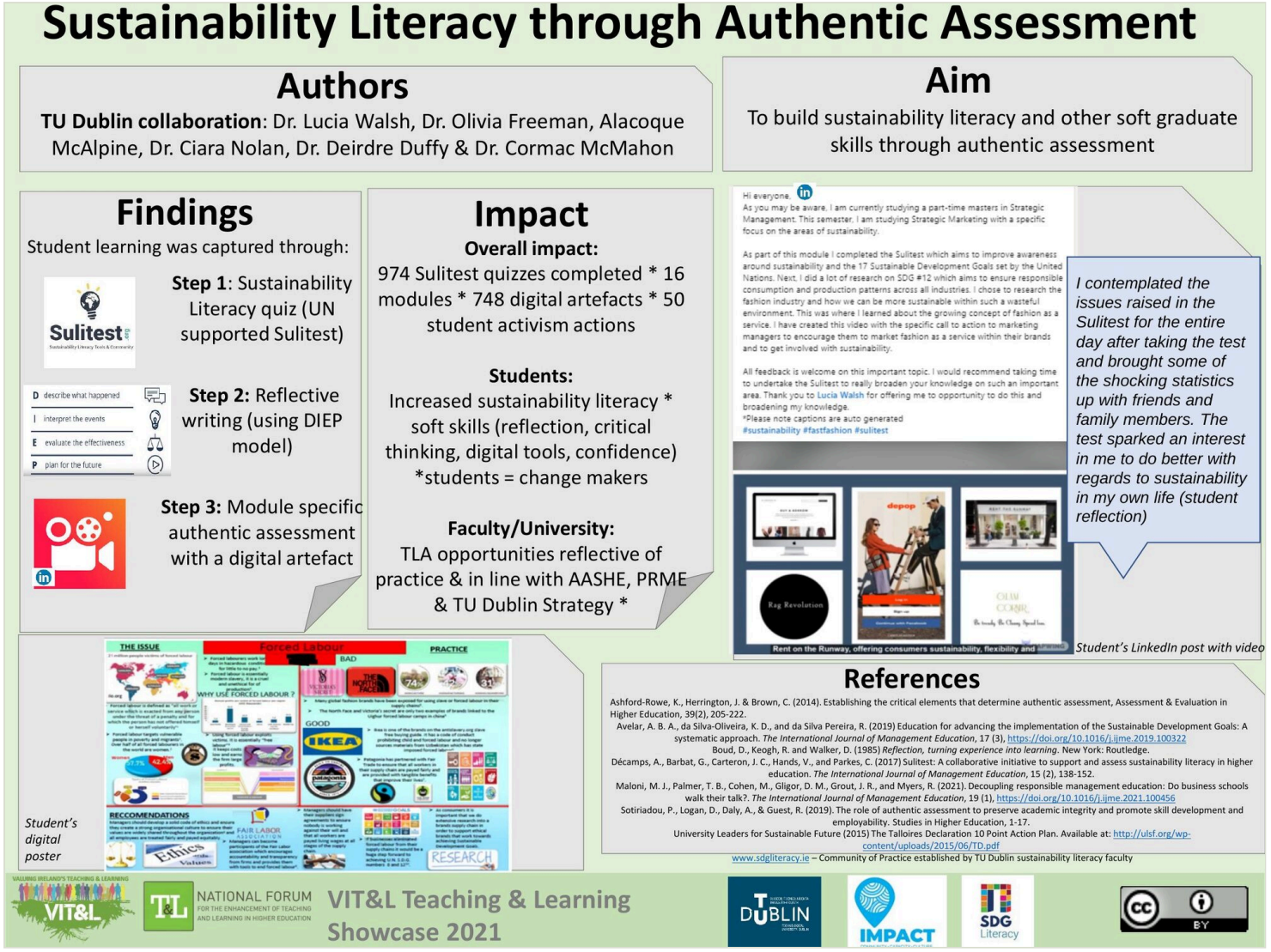

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# 36

## Sustainability Literacy through Authentic Assessment

Dr Lucia Walsh, Dr Olivia Freeman, Alacoque McAlpine, Dr Ciara Nolan, Dr Deirdre Duffy, Dr Cormac McMahon (TU Dublin)



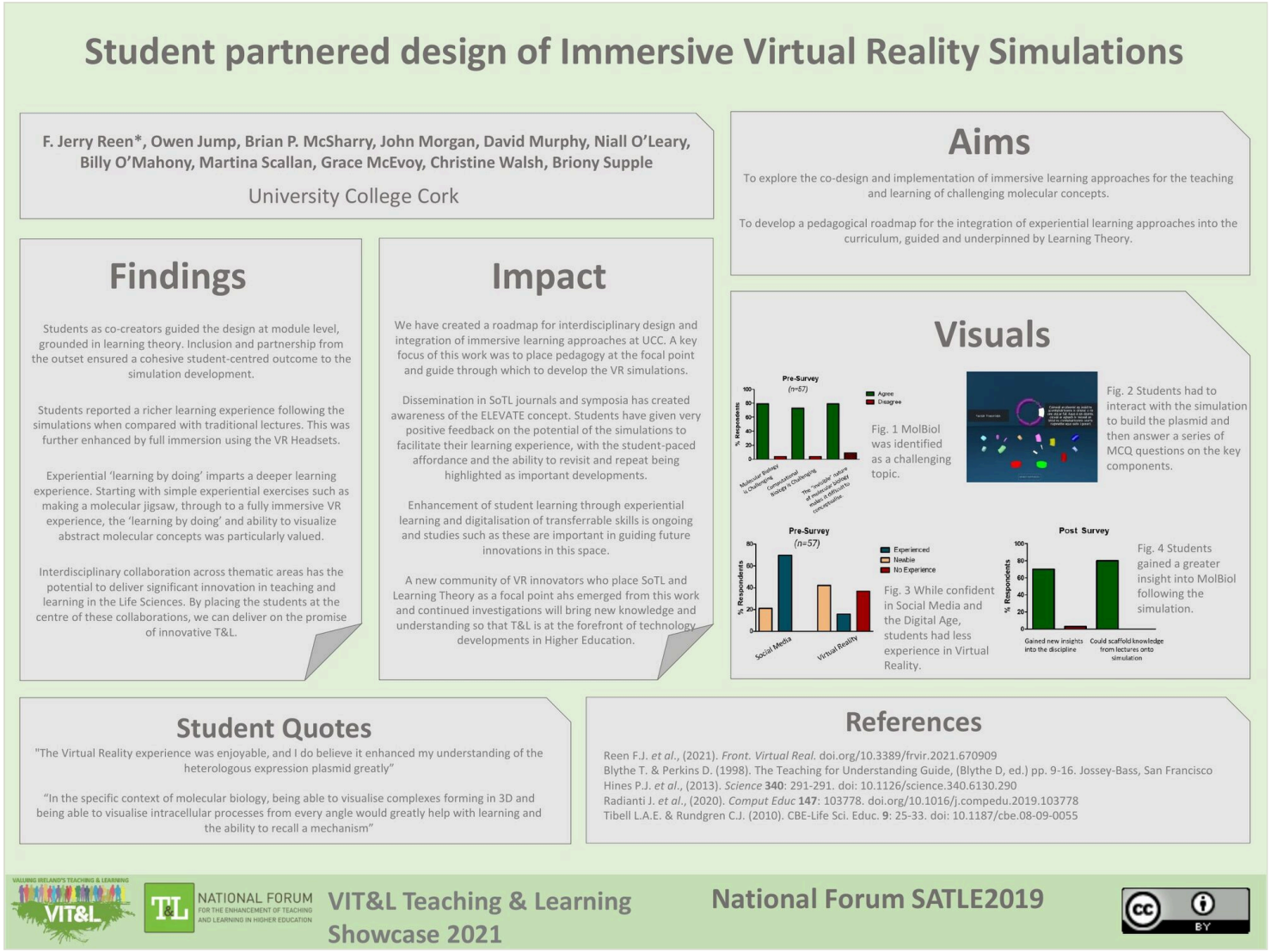

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# 37

## Student partnered design of Immersive Virtual Reality Simulations

F. Jerry Reen, Owen Jump, Brian P. McSharry, John Morgan, David Murphy, Niall O'Leary, Billy O'Mahony, Martina Scallan, Grace McEvoy, Christine Walsh, Briony Supple (UCC)



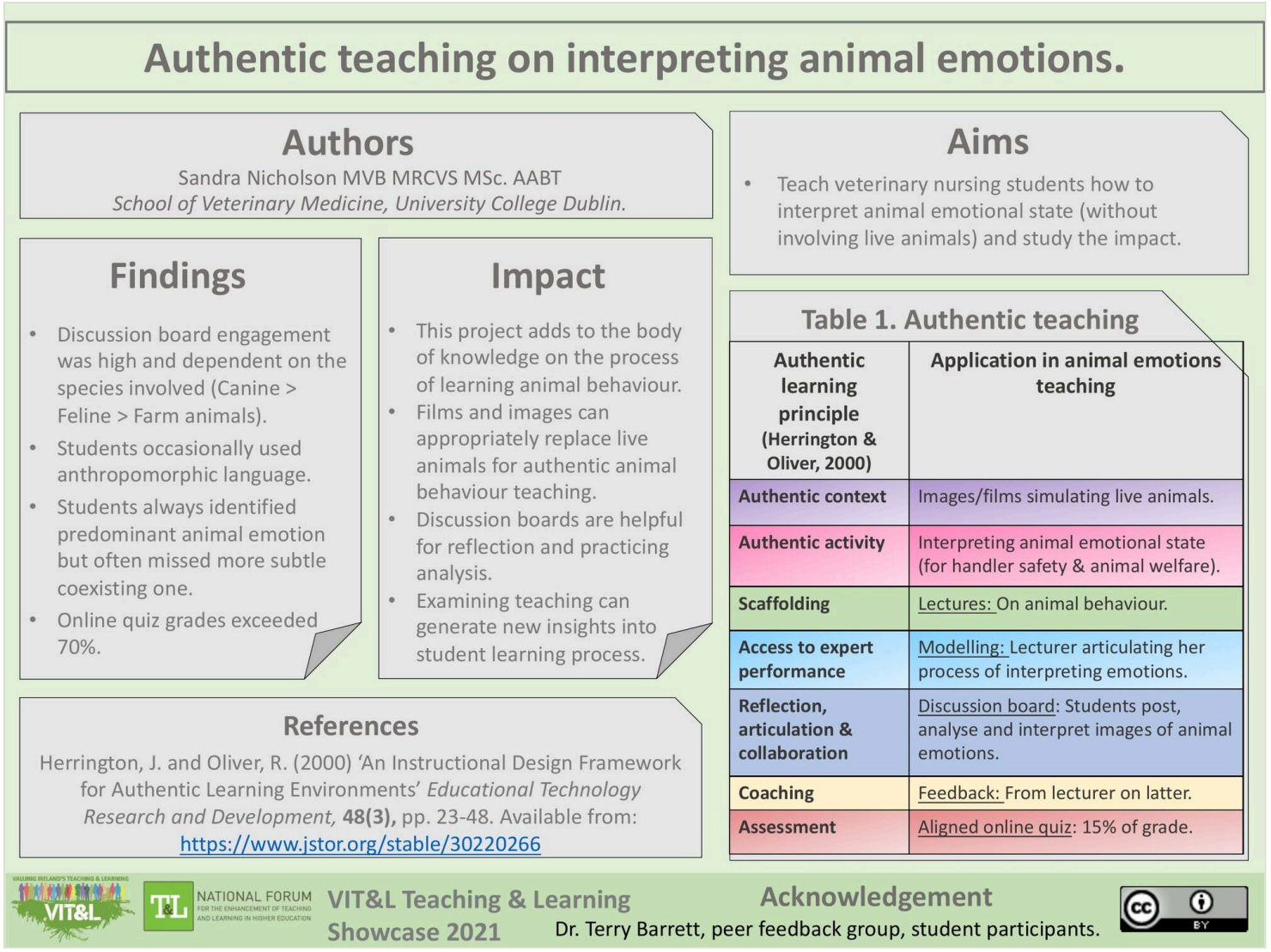

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# 38

## Authentic teaching on interpreting animal emotions

Sandra Nicholson (UCD)




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# 39

## Student partnership in wellbeing research and scholarship

Dr Ciara Duignan, Prof Alan Smeaton, Gráinne Bannigan, Dr Denise McGrath (UCD/DCU)



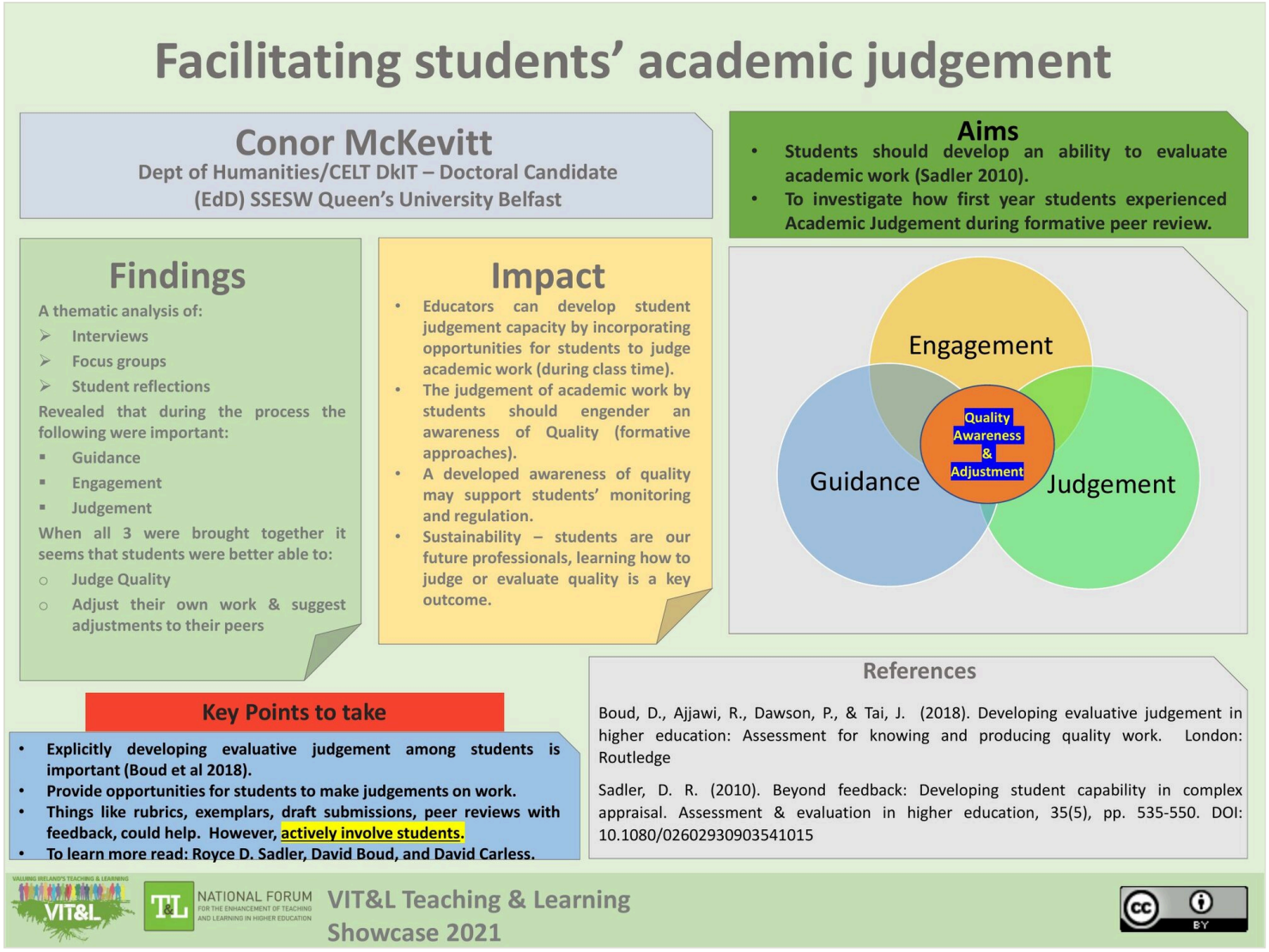

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# 40

## Facilitating students' academic judgement

Conor McKevitt (DkIT & QU)



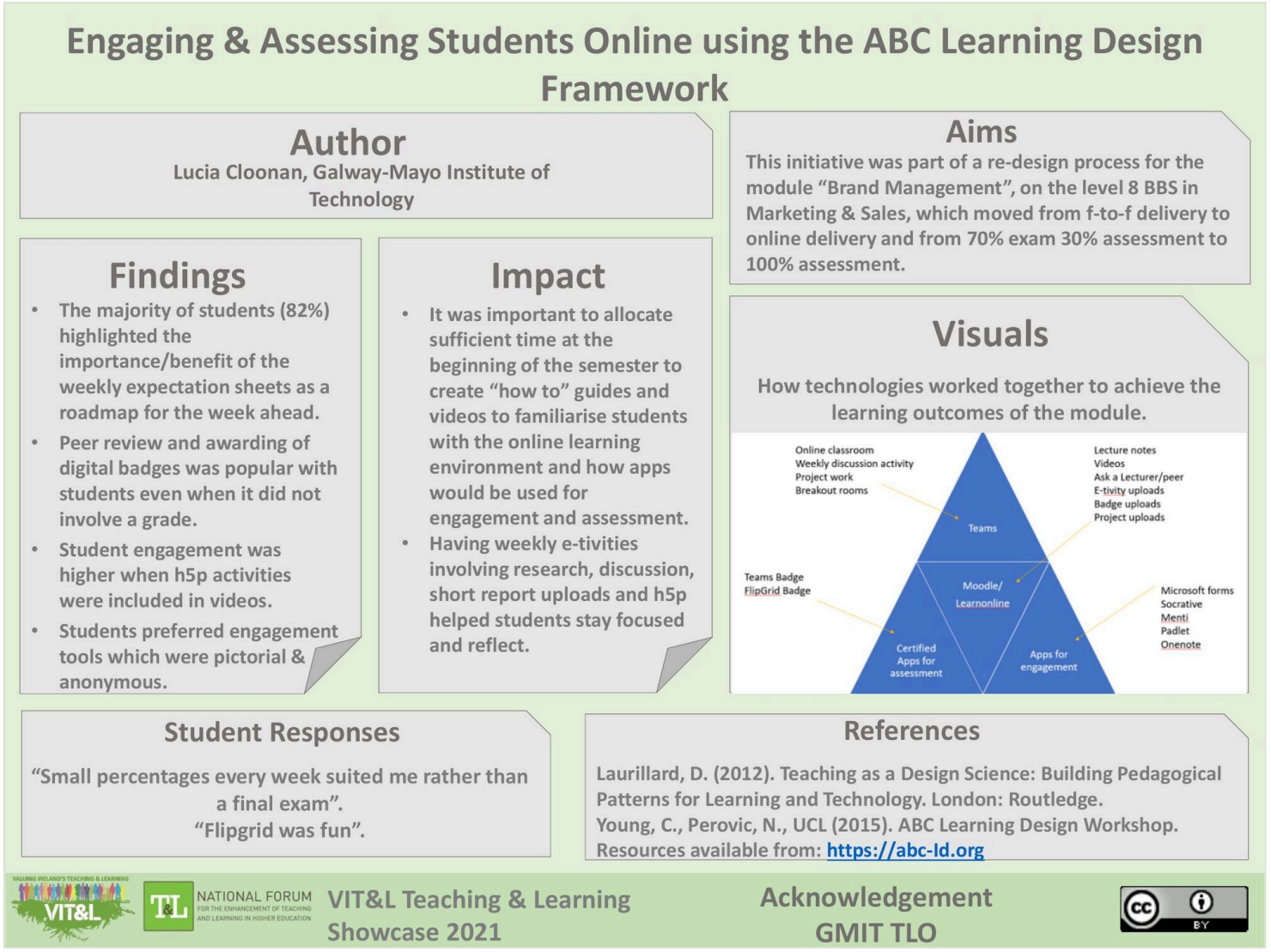

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# 41

## Engaging & Assessing Students Online using the ABC Learning Design Framework

Lucia Cloonan (GMIT)



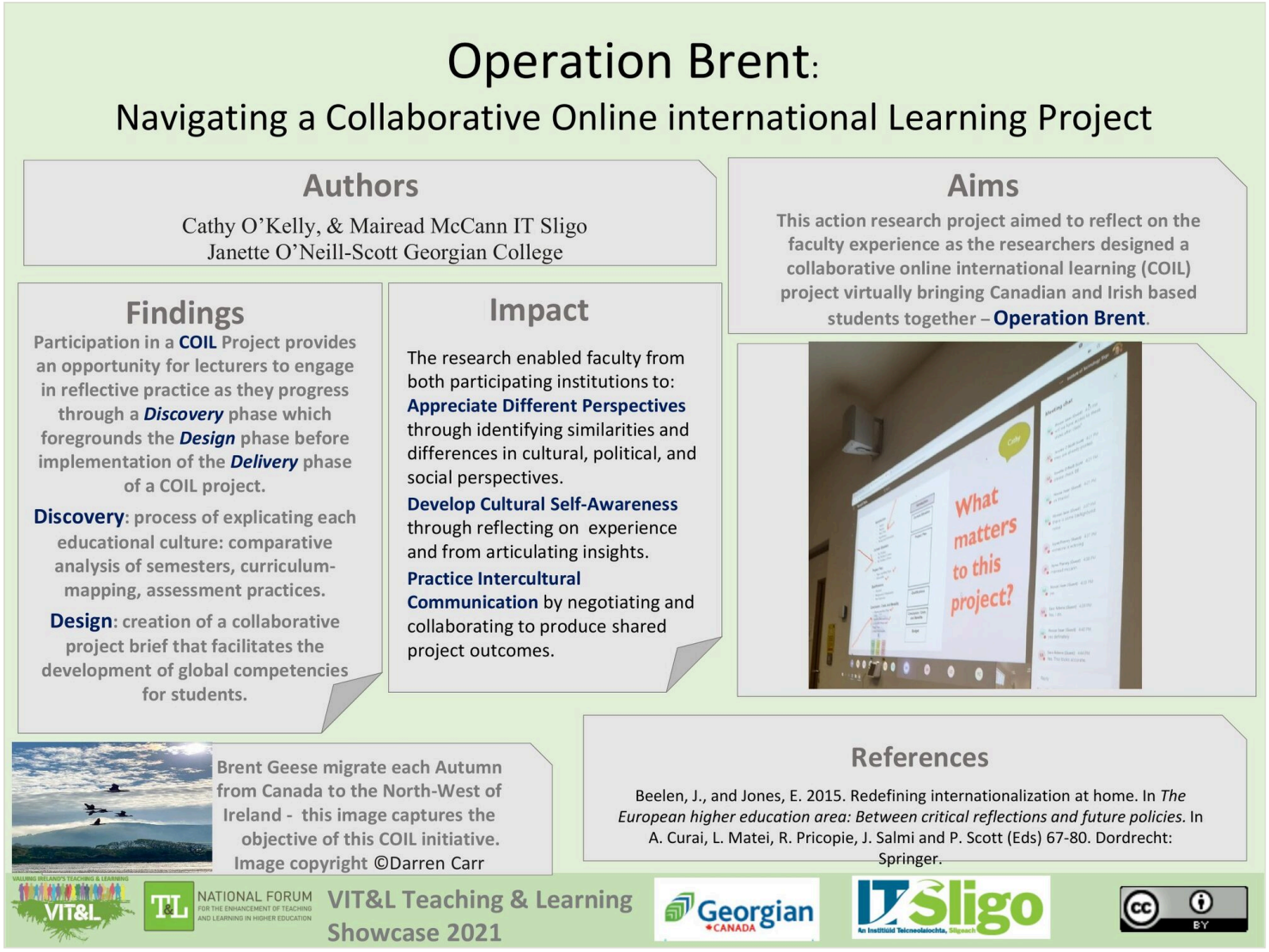

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# 42

## Operation Brent: Navigating a Collaborative Online International Learning Project

Cathy O'Kelly and Mairead McCann (IT Sligo), Janette O'Neill-Scott (Georgian College)



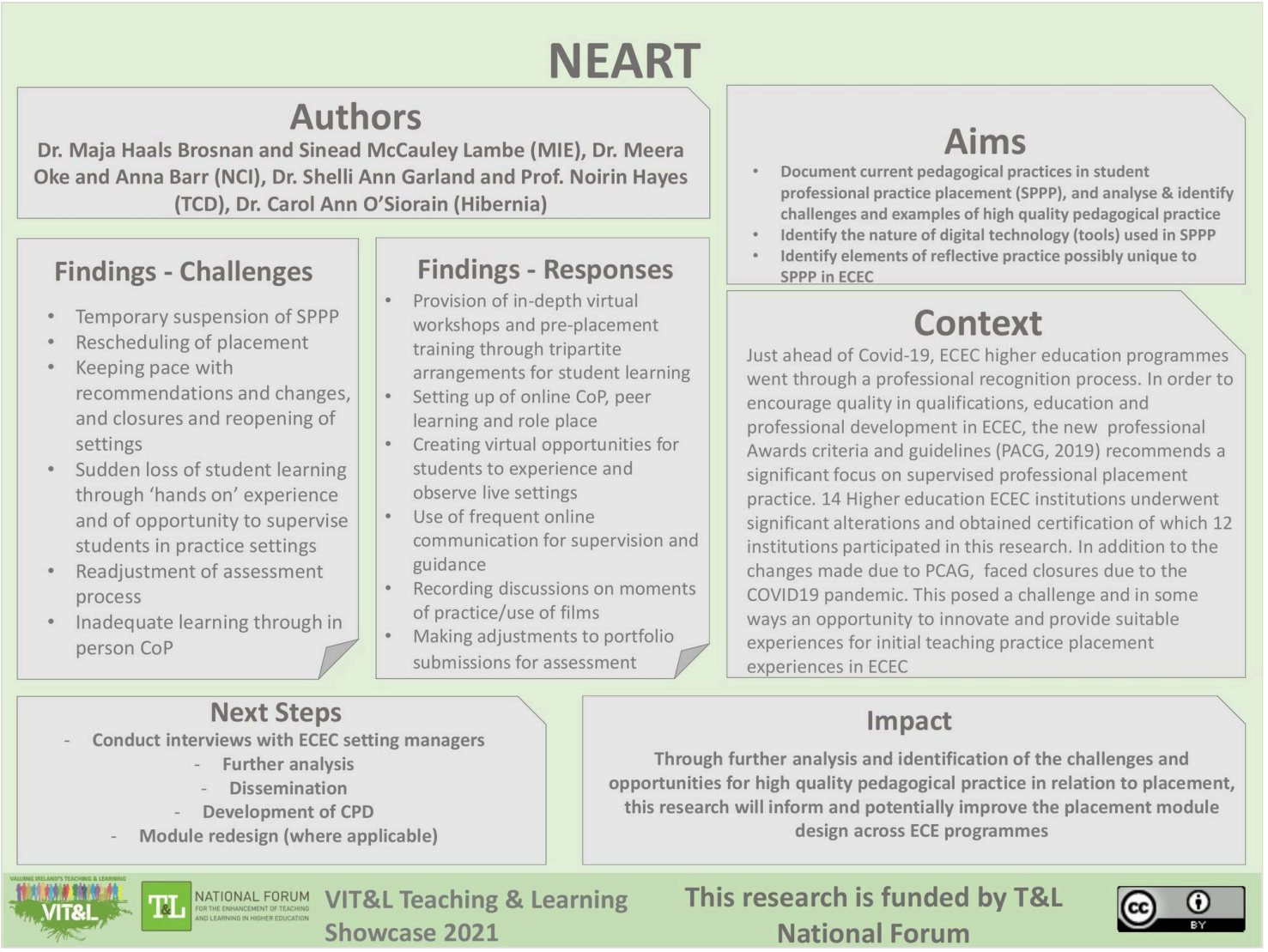

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## NEART

Dr Maja Haals Brosnan and Sinead McCauley Lambe (MIE), Dr Meera Oke and Anna Barr (NCI), Dr Shelli Ann Garland and Prof Noirin Hayes (TCD), Dr Carol Ann O'Siorain (Hibernia)




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# 44

## Facilitating Cross-Institutional Professional Conversations About Teaching Through Peer Observation of Teaching (PoT)

Dr Muireann O'Keeffe (TU Dublin), Dr Martina Crehan (RCSI) and Dr Morag Munro (MU)



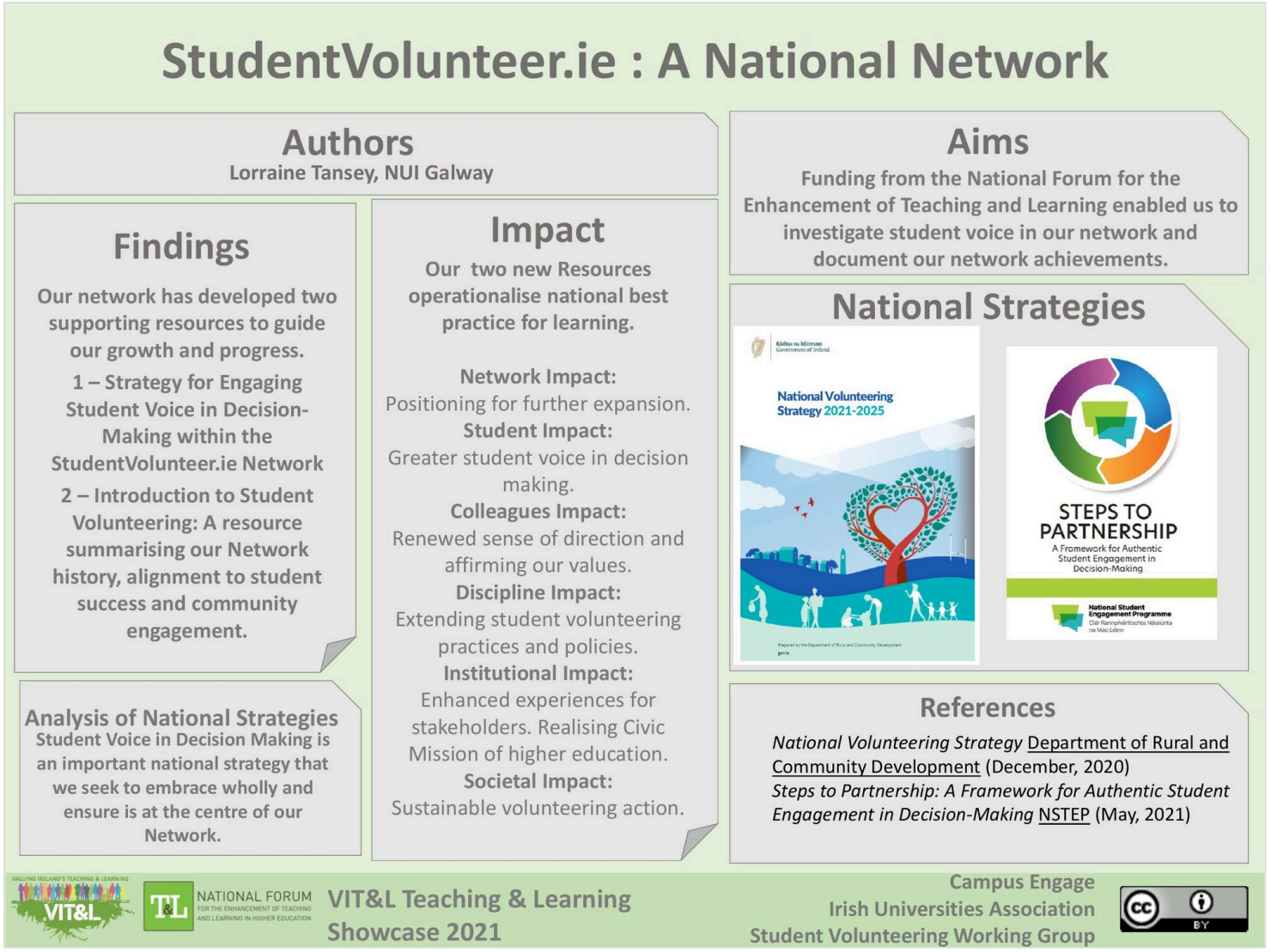

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## StudentVolunteer.ie: A National Network

Lorraine Tansey (NUIG)



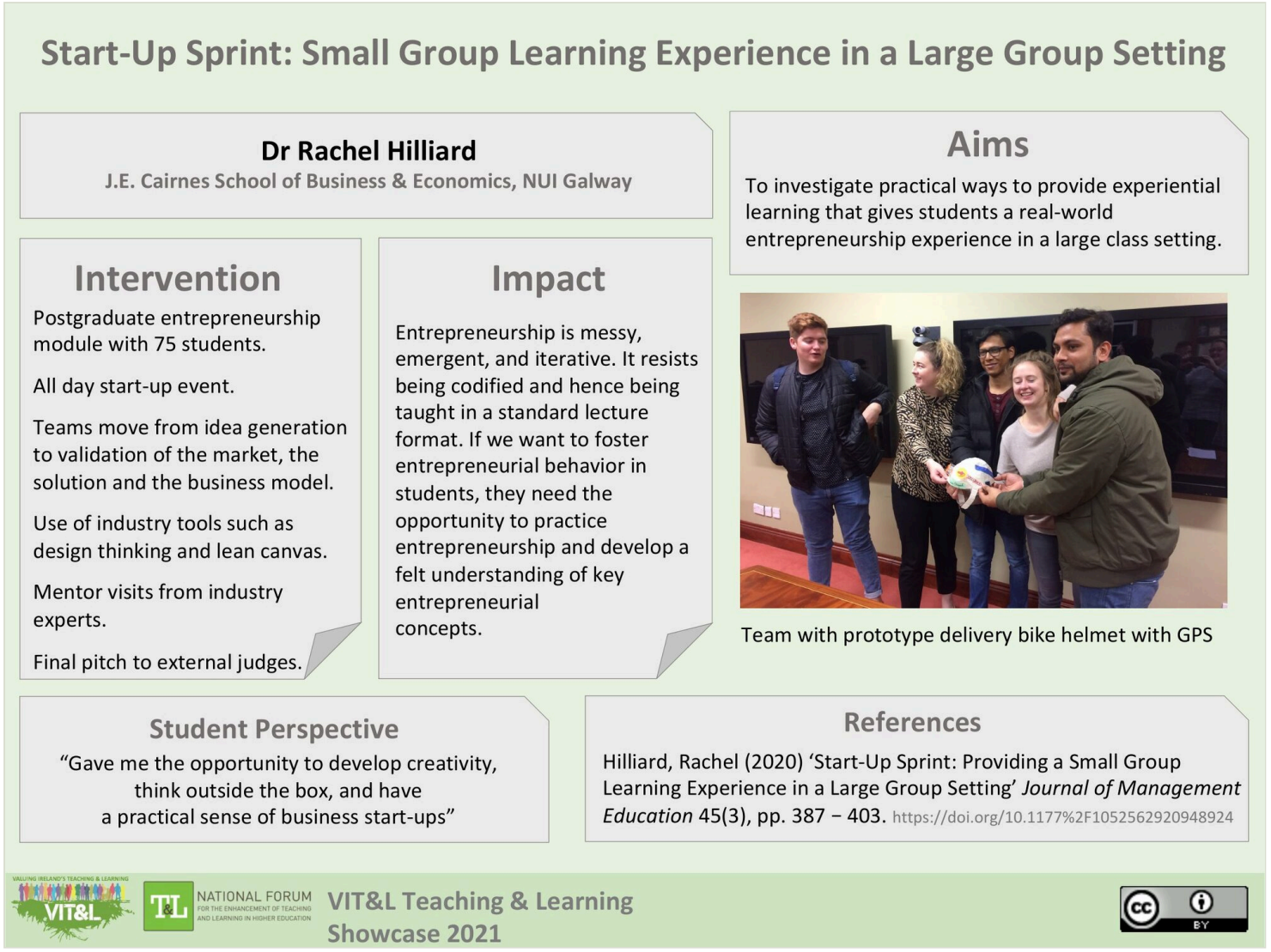

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# 46

## Start-Up Sprint: Small Group Learning Experience in a Large Group Setting

Dr Rachel Hilliard (NUIG)



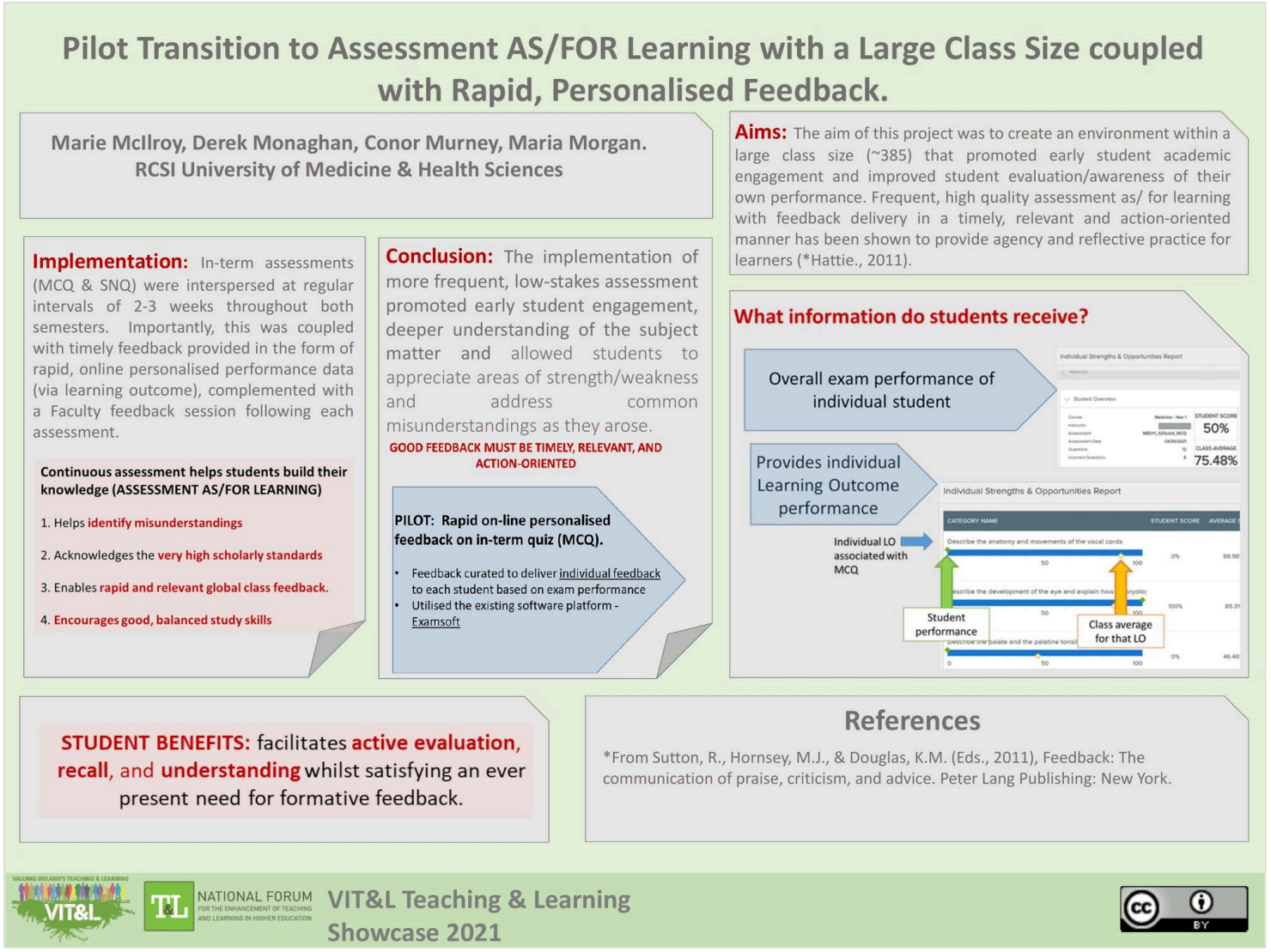

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# 47

## Pilot Transition to Assessment AS/FOR Learning with a Large Class Size coupled with Rapid, Personalised Feedback

Marie McIlroy, Derek Monaghan, Conor Murney and Maria Morgan (RCSI)




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# 48

## Creative use of Technologies in Home Economics Education

Ciara Sloan, Anna Callaghan, Dr Maria Campbell, Helen Maguire (IT Sligo)



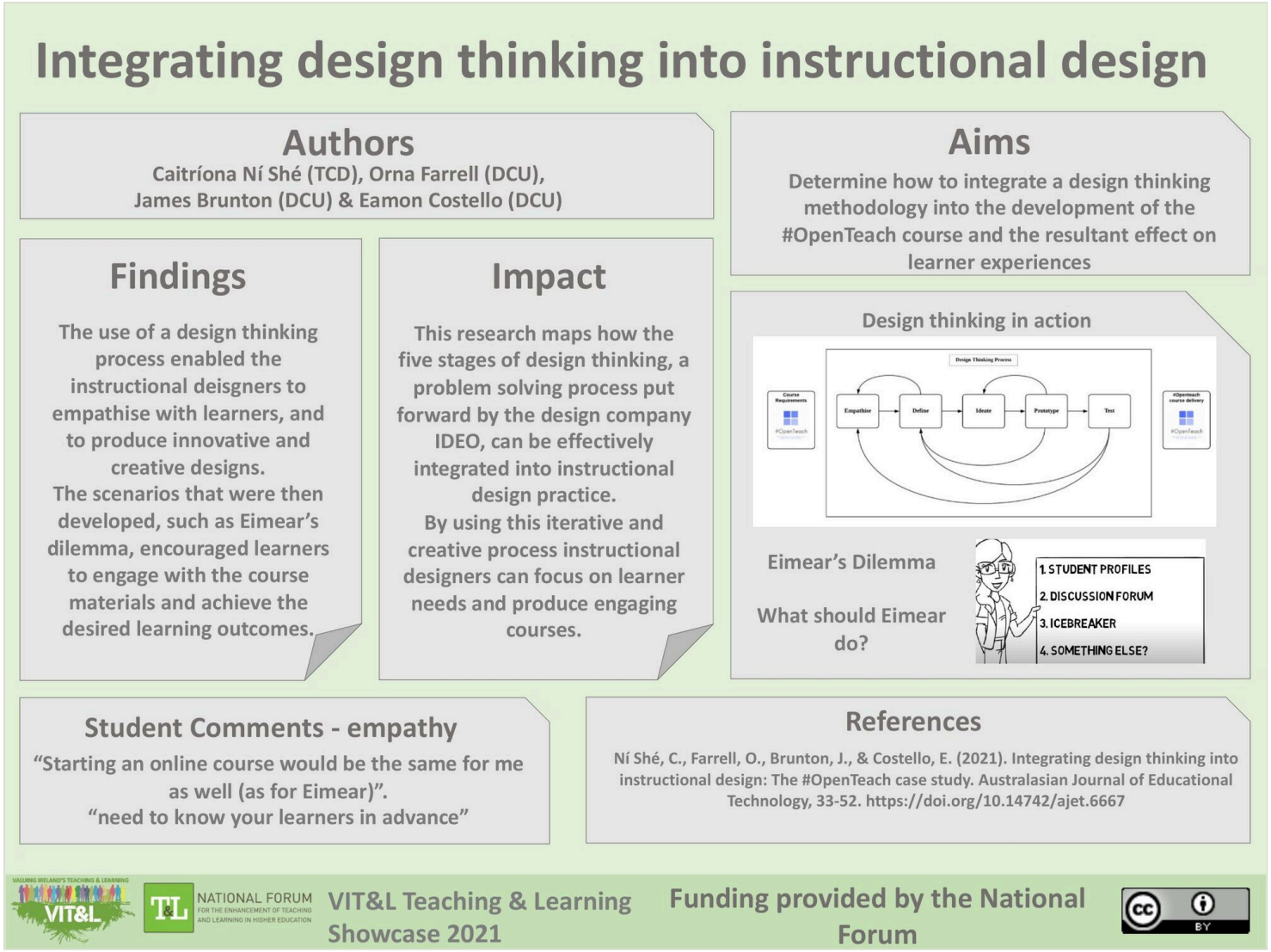

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## Integrating design thinking into instructional design

Caitríona Ní Shé (TCD), Orna Farrell, James Brunton and Eamon Costello (DCU)



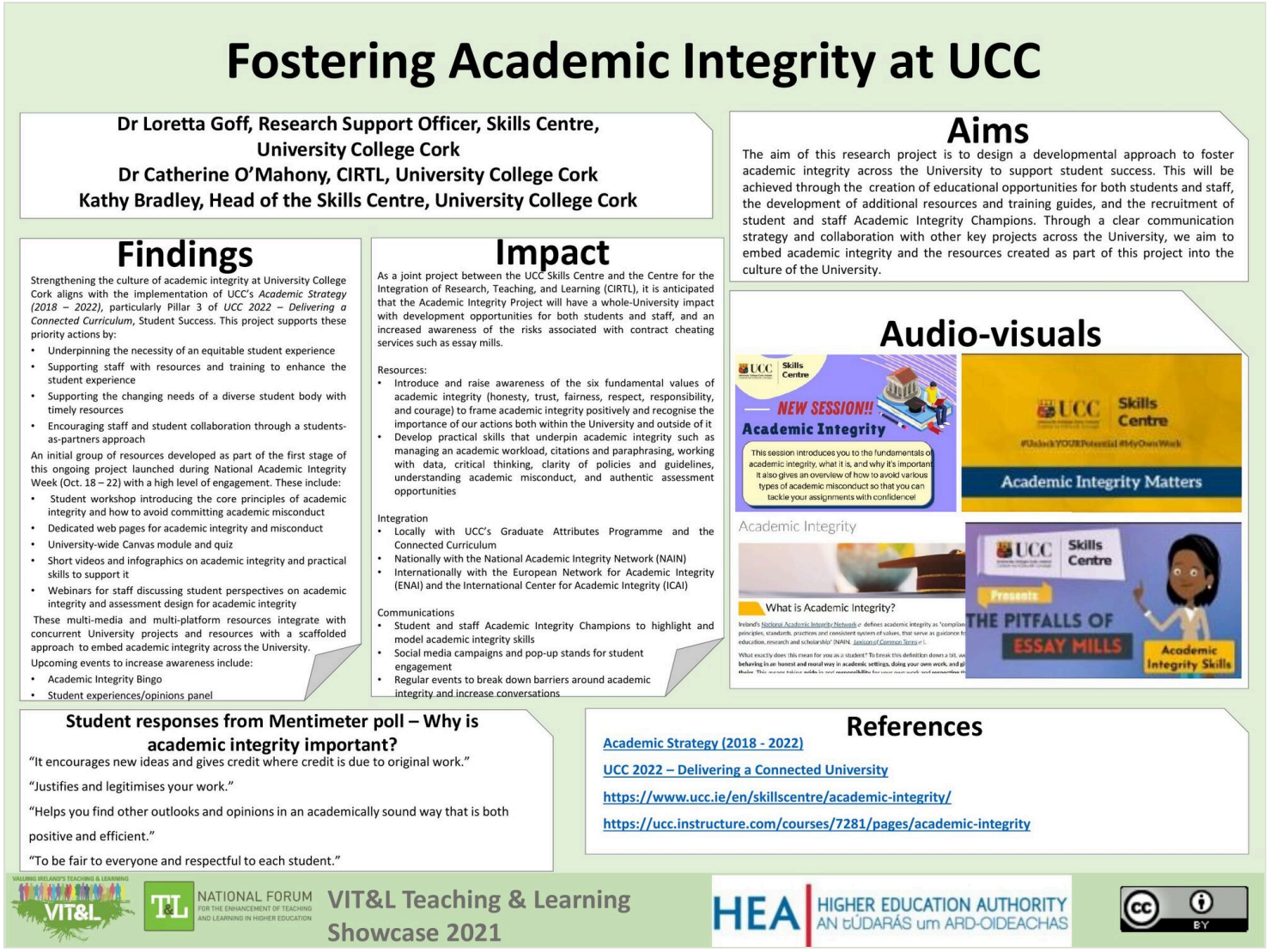

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# 50

## Fostering Academic Integrity at UCC

Dr Loretta Goff, Dr Catherine O'Mahony and Kathy Bradley (UCC)




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## The Kit – An Orientation Tool

Seugnet Kritzinger and Kathy Bradley (UCC)



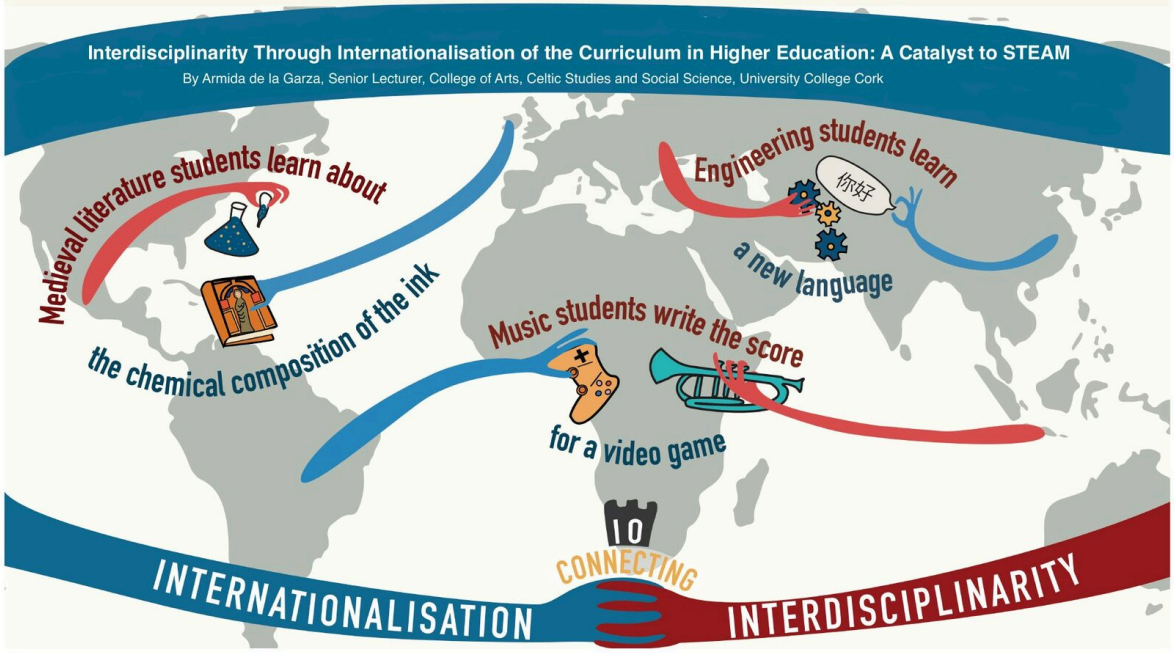

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# 52

## Interdisciplinarity Through Internationalisation of the Curriculum in Higher Education: A Catalyst to STEAM

Armida de la Garza (UCC)




WORKS CITED:
Altbach, Philip G, and Maria Yudkevich. "International Faculty in 21st Century Universities: Themes and Variations." In International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration and Impact, edited by Maria Yudkevich, Philip G Altbach, & Laura E Rumbley, 1-14. London: Routledge, 2017.
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De La Garza, A., 2018. Internationalisation in Higher Education as a Catalyst to STEAM. In: A. De La Garza & C. Travis, eds. The STEAM Revolution: Transdisciplinary Approaches to Science, Technology, Engineering, Arts, Humanities and Mathematics. Zug: Springer Nature, pp. 143-154.
DOI 10.1007/978-3-319-89818-6
Link: https://www.springer.com/gp/book/9783319898179

STATEMENT OF THE AIMS

Internationalisation efforts in Higher Education are usually led by the institutions' International Offices in partnership with the academic units at various levels, thus providing an ideal opportunity to promote collaboration across colleges, schools and departments, and to bring staff with a broad range of experience and expertise to work together. This research aimed to find out whether Higher Education Institutions could take advantage of these internationalisation efforts, in particular internationalisation of the curriculum, to cultivate and nurture interdisciplinarity, especially involving Science, Technology, Engineering, Arts & Humanities and Mathematics/Medicine (STEAM).

The research starting point was the process for internationalisation of the curriculum (IoC) across disciplines, an action research cycle that involves the incorporation of 'an intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study' (Leask 2015). Therefore, as IoC seeks to develop students' international and intercultural perspectives as global professionals and citizens, it requires engagement with the arts, humanities, social sciences and sustainability initiatives across programmes, providing an opportunity to embed STEAM in the curriculum. Further, there is a parallelism between the national cultures that IoC seeks to draw from and the disciplines themselves, which are also different cultures, 'separate communities of practice with their own organisations, power hierarchies, questions to answer and [sometimes heavily policed] entry boundaries' (Brown and Harris 2014, 115). The research sought to find out:

First, whether an interdisciplinary approach, and in particular one that promotes STEAM, could enrich the curriculum in terms of learning outcomes and increase its relevance in the same way that an internationalisation of the curriculum approach does. For example, common intended learning outcomes for internationalisation seek to introduce students to knowledge of other cultures (national in this case, but could be disciplinary in the case of interdisciplinarity) and intercultural competence, to be able to communicate effectively; also to instil global perspectives in students, so they can acknowledge our common human destiny—in other words, global citizenship. These intended learning outcomes would be the same for an interdisciplinary curriculum.

And second, whether matching an employability and transferable skills training programme across disciplines was feasible in the context of the 'internationalisation at home' initiatives that seek to deploy international students and staff as resources in Higher Education Institutions (Altbach and Yudkevich 2017). The programme would focus on bringing skills traditionally associated with the arts and humanities—such as aesthetic appreciation, critical thinking or communication skills—to students of technology and science, while also bringing skills traditionally associated with science and technology—such as planning and problem solving, numeracy and the use of information technology—to students of arts and humanities, actively taking advantage of the innovative perspectives that international staff and students bring.

SUMMARY OF THE FINDINGS

The research found that the internationalisation agenda in Higher Education indeed partly overlaps with that of STEAM cultivation, and curricula can be designed to promote the latter while advancing the former for a more inclusive student experience, enhancing employability skills and promoting the interdisciplinary outlook that societies so badly need today to address the most pressing wicked problems.

(Note: a wicked problem has been defined as one for which there can be no final solution, since any resolution generates further issues (Brown, Deane, et al. 2010 p. 3). Incomplete, contradictory, and changing requirements that are often difficult to recognize make a solution impossible).

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## Community Engaged Learning – Addressing Societal Challenges Through The Curriculum

Dr Ruth Hally, Carol Veiga (UCC) and Kate Morris (IUA)



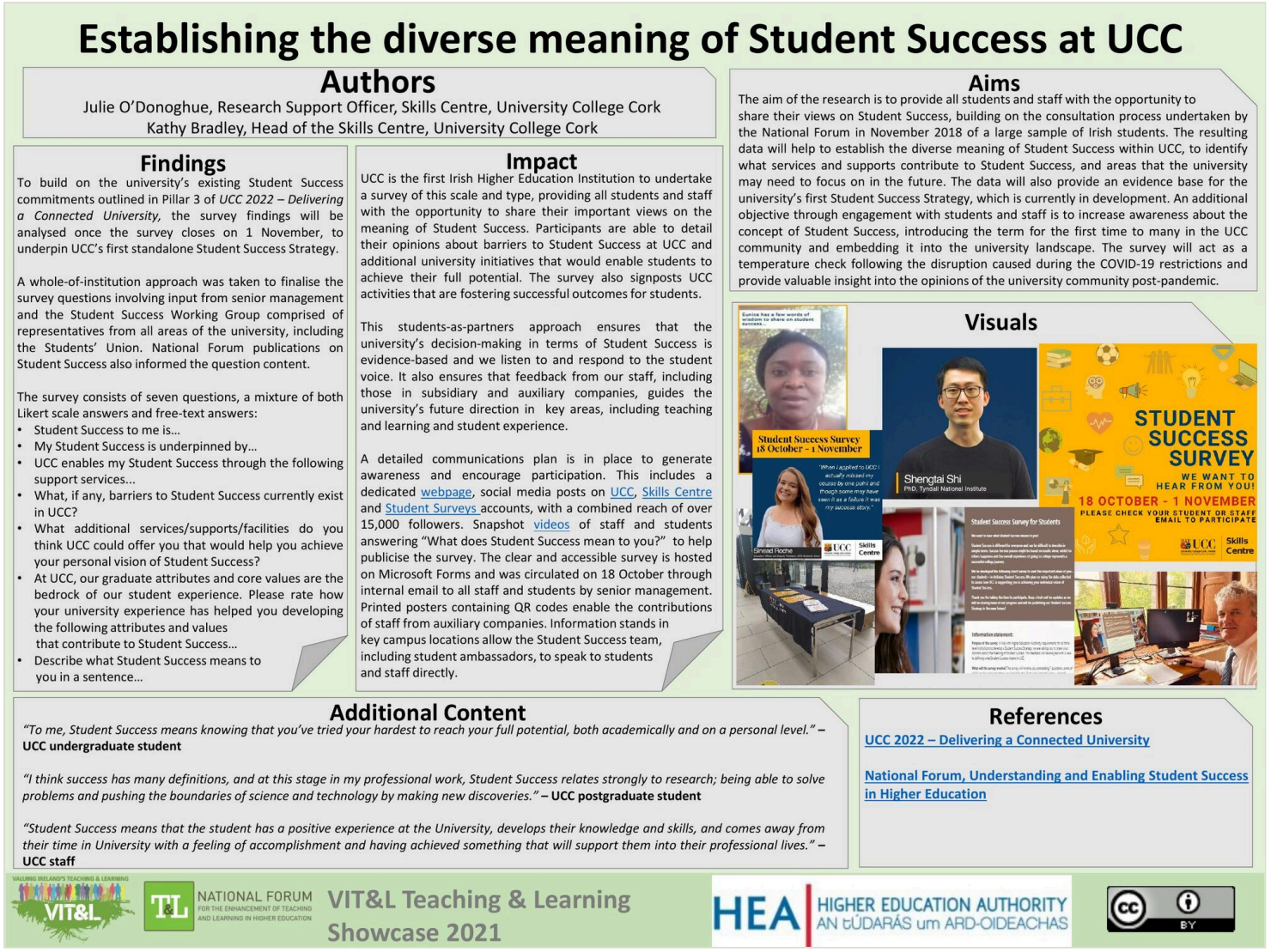

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## Establishing the diverse meaning of Student Success at UCC

Julie O'Donoghue and Kathy Bradley (UCC)




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# 55

## Designing a Digital Research Accelerator Programme for the Social Sciences at UCD: Preliminary Results of a Faculty Library Collaboration

Claire McGuinness, Crystal Fulton, Paige Pope, Marta Bustillo, Suzanne Guerin and Andrew Browne (UCD)



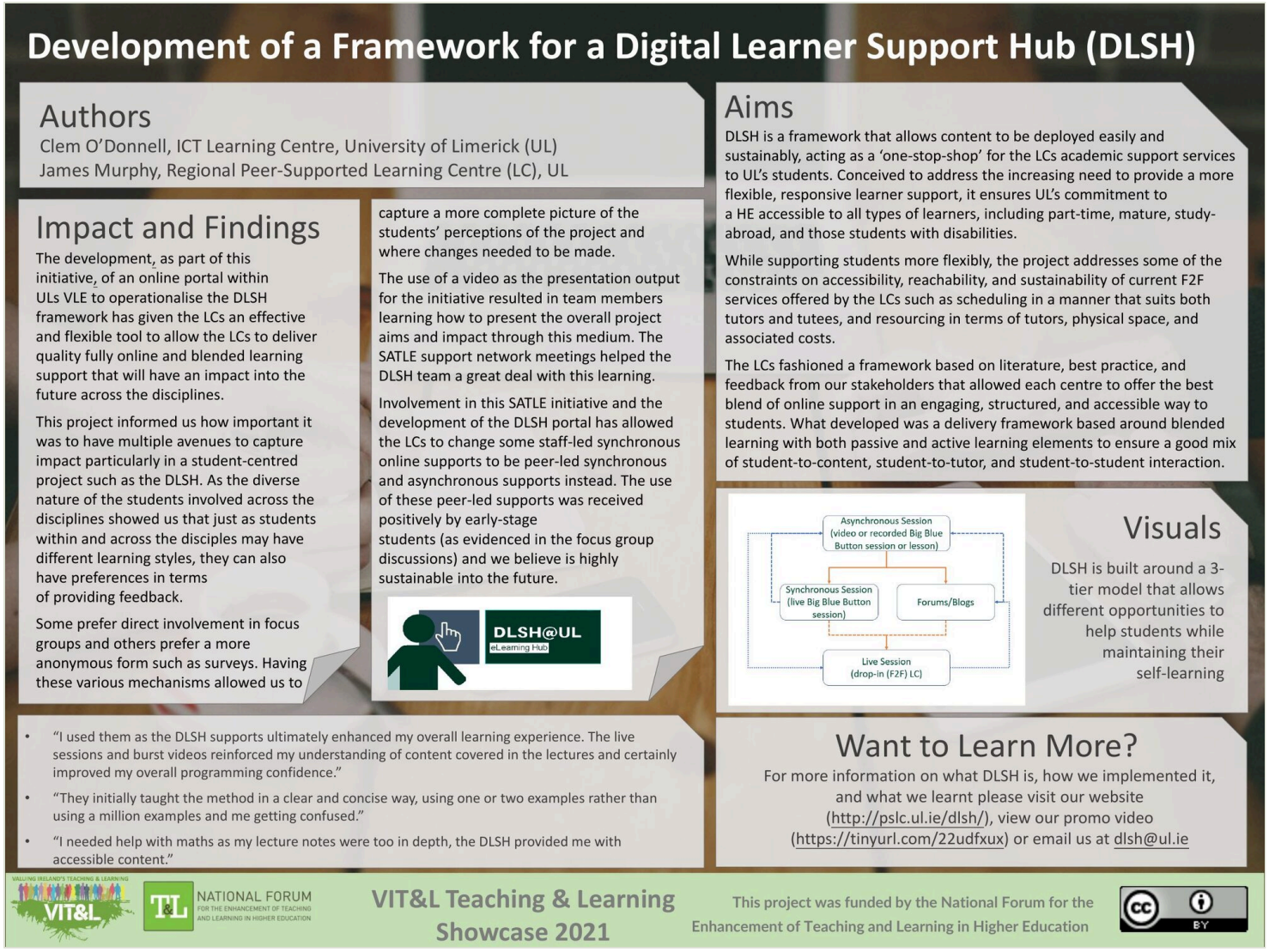

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# 56

## Development of Framework for a Digital Learner Support Hub (DLSH)

James Murphy and Clem O'Donnell (UL)



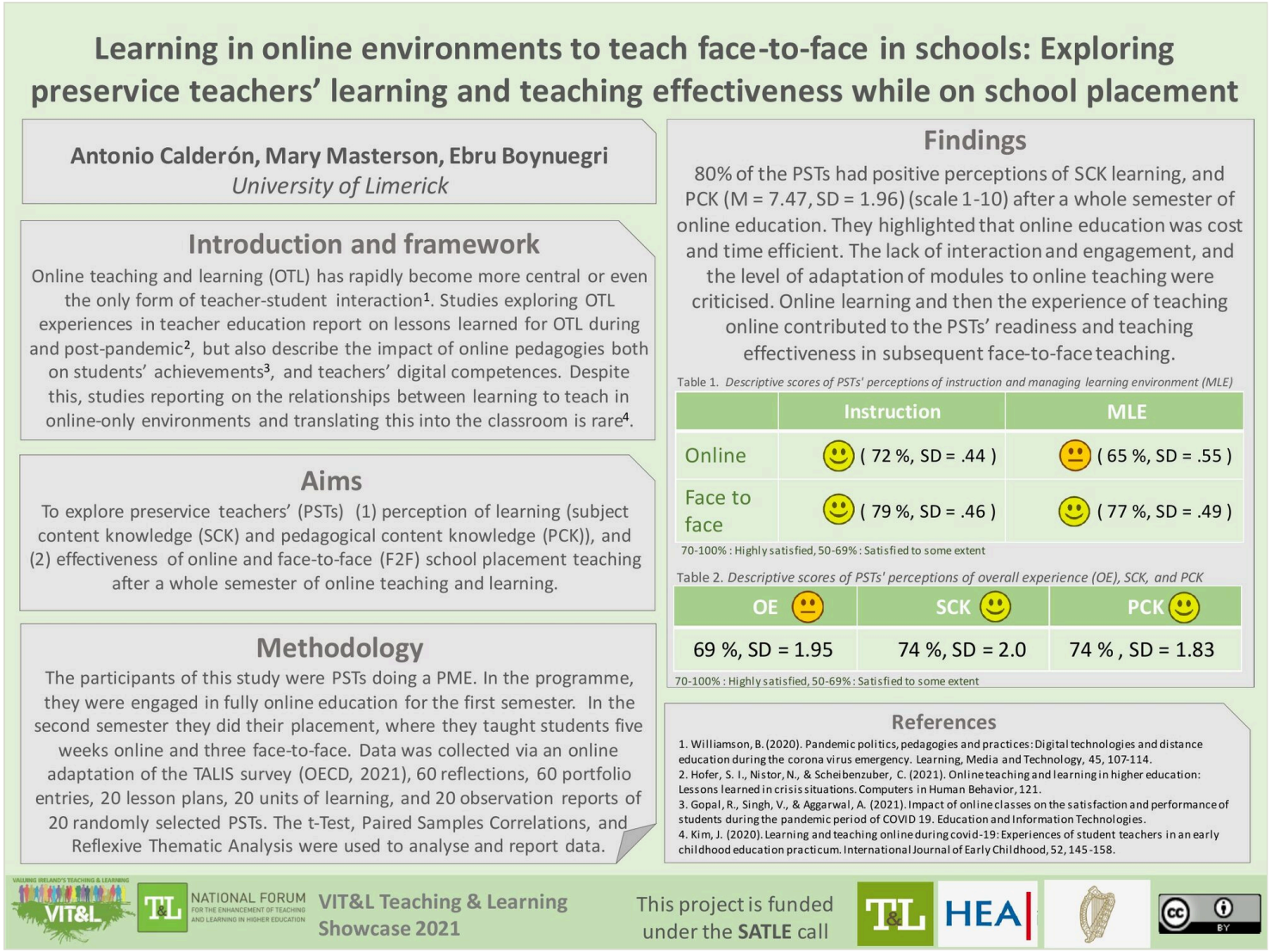

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# 57

## Learning in online environments to teach face-to-face in schools: Exploring preservice teachers' learning and teaching effectiveness while on school placement

Antonio Calderón, Mary Masterson and Ebru Boynuegri (UL)



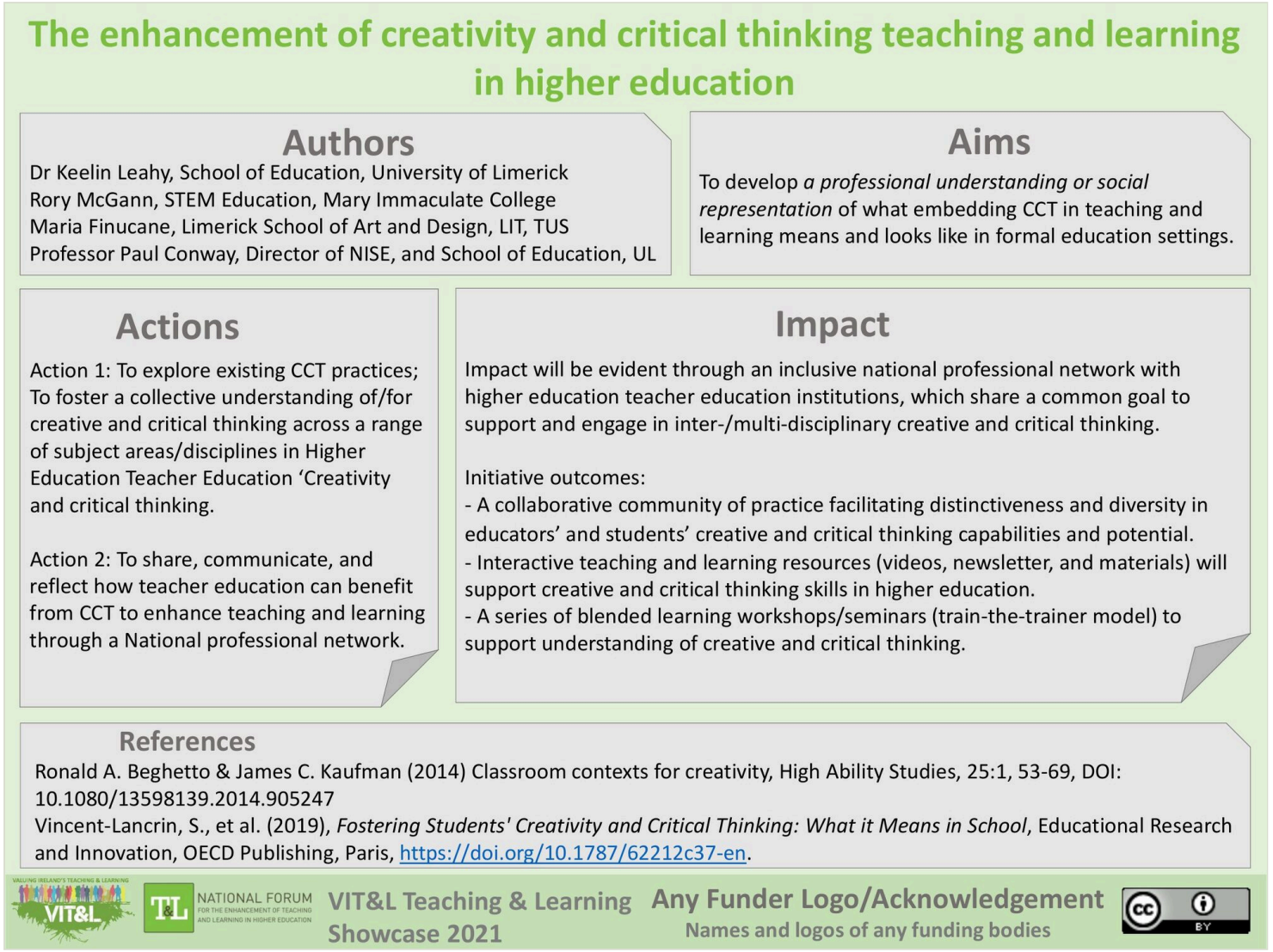

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## The enhancement of creativity and critical thinking teaching and learning in higher education

Dr Keelin Leahy (UL), Rory McGann (MIC), Maria Finucane (TUS) and Prof Paul Conway (UL)



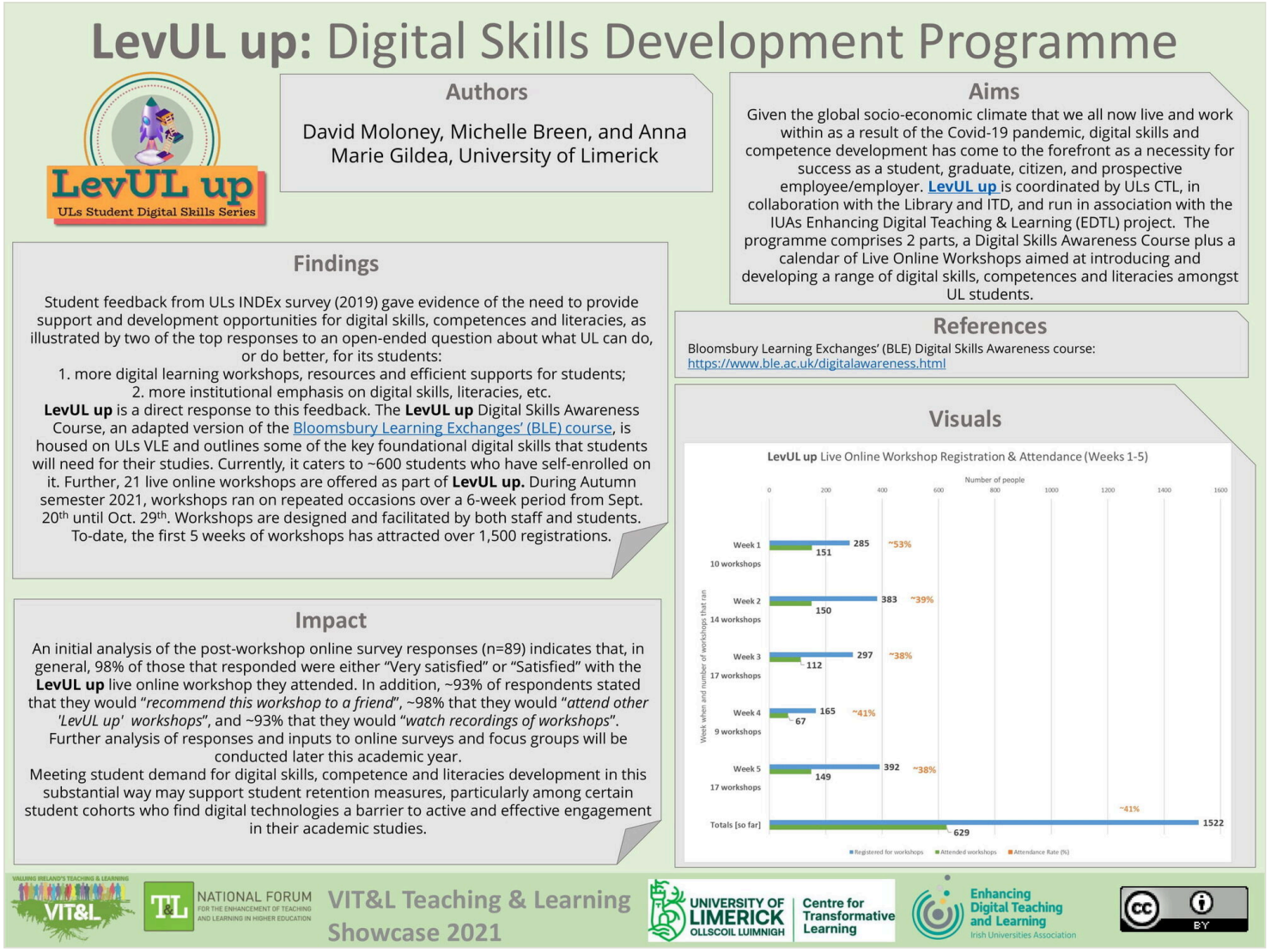

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## LevUL up: Digital Skills Development Programme

David Moloney, Michelle Breen and Anna Marie Gildea (UL)



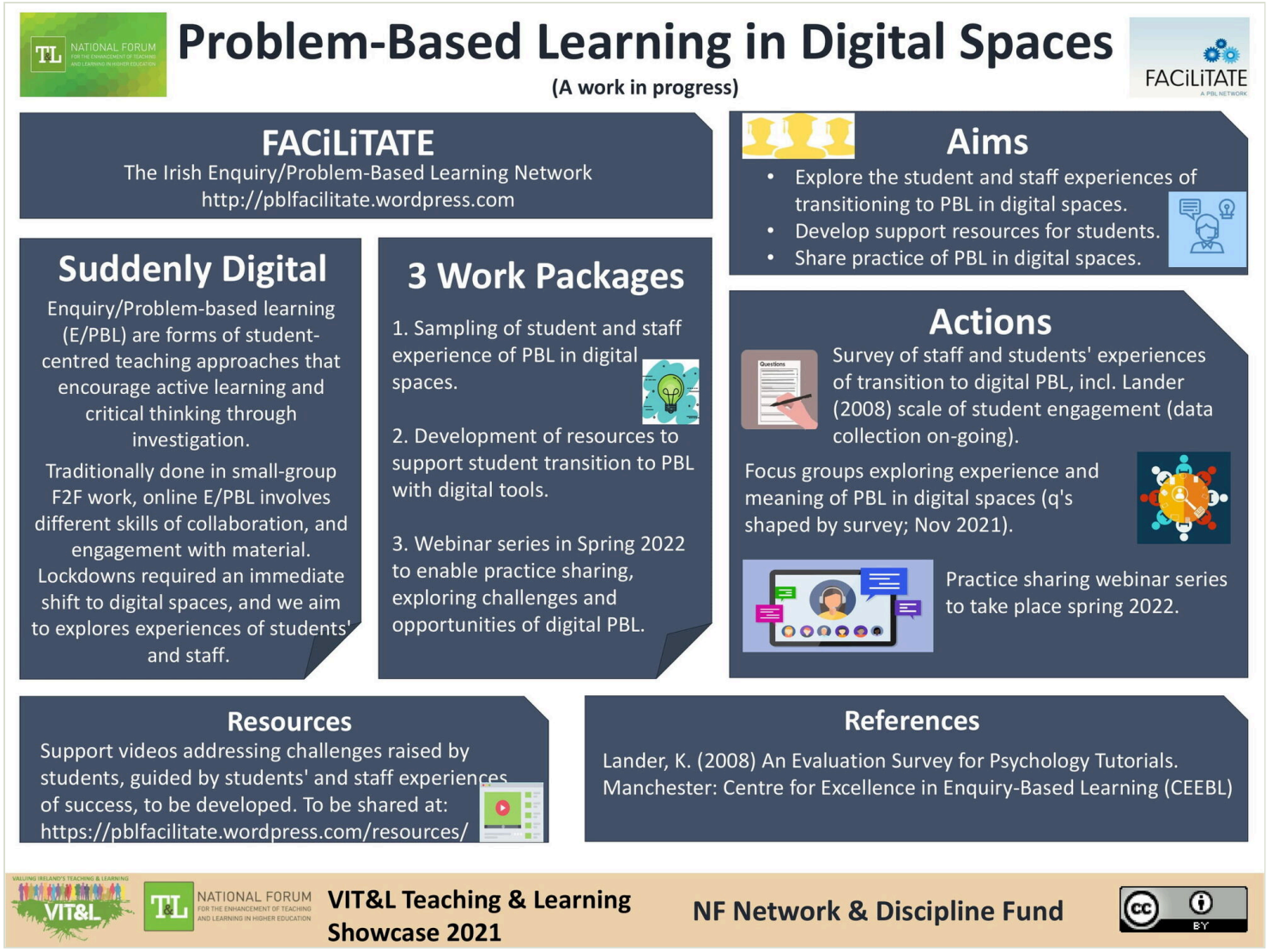

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## Problem-Based Learning in Digital Spaces

FACiLiTATE



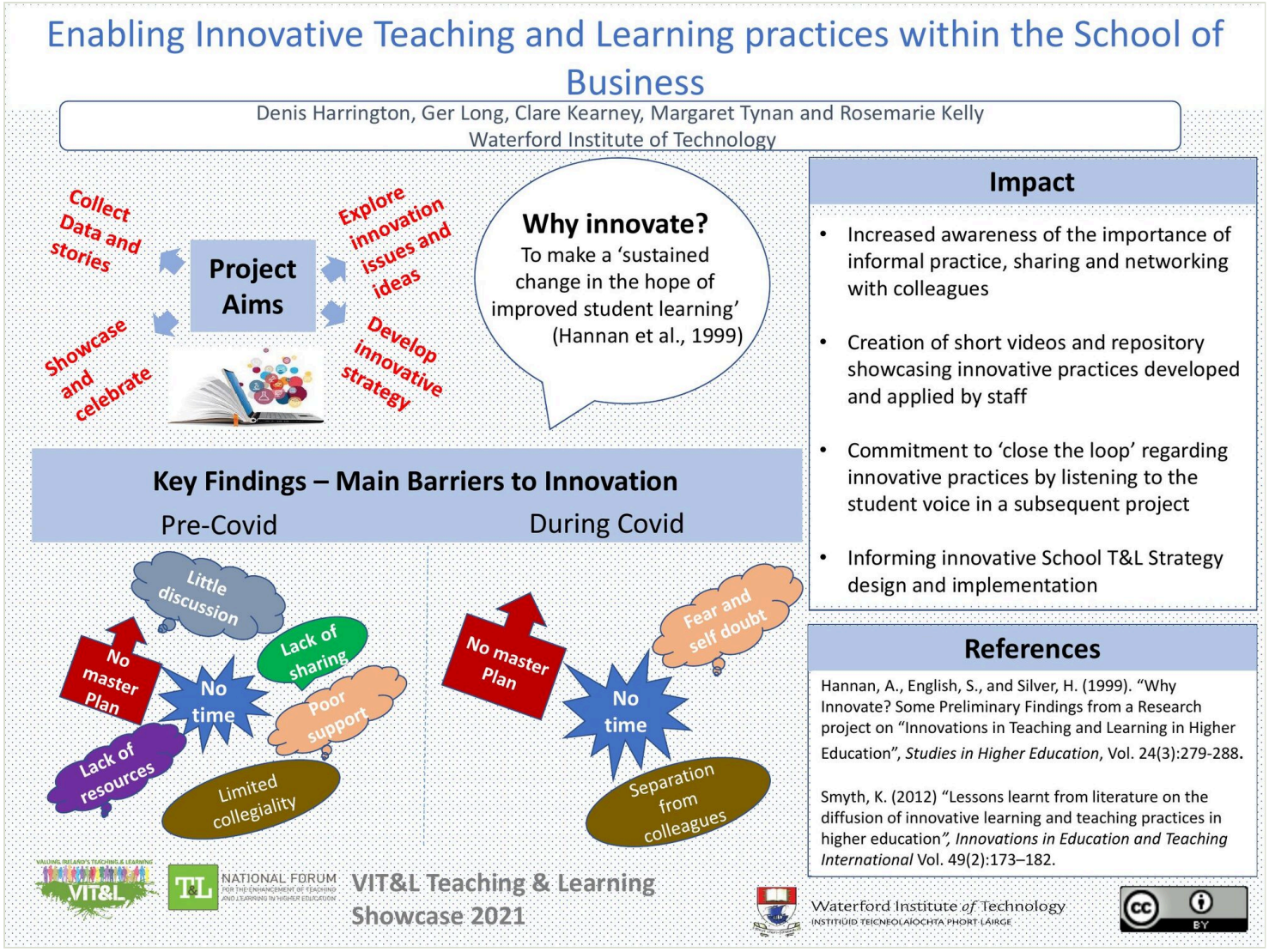

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## Enabling Innovative Teaching and Learning practices within the School of Business

Denis Harrington, Ger Long, Clare Kearney, Margaret Tynan and Rosemarie Kelly (WIT)



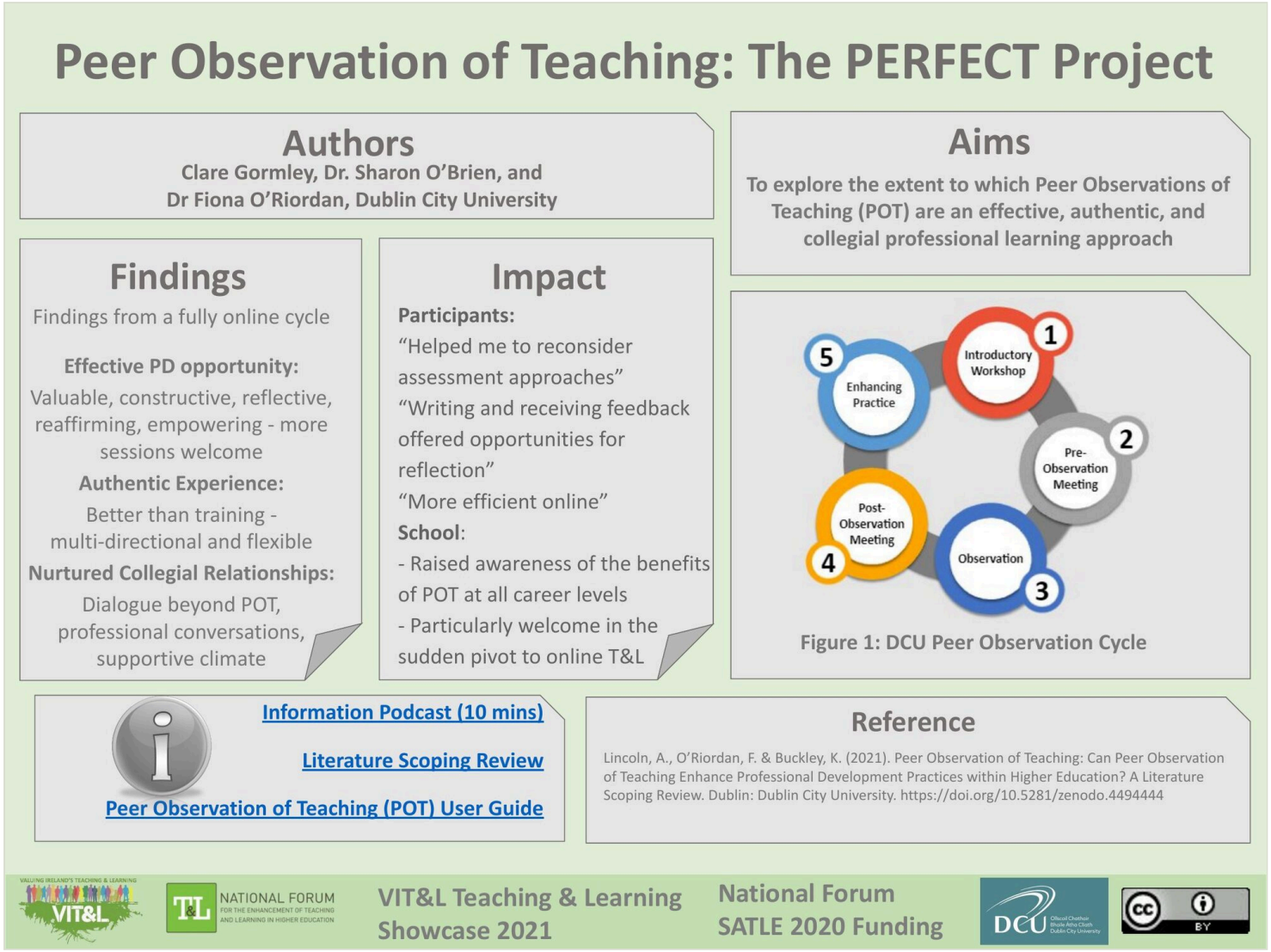

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## Peer Observation of Teaching: The PERFECT Project

Clare Gormley, Dr Sharon O'Brien and Dr Fiona O'Riordan (DCU)



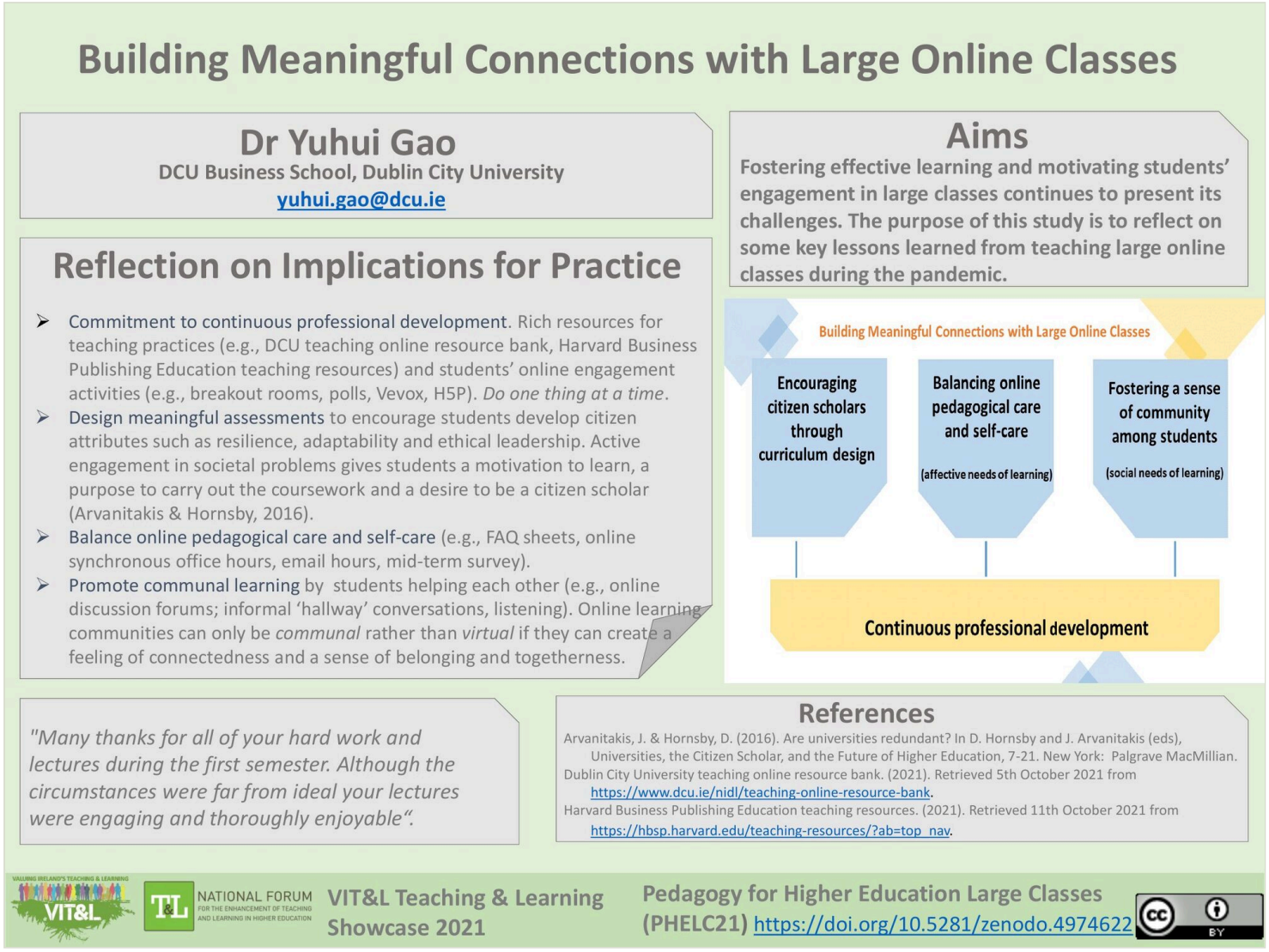

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# 63

## Building Meaningful Connections with Large Online Classes

Dr Yuhui Gao (DCU)



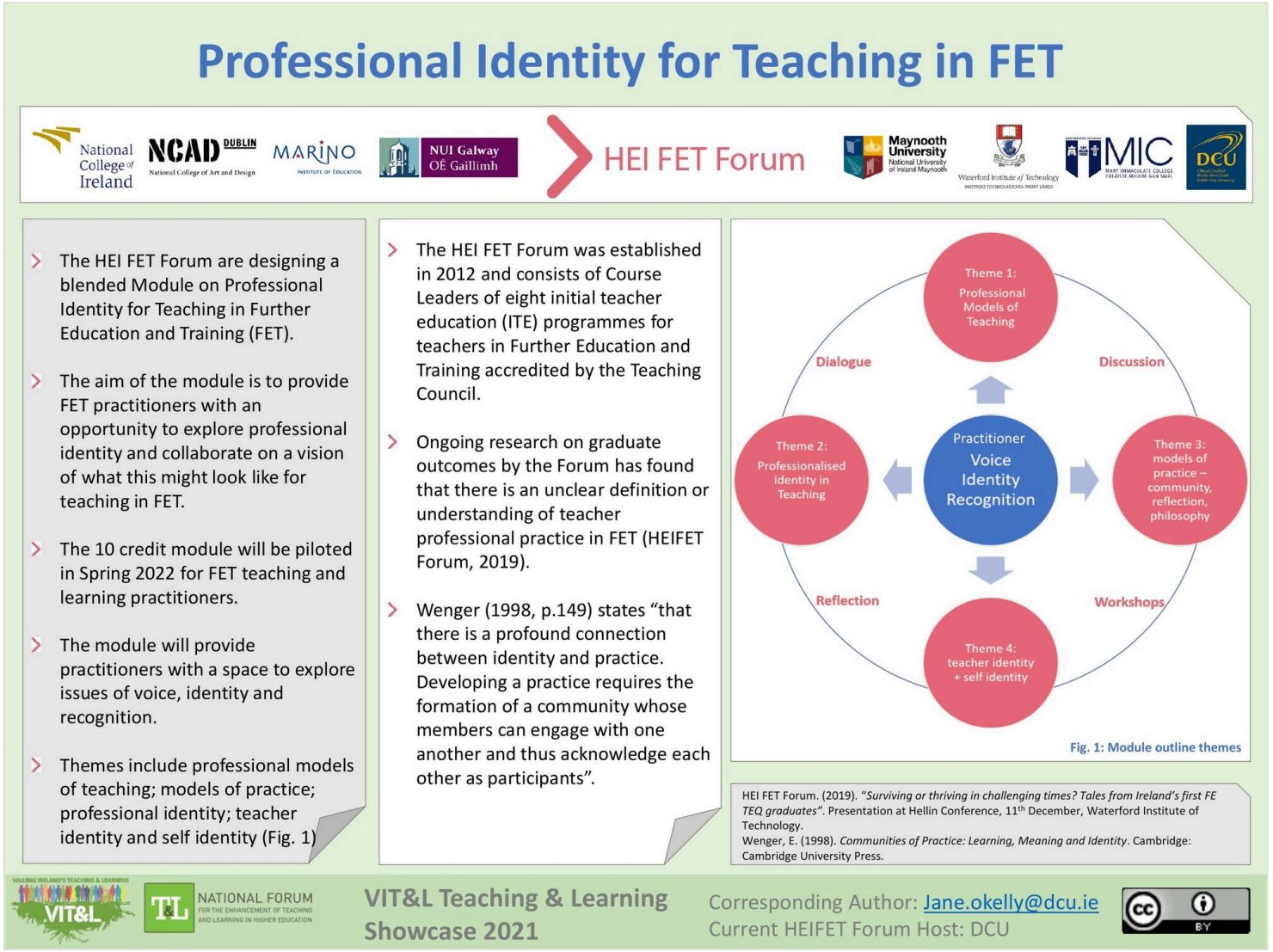

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# 64

## Professional Identity for Teaching in FET

HEI FET Forum



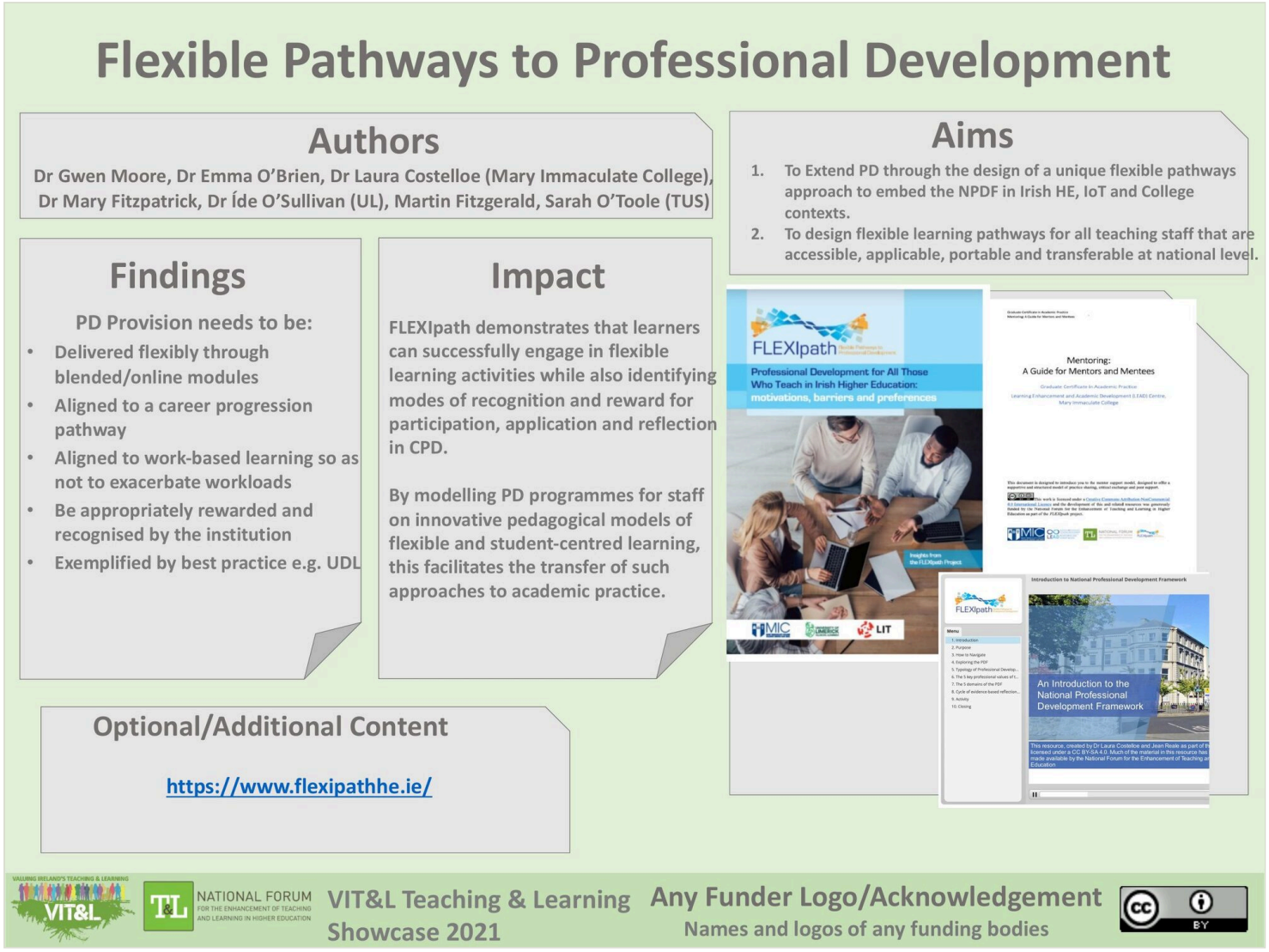

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## Flexible Pathways to Professional Development

Dr Gwen Moore, Dr Emma O'Brien, Dr Laura Costello (MIC), Dr Mary Fitzpatrick, Dr Íde O'Sullivan (UL), Martin Fitzgerald, Sarah O'Toole (TUS)



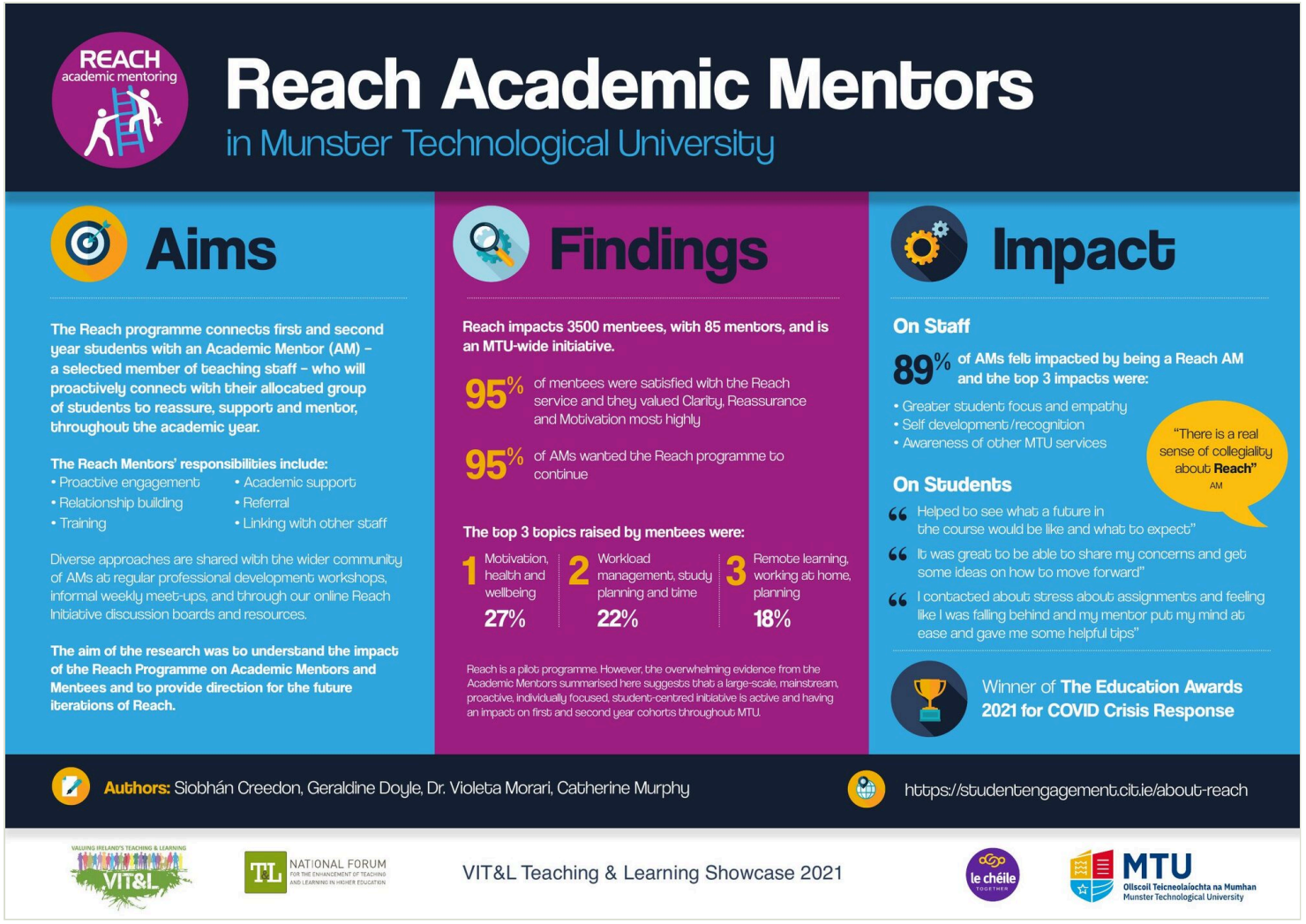

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## Reach Academic Mentors in Munster Technological University

Siobhán Creedon, Geraldine Doyle, Dr Violeta Morari and Catherine Murphy (MTU)



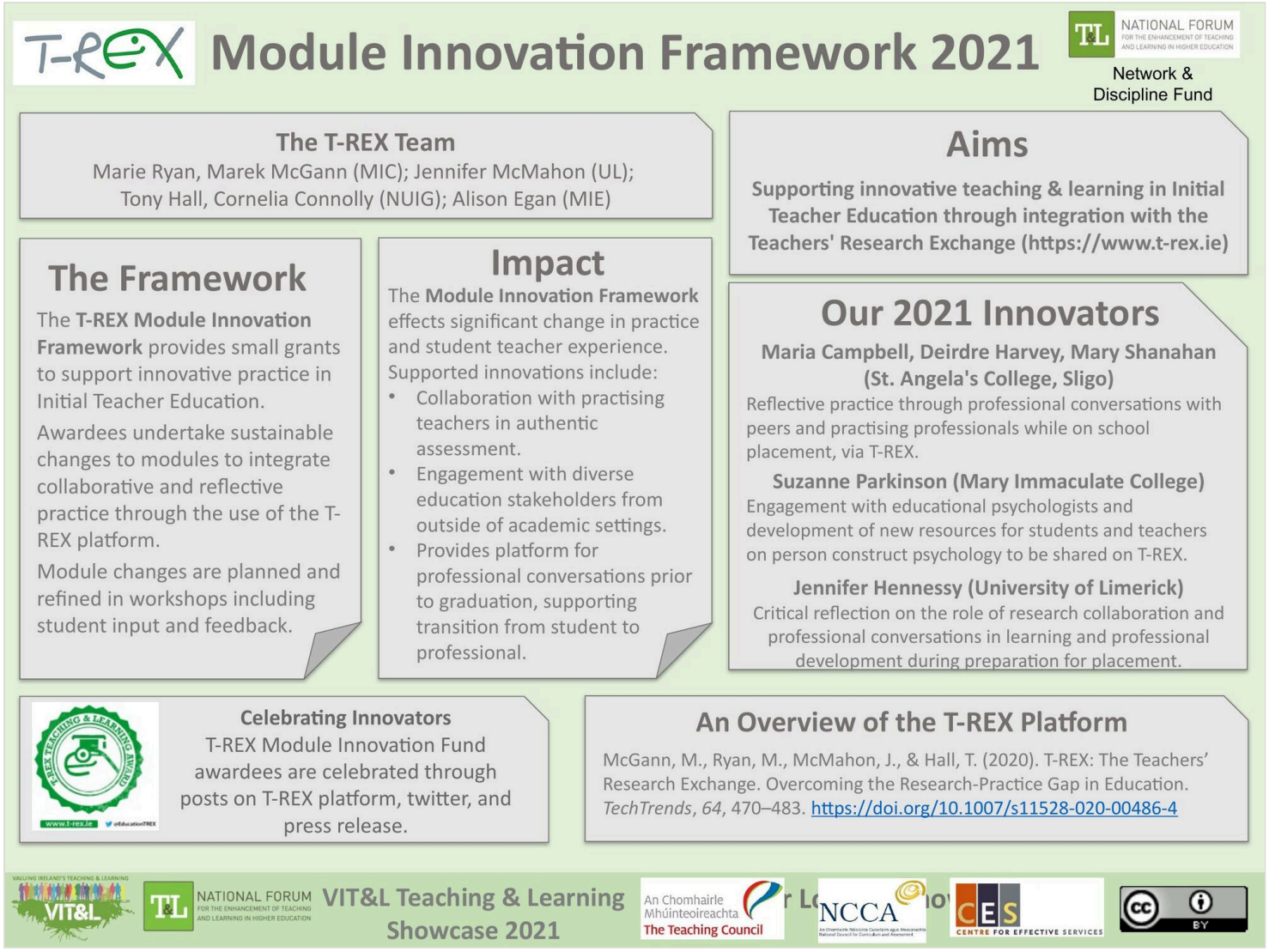

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## Module Innovation Framework 2021

Marie Ryan, Marek McGann (MIC); Jennifer McMahon (UL); Tony Hall, Cornelia Connolly (NUIG); Alison Egan (MIE)



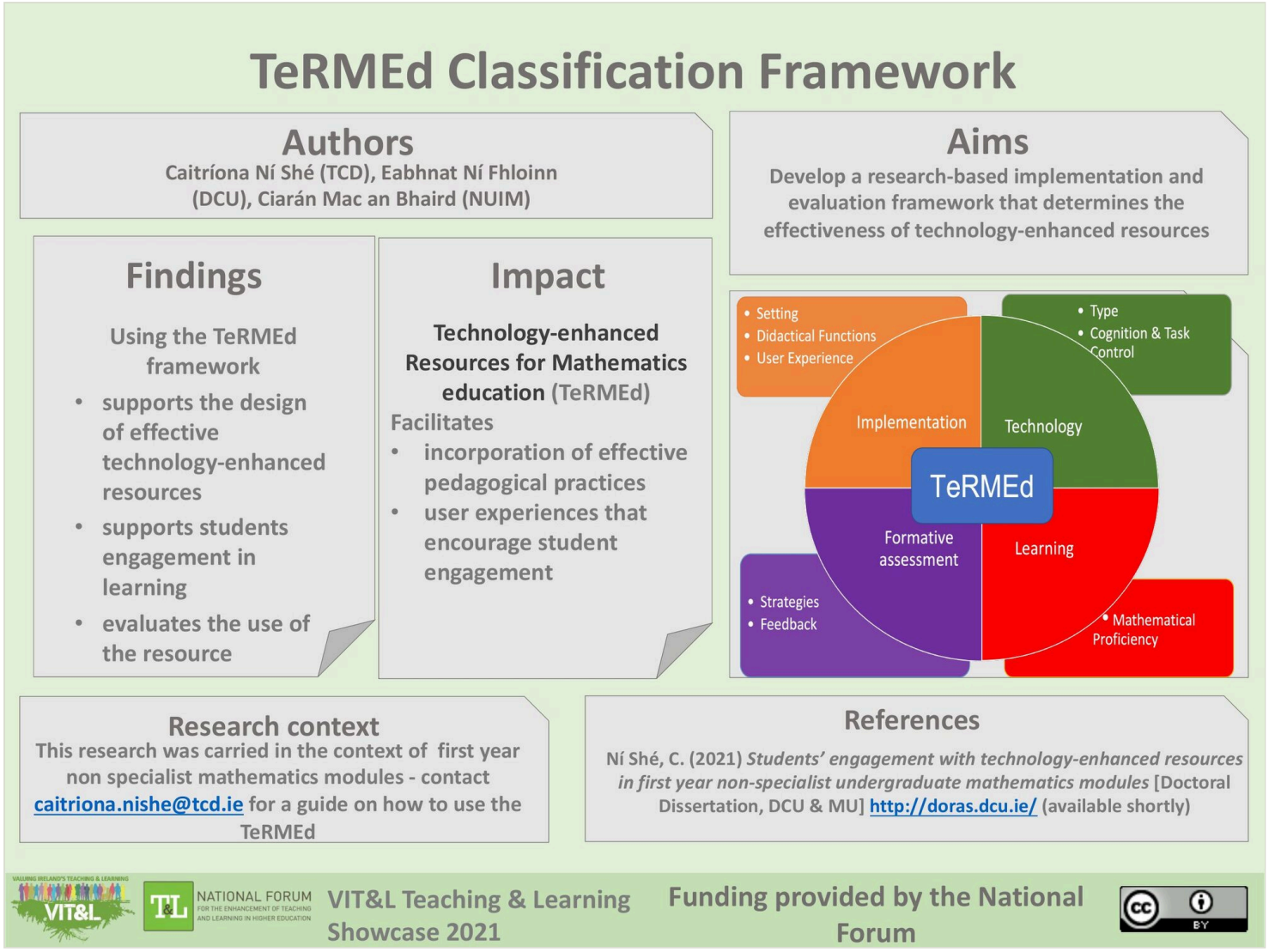

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# 68

## TeRMEd Classification Framework

Caitríona Ní Shé (TCD), Eabhnat Ní Fhloinn (DCU) and Ciarán Mac an Bhaird (NUIM)



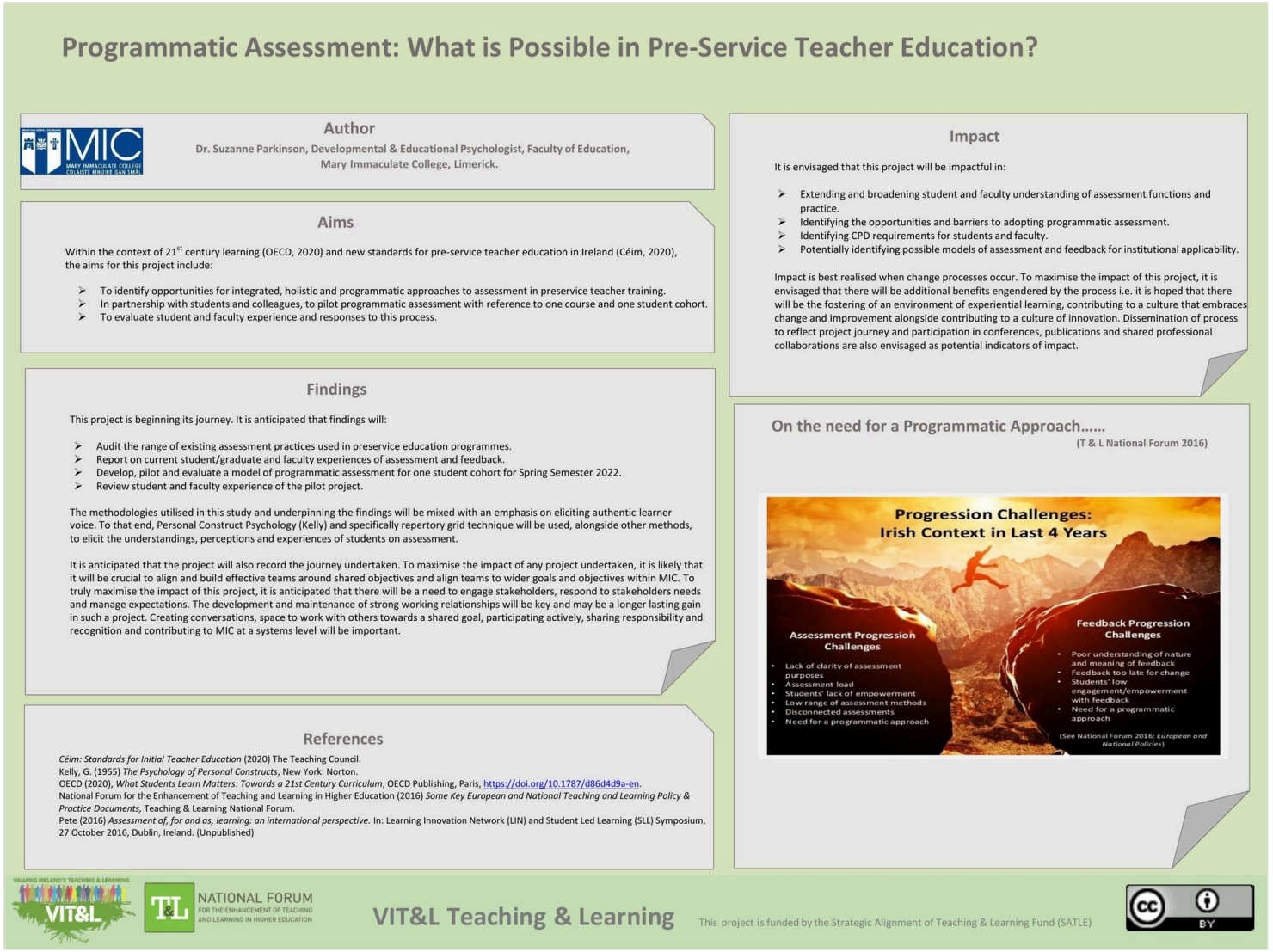

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# 69

## Programmatic Assessment: What is Possible in Pre-Service Teacher Education?

Dr Suzanne Parkinson (MIC)



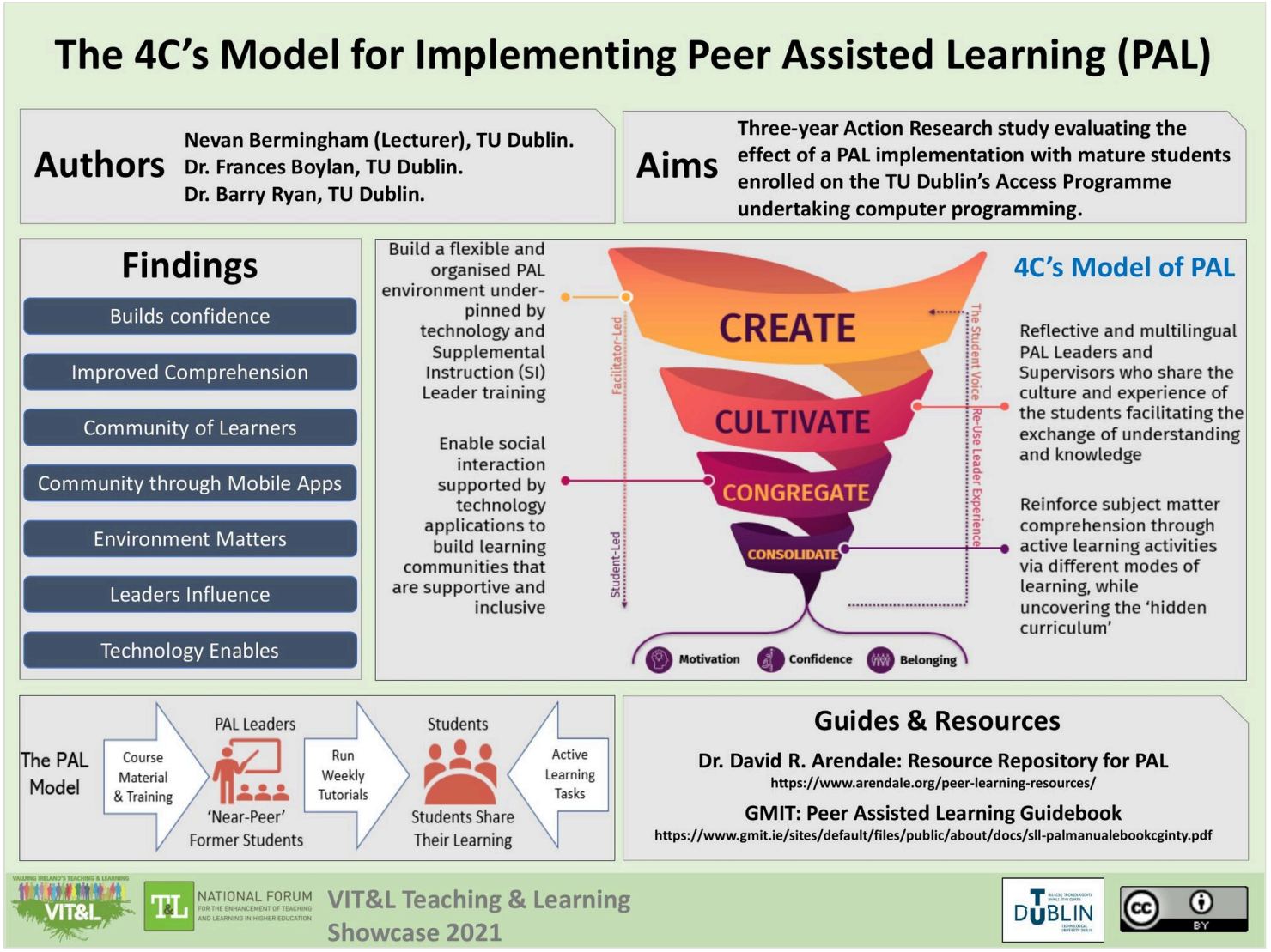

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# 70

## The 4C's Model for Implementing Peer Assisted Learning (PAL)

Nevan Bermingham, Dr Frances Boylan and Dr Barry Ryan (TU Dublin)



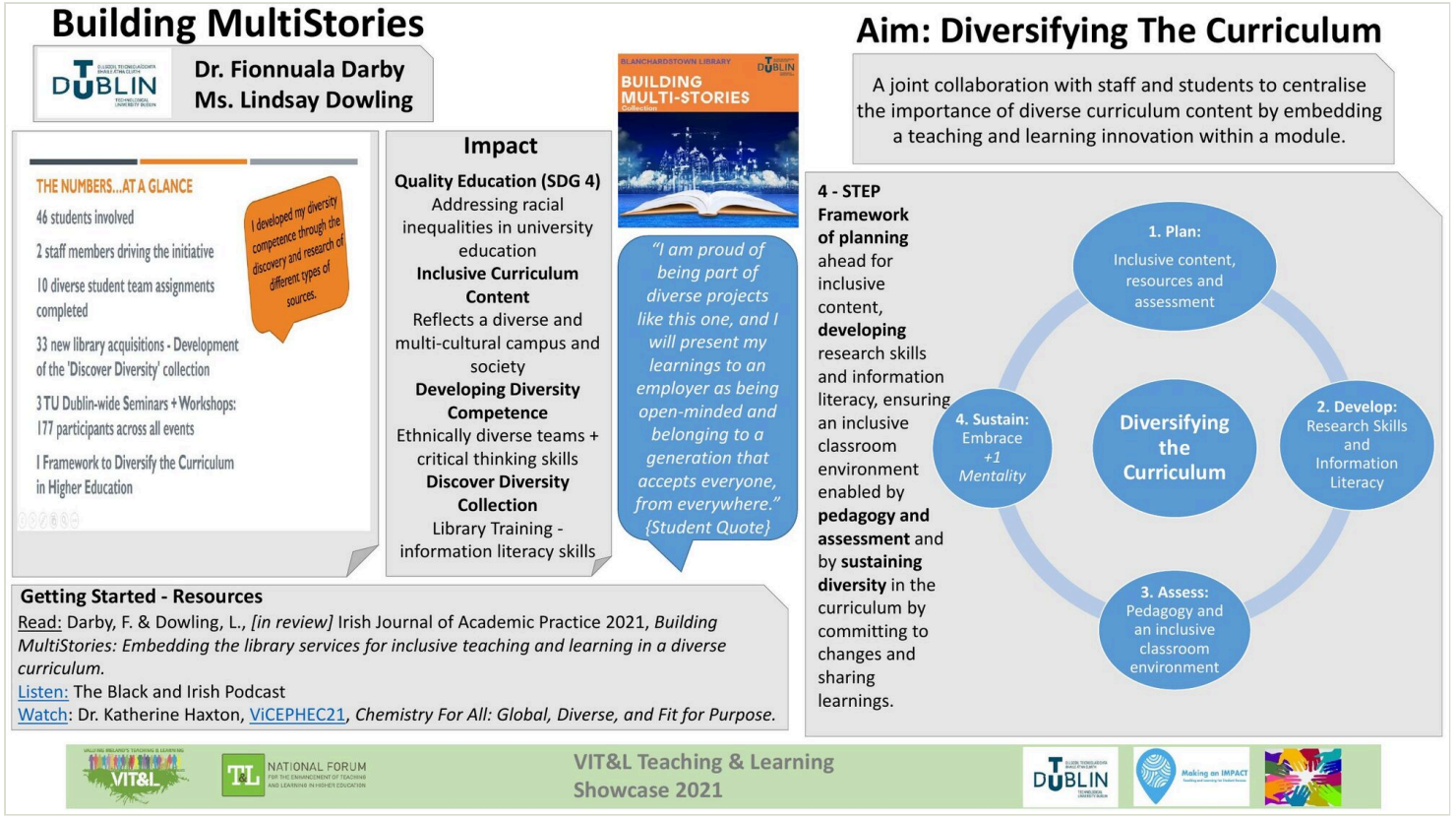

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# 71

## Blanchardstown Library Building Multi-stories: Embedding the Library Services for Inclusive Teaching and Learning in a Diverse Curriculum

Lindsay Dowling and Dr Fionnuala Darby (TU Dublin)



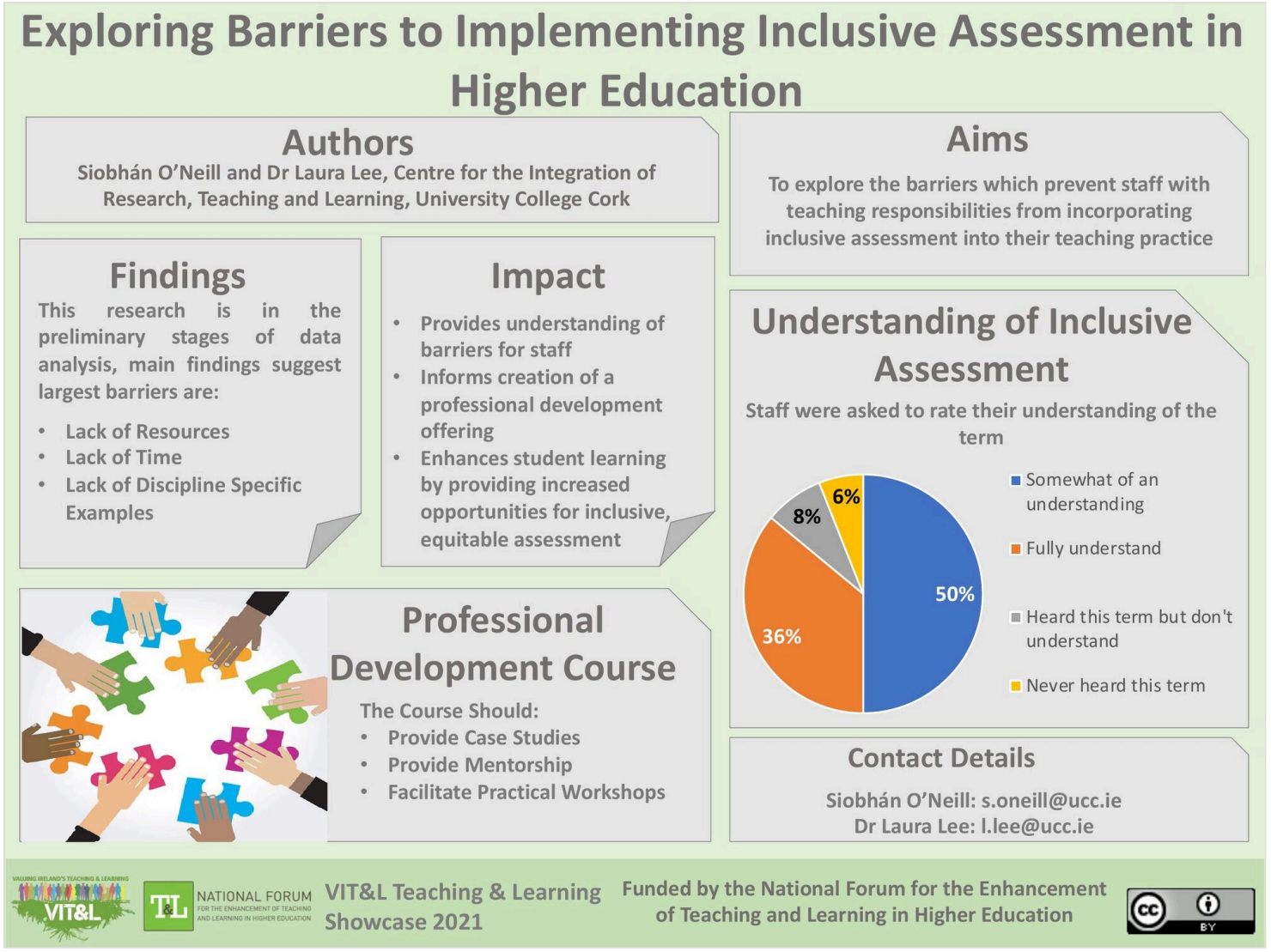

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# 72

## Exploring Barriers to Implementing Inclusive Assessment in Higher Education

Siobhán O'Neill and Dr Laura Lee (UCC)



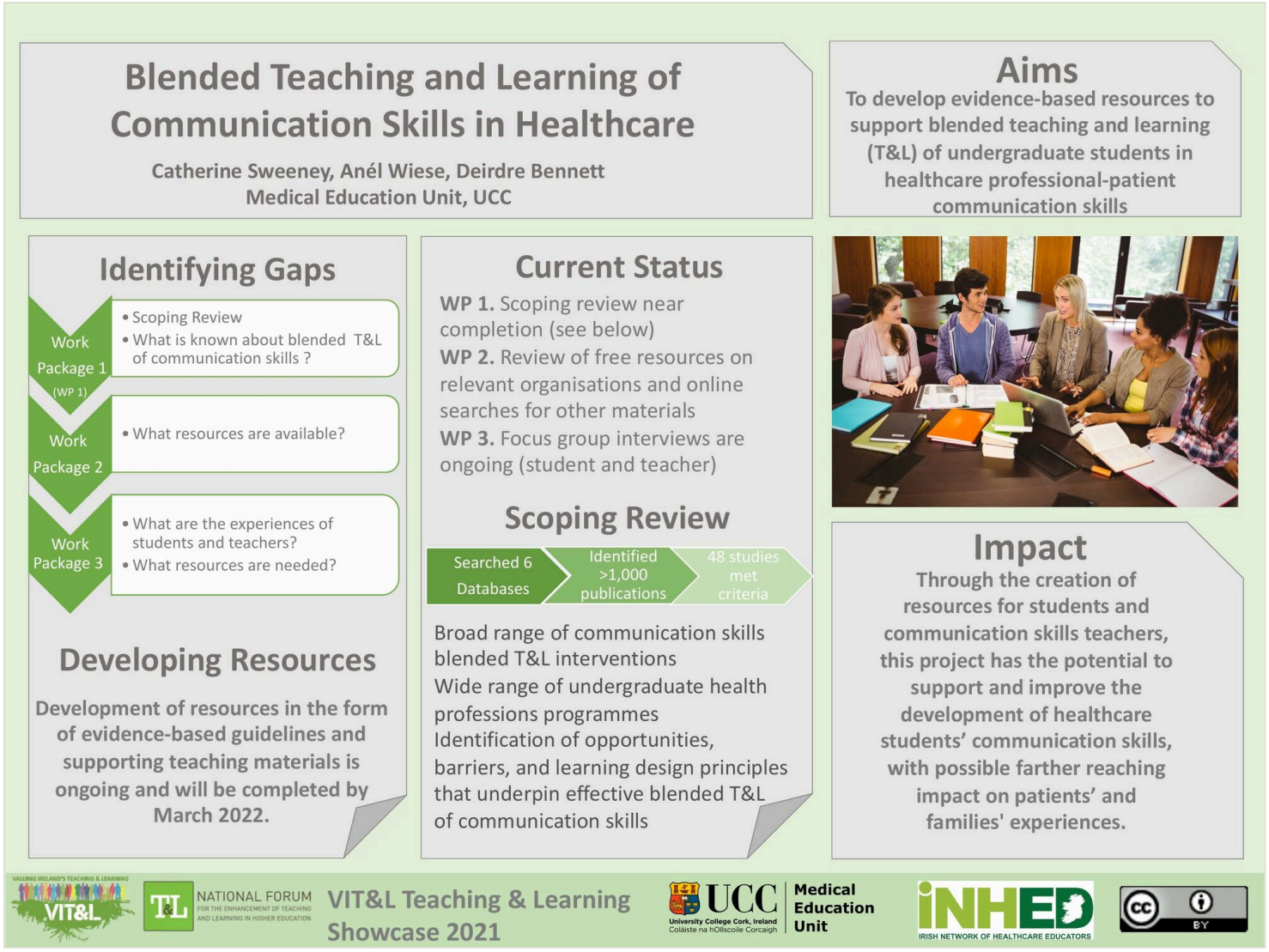

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# 73

## Blended Teaching and Learning of Communication Skills in Healthcare

Catherine Sweeney, Anél Wiese and Deirdre Bennett (UCC)



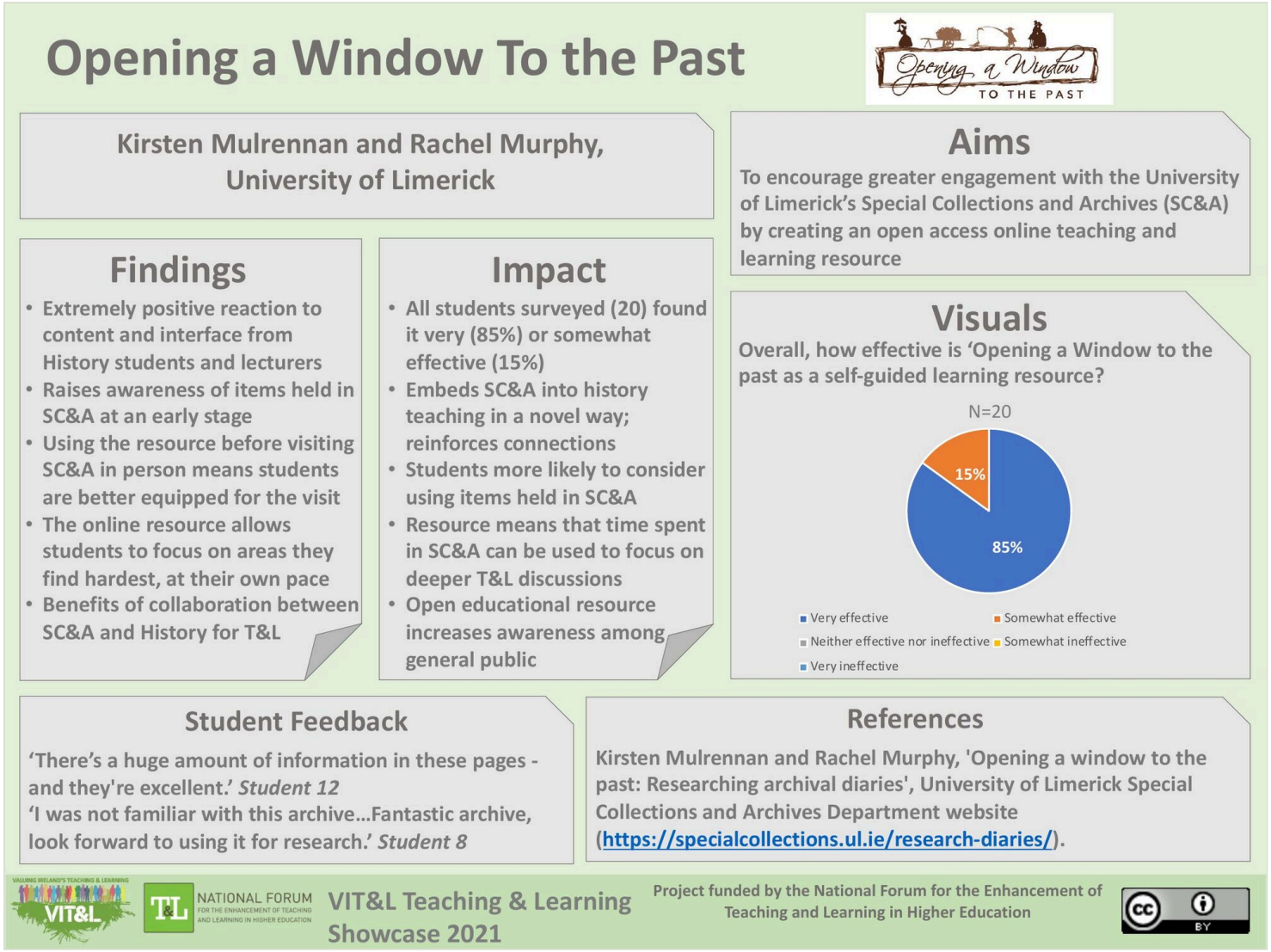

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# 74

## Opening a Window To the Past

Kirsten Mulrennan and Rachel Murphy (UL)




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# 75

## Student-Staff Partnership as Professional Development in HE

Dr Aimie Brennan (Marino)



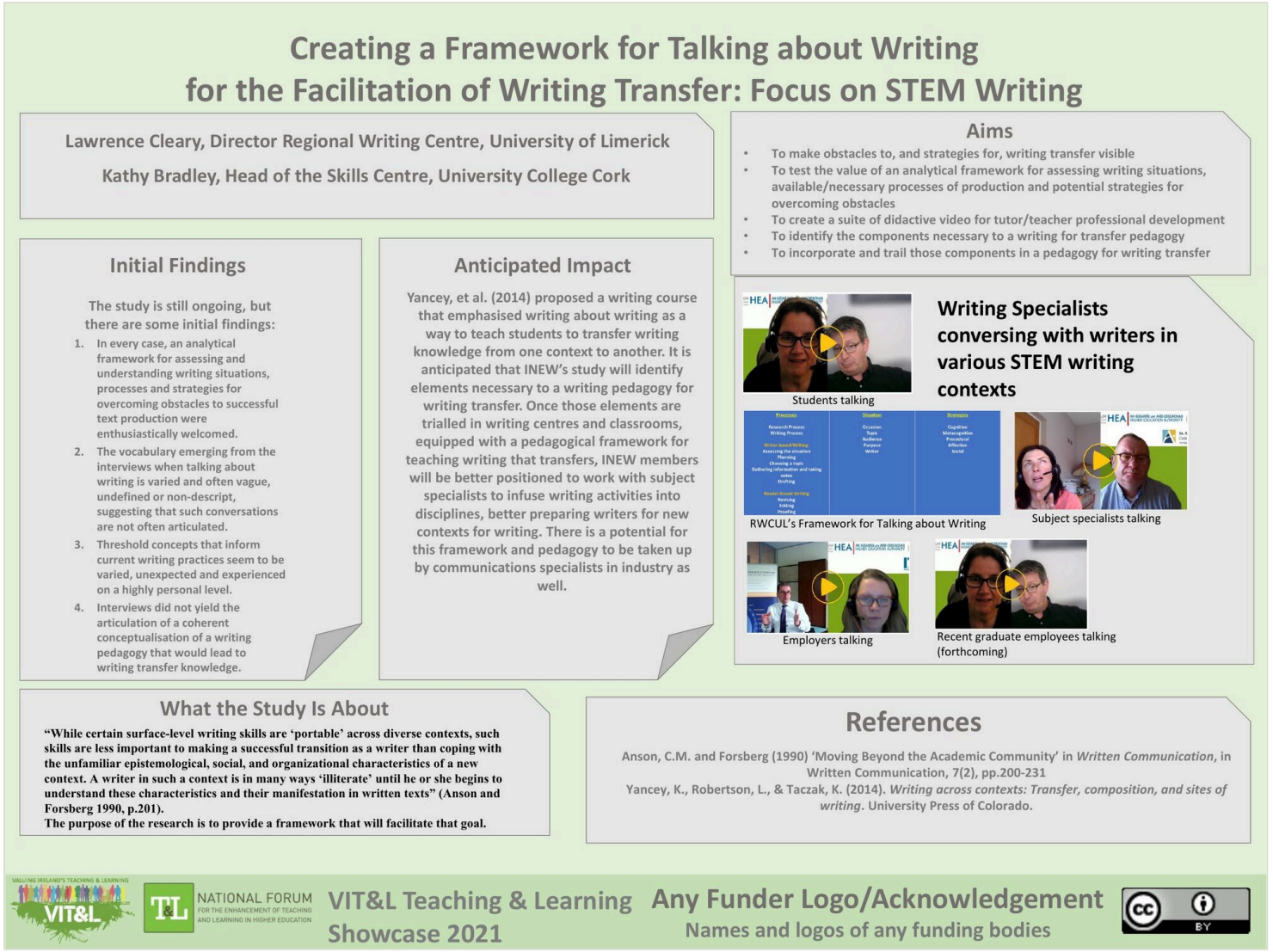

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# 76

## Creating a Framework for Talking about Writing for the Facilitation of Writing Transfer: Focus on STEM Writing

Lawrence Cleary (UL) and Kathy Bradley (UCC)




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# 77

## L2L PACT Journey: A collaboration between the National Forum & the Library Association of Ireland

L2L PACT Team (L2L.ie)




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# Abbreviations

Institution names as they stood in November 2021.

| | |
|---|---|
| **AIT** | Athlone Institute of Technology |
| **DCU** | Dublin City University |
| **DkIT** | Dundalk Institute of Technology |
| **EDIN** | Educational Developers in Ireland Network |
| **FET** | Further Education and Training |
| **GMIT** | Galway-Mayo Institute of Technology |
| **HECA** | Higher Education Colleges Association |
| **HEI** | Higher Education Institution |
| **IMLSN** | Irish Mathematics Learning Support Network |
| **IT Sligo** | Institute of Technology Sligo |
| **ITC** | Institute of Technology Carlow |
| **IUA** | Irish Universities Association |
| **LyIT** | Letterkenny Institute of Technology |
| **MIC** | Mary Immaculate College |
| **MIE** | Marino Institute of Education |
| **MTU** | Munster Technological University |
| **MU, NUIM** | Maynooth University (National University of Ireland Maynooth) |
| **NCI** | National College of Ireland |
| **NUIG** | National University of Ireland Galway |
| **RCSI** | RCSI University of Medicine and Health Sciences |
| **TCD** | Trinity College Dublin |
| **TU Dublin** | Technological University Dublin |
| **TUS** | Technological University of the Shannon: Midlands Midwest |
| **UCC** | University College Cork |
| **UCD** | University College Dublin |
| **UL** | University of Limerick |
| **WIT** | Waterford Institute of Technology |

## Sources and accessible versions

Accessibility-supported versions of the posters are in a shared folder linked from the showcase.

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