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Professor Paul McSweeney,  
VP Learning and Teaching

## WELCOME

Welcome to the latest issue of our OVPLT newsletter. I'm delighted to introduce this first newsletter as Vice-President for Learning and Teaching. I took up this post on the 1st December 2018, moving from my role as Professor of Food Chemistry and former Head of the School of Nutritional Sciences, to the Office of the Vice-President for Learning and Teaching. This move happened at a very exciting time in the story of the Office. We have just completed our Quality Review and have recently welcomed two additional units under the umbrella of the OVPLT; the Exam Appeals Unit and the Language Centre.

The Office now comprises of the central office, the Centre for the Integration of Research, Teaching and Learning, the Centre for Continuing Professional Development, the Centre for Digital Education, the Exam Appeals Unit and the Language Centre and Adult Continuing Education. As you will have noticed, we have also changed the title of the office from 'Teaching and Learning' to 'Learning and Teaching' to further demonstrate the university's commitment to a student-centred education experience.

In this issue, we are delighted to congratulate this year's cohort of graduates from the Postgraduate Certificate, Diploma and Masters, in Teaching and Learning in Higher Education. 111 members of staff were

presented with their parchments by President Patrick O'Shea in February. We also congratulate the recipients of the President's Awards for Excellence in Teaching 2018.

The Centre for Digital Education, formerly known as Technology Enhanced Learning, was launched on the 25th February, in conjunction with Canvas, the new Virtual Learning Environment platform. Following a detailed consultation, procurement and testing phase, Canvas was made available to all staff at the launch and there are now several training options available to staff.

In this edition, we have updates from the Centre for CPD, the Language Centre and the Exam Appeals Office.

As we move through the exam season, we wish all students the very best of luck in their endeavours and look forward to the summer which will bring its own news and events.

I also take this opportunity to express my sincere thanks to former interim Vice President for Teaching and Learning, Dr Marian McCarthy. Since her appointment on 6th February 2018, Dr McCarthy worked tirelessly providing tremendous contributions to the University as a member of the University Management Team. She previously served with distinction as Director of the Centre for

the Integration of Research, Teaching and Learning (CIRTL); as Co-Director of Ionad Bairre (now CIRTL) and as Senior Lecturer in the School of Education. During her career, Dr. McCarthy received a number of awards including the UCC Impact Award (2017); Enhancing the Student Experience Award (2012); President's Award for Innovation in Teaching (2004); National Award for Teaching Excellence (2004) and the President's Award for Teaching Excellence (2002).

I know that you will join me in wishing Dr McCarthy the very best in the next phase of her academic scholarship activities. Watch this space for a special piece on Marian in our next issue.



**Pictured above (l-r):** The Six VPs for Learning & Teaching, on the occasion of Dr Marian McCarthy's retirement in December 2018; Professor John O'Halloran Dr Marian McCarthy, Professor Grace Neville, Professor Aine Hyland, Dr Bettie Higgs, Professor Paul McSweeney.

## THE PRESIDENT'S AWARDS FOR EXCELLENCE IN TEACHING



**Pictured above:** Recipients of the President's Awards 2017/2018, at the awards ceremony, October 2018.

The awards ceremony for the President's Awards for Excellence in Teaching 2018 took place on 4th October 2018.

Recipients of the awards pictured below were Professor George Shorten, School of Medicine who received a Lifetime Contribution for Teaching Excellence award. Recipients of the President's Award for Excellence in Teaching 2017/18 were: Dr Donna Alexander of DAH/School of English; James Cronin, Centre for the Integration of Research, Teaching and Learning and Adult Continuing Education; Eoin Gorman, Department of Occupational Science & Occupational Therapy; Dr Briony Supple, CIRTL; Dr Máire Leane and Dr Fiachra Ó Súilleabháin, School of Applied Social Studies; Dr Aislinn Joy, Elizabeth Barron, Dr Margaret Bermingham, Dr Aoife Fleming, Sophie Gahan and Dr Laura Sahm, School of Medicine, Mercy University Hospital, School of Pharmacy, Instructional Design Team.

New Applications for the Online Postgraduate Certificate in Teaching and Learning in Higher Education 2019/2020 were received in June.

For more information,  
[www.ucc.ie/en/cirtl/pgcertificate/](http://www.ucc.ie/en/cirtl/pgcertificate/)

## LAUNCH OF CENTRE FOR DIGITAL EDUCATION (CDE)



**Pictured above:** Professor Paul McSweeney, VP for Learning and Teaching, Tim O'Donovan, IT Services, Lana Atkin - Customer Success Manager, Instructure, Tom O'Mara, Head of CDE.

The Centre for Digital Education was launched on February 25th 2019, as part of the formal Canvas Launch. This now encapsulates the four Instructional Designers and a Senior Executive Assistant and is managed by the Head of Digital Education, Tom O'Mara.

The work of the CDE directly supports the strategic goals of the university as Goal One of UCC's **Independent Thinking Shared Ambition Strategic Plan** requires the university to:

*...implement an academic strategy to deliver an outstanding, student-centred teaching and learning experience with a renewed, responsive and research-led curriculum at its core.*

*Specifically, the team addresses Action 4 (improving the teaching and learning experience) of this goal.*

In addition, the CDE are tasked with delivering on the four priorities of the **Office of Vice President for Learning and Teaching's 2017 - 2022 Strategic Plan**, namely to:

- deliver student-centred, research-based learning;
- expand lifelong and life-wide learning opportunities;
- enhance staff development, and
- unlock the potential of technology.

And finally, the CDE's work on migrating UCC to the Canvas VLE directly supports the **Connected University Academic Strategy** by delivering of a modern virtual learning environment.



## Canvas Migration

**Above:** Claire Fennel, Centre for Digital Education, presents Canvas.

The CDE is working closely with the Learning Technology Unit in IT Services to transition UCC from the Blackboard Learn Virtual Learning Environment (VLE) to **Canvas**.

Early Adopter programmes went live in January 2019. Canvas was formally launched on February 25th and all staff were enrolled on the system. All content that was completed by December 31st, 2018 has been migrated from Blackboard to Canvas. Staff who were enrolled on those modules now have access to the same content in Canvas.

Communications plans for each college have delivered townhall sessions across the university on Canvas between December and March. Small classroom Connecting to Canvas training began on March 20th with each college organising up to 10 training sessions up to mid-April. Further training will be arranged as demand arises.

A consultation process has begun with staff arranging meetings with Instructional Designers to advise on how best to optimise use of educational technology, including the move to Canvas.

## Technology Enhanced Learning

Byte-size training & TEL Practical sessions for staff around the application of technology to education have been continuing. More information is available on <http://instructionaldesign.ucc.ie/byte-sized-tel/>

## Externally Funded Projects

The CDE continues to support three National Forum projects - *Social Policy Educators: Enhancing Digital Skills, Disciplines Inquiring into Societal Challenges (DISCs): Enhancing Teaching and Learning for Active Citizenship and A Profile of Skills for Teachers of Language in Higher Education*.

The Head of Digital Education represents UCC on the IUA project *Enabling Change: Enhancing Digital Capacity in Teaching and Learning in Irish Universities*, funded under the HEA's HEA Innovation and Transformation Call 2018.



## Erasmus+ Programme

Sophie also explored the Experimental Classroom as part of this trip. This is a circular teaching space, which can hold 70-80 people. All furniture is foldable and set on castors, meaning that it can be quickly rearranged for groupwork. There is an interactive whiteboard in each corner, allowing students to break into groups and work on presentations together. The Educational Developers from The Unit of Academic Teaching and Learning hold a drop-in clinic in the classroom every Wednesday from 2-4pm. Academics can call-in to this clinic with any technical or pedagogical course queries. Overall, the visit was insightful and fruitful, providing some food for thought for our Centre for Digital Education here at UCC.

**Above:** Experimental Classroom at Uppsala University

Sophie Gahan, Instructional Designer with the Centre for Digital Education, visited Uppsala University as part of an Erasmus Trip in September 2018.

As part of this visit, Sophie met with Educational Developers within The Unit of Academic Teaching and Learning. This unit provides training to staff at the university to enhance their teaching. The course runs for seven weeks, at various intervals throughout the year. A certificate is granted at the end of the course. This Teacher Training course is mandatory for all staff in the university.

## Launch of NEW Online & Blended Programmes

The CDE remains committed to ensuring flexibility in the delivery and provision of our online and blended programmes. This year, we saw the launch of six new programmes between the College of Arts, Celtic Studies & Social Sciences and the College of Medicine & Health. To view the full suite of programmes, go to: [www.ucc.ie/en/online/](http://www.ucc.ie/en/online/)

Canvas, the new Virtual Learning Environment platform is now live. Following extensive consultation planning and testing co-ordinated by the Centre for Digital Education team and IT Services, the launch took place on the 25th February. Training is now underway across the campus and has been organised on a College by college basis. All staff now have access to Canvas by going to <https://ucc.instructure.com/> and entering your UCC credentials when prompted. A 24/7 support system is in place to assist with the transition from Blackboard and staff can also request a consultation with an Instructional Designer in the Centre for Digital Education. Updates on development and training can be seen on [canvas.ucc.ie](http://canvas.ucc.ie) and by following the [@id\\_UCC twitter](https://twitter.com/id_UCC) account. If you have any other questions, please send them to us via [canvasproject@ucc.ie](mailto:canvasproject@ucc.ie)



## ADULT CONTINUING EDUCATION - LIFE LONG AND LIFE WIDE LEARNING

Interview with Paul Cudmore, ACE student

‘I’ve overcome a self-inflicted barrier I never thought I’d get over’

How beneficial did Paul Cudmore find his time studying with UCC ACE?

Well, the fact the Rochestown-native, who enrolled without any second-level education to his name, is currently doing his fourth course says it all.

He’s overcome plenty of barriers in that time too. The self-inflicted ones from questioning his ability to cope with the demands of a college course, and those inflicted upon him, such as a dyslexia diagnosis he received during his first year back in 2010.

Paul has cerebral palsy and is a wheelchair-user, but he credits his time in UCC with making him more independent. He now commutes to college from his rented flat in Mahon.

“Going to UCC helped me to push myself from a personal point of view into becoming more independent, and to not be so dependent on other people. That was one of the main things I got out of doing Disability Studies, and Young and Community Work.

“When I graduated from those two, it wasn’t necessarily as if I’d arrived, but I’d overcome the self-inflicted barrier of something I never thought I’d get over.

“I’ve no objection in saying I’ve just turned 40 and I am willing to, hopefully in the not too distant future, assist other students with disability who may come into UCC.”

The leap from primary to third-level education was bridged by a number of FÁS courses

until Paul was recommended the Diploma in Disability Studies in UCC.

“When they told me there wasn’t another FÁS course for me to do, that’s where I took the leap from doing FÁS courses into college.

“That’s why I chose to go down the route of doing a course with ACE, because it was part-time and it was my first time in college, so I wasn’t really aware of how much was expected. It was a great stepping stone.”

When Paul got that dyslexia diagnosis during his first year, his immediate thought was that he’d have to drop out.

“I didn’t realise that somebody with dyslexia could actually continue with college. When I

heard I had it, I thought I'd have to rethink the situation and rethink where it was going to go.

“The Disability Support Service were really helpful. I went straight to them and said, ‘Okay, how can I get around this? I need additional supports.’”

They gave him a laptop with literacy and speech-recognition software to help him write essays, as well as somebody to advise him how to structure those assignments.

“I might need help to do such things but the only thing keeping me back sometimes is myself and the lack of enthusiasm to keep going.

“Sometimes if something goes wrong in college and I get a bit of a downer, it might take me a few days to get the energy back to

the level of what's required but that's where the support service are very supportive.

“I can go in and say, ‘Today I can only do an hour's research’, but it means I'm still involved.

“UCC is such a well-designed facility, it does include all students with disability.”

Paul's second course, a Diploma in Youth and Community Work, was even more beneficial.

“It involved working in your local community, which was a chance for me to break down the barriers in terms of disability awareness for young people. Personally, I got a lot out of that.”

He's since completed a Higher Diploma in Facilitating Inclusion [Disability Studies] and is now studying the two-year Social Studies

Diploma. He's particularly encouraged to see more students with a disability taking on courses.

“Hopefully, when I'm finished the diploma, depending on results, I can apply to do the degree but go straight into second year.

“That's the aim at the moment. And also, to keep promoting the fact that people with disabilities can do it, that having a disability doesn't necessarily hinder students from developing more.

“To have people like me who have already done four pre-diplomas, and hopefully going on to do a degree, will hopefully enhance the ability of places like UCC and the Disability Support Service.”





## WELCOME TO THE LANGUAGE CENTRE

**UCC Language Centre** formally moved from the Registrar's Office to become an integral part of the **Office of the Vice President Learning & Teaching** on 1 December 2018. The Language Centre in UCC is a long-established, growing and thriving unit in the University with 25 full-time and part-time staff members. The Language Centre offers full-time and part-time courses in EFL (English as a Foreign Language) and teacher training courses in EFL (TEFL) year-round, all of which are fully described on its website, [www.ucc.ie/esol](http://www.ucc.ie/esol)

The University Language Centre is the first point of call for organisations and individuals wishing to engage in accredited English Language Training at UCC and operates to the highest international standards and integrity. The Centre is a member of AULC, CercleS, IATEFL and MEI (Marketing English in Ireland) and is recognised by ACELS, a service of Quality and Qualifications Ireland, for English Language Education.

The Centre continues to collaborate with CIRTL to jointly deliver the innovative International Visiting Scholars Programme for Higher Education staff, combining support for Teaching and Learning in Higher Education with English language development.



For any Colleges expecting international students, whose first language is not English, to join either an undergraduate or postgraduate programme for the 2019/20 academic year, why not encourage them to take the two-week **Pre-session course** offered by **UCC Language Centre**. This course ensures your new students will be prepared by giving them a foundation in the academic knowledge and skills they'll require for their new journey at UCC, whilst also developing their social and intercultural communication skills. Full details can be found at [www.ucc.ie/en/esol/courses/presessional/](http://www.ucc.ie/en/esol/courses/presessional/)

### UCC Language Centre offers a Pre-Masters & Pre-PhD Pathway Programme 2019-20

If you know of a student who has met the academic requirements of their chosen Masters or PhD degree programme in your area but who

## FOR INTERNATIONAL STUDENTS

have not yet met the requirements in English Language then this might be the course for them. It gives those students whose first language is not English the opportunity to develop English language proficiency, whilst at the same time taking modules from those offered across the University in their chosen discipline. It also allows the student time to adapt to a new educational environment and cultural experience and to integrate into student life at University College Cork. Details of the Pathway Programme can be found at [www.ucc.ie/en/esol/courses/pre-masters/#d.en.748967](http://www.ucc.ie/en/esol/courses/pre-masters/#d.en.748967). September and January intake dates.

**Pictured above:** Brendan Ó Sé, Head of Teacher Training in UCC Language Centre, met with the Irish Ambassador to South Korea, Julian Clare and the Director of Enterprise Ireland in Seoul, Taewon Um, on 3 April 2019 while on a student-recruitment drive for the University Language Centre.



**Above:** Photo taken from President Pádraig G. Ó Sé's twitter feed on 29th March on Professor Elizabeth Okasha's last working day.

Elisabeth Okasha, Professor emerita, retired on 31 March 2019 after nearly 42 years' service to UCC. Elisabeth Okasha, MA (St And), PhD (Cantab), worked as a lecturer and professor in the Department of English, UCC, until taking up the position of Acting Director of UCC Language Centre in 2007. Elisabeth is originally from Scotland but has for many years called Ireland her home.

## RETIREMENT NEWS

# Professor Elizabeth Okasha

Her academic career, to date, has spanned over five decades. From her earliest foray in to the world of teaching at the University of Aberdeen, followed by the University of East Anglia, then at the University of Assiut, Egypt, before returning to the University of Dundee and then finally crossing the water to settle in Cork with her husband Yousri and children.

Elisabeth's academic interests lie in the field of English Language with particular emphasis on the earliest periods of the language. She supervised many Masters and PhD students in UCC and taught on the inter-disciplinary MA in Applied Linguistics for many years. Many of her former students responded to the news that she has retired from UCC with wonderful stories and fond recollections of their time sitting in her classroom all those many moons ago. She is still very much actively engaged in research and has to date published five books, with a sixth due for publication this summer, and some 90 papers in refereed journals. Elisabeth's research interests are in Anglo-Saxon history and Old

English language, with special reference to inscriptions. An expert in her field she was asked by the British Museum in 2009 to assist with analysing an inscription on a piece of the Staffordshire hoard, the largest hoard of Anglo-Saxon gold and silver metalwork yet found, described as one of the most exciting archaeological finds discovered in Britain.

Although directing the Language Centre seems far removed from her research interests, Elisabeth describes her time as Acting Director as having been 'an important and fulfilling part of her life'. She presided over the Centre during a period of steady growth, overseeing the introduction and development of new programmes and the strengthening and continuation of existing ones. It was not always an easy journey, as the Centre pushed forward with its international student recruitment drive through sometimes-adverse external and internal conditions, but throughout she remained steadfast in her vision for the Centre and ensuring its contribution to the university as a whole.

Elisabeth found ways for the Centre to support refugee and asylum-seeker students, long before UCC officially became a University of Sanctuary, by offering them a place (space permitting) in one of the many English language classes offered. An initiative the Centre will try to maintain as it moves forward.

We wish Elisabeth all the very best for a long and happy retirement, knowing she has left the Centre in good standing. A job well done.

The new Director of UCC Language Centre, Ms. Zoe Williams, will take up post on Monday 20 May 2019. Zoe Williams has nearly three decades' experience of working across different educational sectors.

We are looking forward to welcoming Ms. Williams to UCC and wish her every success in her new role as Director of the Language Centre.

## SPOTLIGHT ON NATIONAL FORUM

On the 17th April, we had Alison Farrell, Senior Lead for Sectoral Engagement with National Forum for the Enhancement of Teaching and Learning in Higher Education come to the University to give staff an information session on the work of the National Forum and opportunities for staff.

The National Forum is the national body responsible for leading and advising on the enhancement of teaching and learning in Irish higher education. The organisation provides opportunities to apply for funding such as sponsorship for conferences and the Teaching and Learning Enhancement Fund which aims to foster sectoral collaboration between departments, Institutions and disciplines. More information can be found here [www.teachingandlearning.ie/funding/](http://www.teachingandlearning.ie/funding/)



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

### OPPORTUNITIES FOR STAFF

#### **Student Associate Internship in partnership with the Union of Students of Ireland**

The National Forum is currently looking to recruit a panel of Student Associate Interns for 2019/2020. The role will involve consulting with students to ensure that the National Forum strategy builds on a strong evidence base and championing initiatives that will support teaching and learning enhancement from a student perspective.

Full details here [www.teachingandlearning.ie/2019/02/25/national-forum-student-associate-internship-in-partnership-with-the-union-of-students-of-ireland/](http://www.teachingandlearning.ie/2019/02/25/national-forum-student-associate-internship-in-partnership-with-the-union-of-students-of-ireland/)

#### **The Erasmus and DELTA Scholarship**

A new opportunity to engage with the existing Erasmus+ mobility programme for staff in higher education. Staff will can apply for this scholarship via the International Office or through the National Forum website. The Scholarship provides an opportunity to enhance their professional development through a training period in another European Country.

Full details of the programme here: [www.teachingandlearning.ie/resource-hub/enhancement-within-disciplines/erasmus-delta-scholarship/](http://www.teachingandlearning.ie/resource-hub/enhancement-within-disciplines/erasmus-delta-scholarship/)

#### **Sponsorship for Conferences**

Applications are invited from conference organisers who feel their upcoming event aligns with one or more of the National Forum's key strategic priorities, will have a positive impact on student engagement/learning, and will have significant reach across the higher education community.

[www.teachingandlearning.ie/funding/national-forum-sponsorship-for-conferences-2019-2020/](http://www.teachingandlearning.ie/funding/national-forum-sponsorship-for-conferences-2019-2020/)

# CIRTL NEWS



**Above left:** Spring graduations in University College Cork: A number of Graduates received an MA in Teaching & Learning in Higher Education at the spring conferring in February. These graduates are also staff members from UCC. Photographed are: Keith Evans, Dental School; Dr Eric Moore, School of Chemistry; Dr Briony Supple, Lecturer, Learning and Teaching Enhancement and Program Co-ordinator, UCC; Katie Power, School of Law; Dr Mohammed Al Ogaidi, Physiology Department; Dr J.J. Keating, School of Pharmacy; Professor Paul McSweeney, VP for Learning & Teaching, UCC; and Kieran Hurley, UCC 98.3FM Station Manager. Also graduating but absent was Caroline O'Reilly, CIT. (Photo credit: Tomas Tyner, UCC)

**Centre top and bottom:** February also saw the conferring of students from the fully online Certificate and Diploma programmes in teaching and learning in higher education, the only programs of their kind in the NUI sector. For the academic year 2017/2018 there were 78 new graduates of the Postgraduate Certificate and 24 new graduates of the Postgraduate Diploma in Teaching and Learning in Higher Education. These graduates are from UCC, other Irish third level institutions and some international universities such as the University of Tokyo.

**Above right:** Pictured Dr Laura Lee, Dr Briony Supple, President Patrick O'Shea, Dr Marian Mc Carthy, Professor Paul McSweeney.

At OVPLT we recognise the hard work, personal sacrifice, interest, creativity and passion that was required of all graduates from Certificate, Diploma and Masters and their ongoing commitment to teaching and learning.

Applications were recently received for the fully online Certificate in Teaching and Learning in Higher Education! For more information visit: [www.ucc.ie/en/cirtl/pgcertificate/](http://www.ucc.ie/en/cirtl/pgcertificate/) or email Dr Briony Supple, Program Co-ordinator: [briony.supple@ucc.ie](mailto:briony.supple@ucc.ie)



## UCC AND FAMILY CARERS IRELAND - RESEARCH COLLABORATION

Each year as part of the 5 credit postgraduate module 'Community-based Participatory Research' (CBPR) (PG6025), multidisciplinary PhD students team up with one community-based organisation to embark on a piece of research together. In 2019, the group collaborated with the Cork branch of Family Carers Ireland (Tuckey Street, Cork City) an organisation that offer a broad range of supports and services to family carers in the Cork region. Specifically, the students and UCC lecturers met with a group of family carers who gather twice a month for two hours to discuss arising challenges or experiences and to generally support each other in their roles as new, existing or former carers.



The university and community researchers met for 4 structured sessions in the Tuckey street location and through a range of engaging, dialogical techniques began to identify areas of interest to the carers. In the weeks in between the community-based sessions, the PhD students attended class on campus to learn about, for example, CBPR methodology, trust building and facilitation skills for working with community organisations, and to plan for the next community based session. At the end of the collaboration, the group generated 3 research questions or topics of significance to the group of carers, addressing details such as who are the critical stakeholders required to support the examination of the research questions.

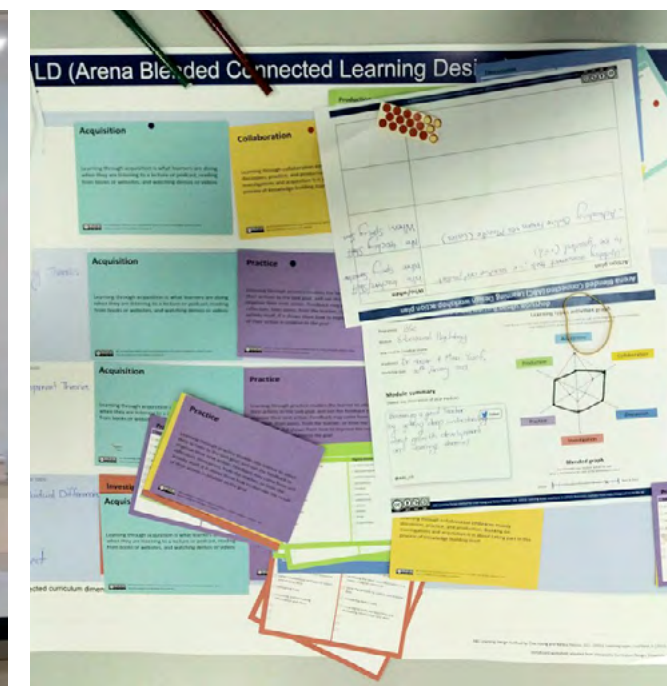
To celebrate the end of the collaboration and to make key connections between the Cork based carers and the relevant stakeholders, the group met in UCC on May 1st 2019.



**Pictured left:**  
Mary Clohessy,  
CIRTL with Professor  
Paul McSweeney,  
VP Learning and  
Teaching.

## RETIREMENT OF CIRTL STAFF MEMBER

March saw the retirement of Mary Clohessy from UCC's Centre for the Integration of Research, Teaching and Learning. Mary began working in Learning and Teaching in 2010 and has been the main point of contact for staff and students engaging in CIRTL's many programmes and CPD activities. She first started working in UCC in 1973 and worked as an Executive Assistant in Adult and Continuing Education until 1979. She returned to UCC in 1995 working with the Postgraduate Medical and Dental Board before moving to Ionad Bairre, UCC's Teaching and Learning Centre, now CIRTL. Her contributions to CIRTL have been invaluable particularly her supportive and patient approach with course participants, her attention to detail in organising parchment ceremonies for graduating students, and her meticulous record keeping. We wish her well in her retirement and will particularly miss her culinary delights for CIRTL celebrations.



## ERASMUS+ CAPACITY BUILDING WORKSHOP ON CURRICULUM DESIGN

Dr Briony Supple and Dr Laura Lee travelled to Athens in January 2019 to deliver an Erasmus+ capacity building workshop on curriculum design to delegates from the Transforming Assessment Practices in Large Enrolment First Year Education (TAP) consortium ([www.tap.pna.ps/](http://www.tap.pna.ps/)). The workshop utilised the ABC to VLE method (<https://blogs.ucl.ac.uk/abc-ld/moodle-abc/>), and allowed participants from Palestinian universities to review the curriculum design of their face-to-face programmes, and to apply a new design for blended delivery in a virtual learning environment. Participants identified new activities and collaborations to include in their blended designs to improve student engagement and learning.

**Pictured above:**

Enhancing Student Learning through Professionalising Digital Education - UCC Staff

**Quotes from Participants:**

“Excellent introduction, giving confidence in how video could be a medium for teaching and learning.”

“Exceeded expectations. [It] will be very useful in my teaching and will change how I develop material.”

“Don’t be afraid. It’s a great learning experience. Be brave.”

“Excellent, practical course.”

## CPD NEWS

On 8th March 2019, The Centre for Continuing Professional Development (CPD) welcomed an internal group of UCC staff to CPD1687 Enhancing Student Learning through Professionalising Digital Education. Funded by the National Forum for Teaching and Learning, and developed by members of staff from the Centre for CPD, Centre for the Integration of Research, Teaching and Learning (CIRTL), the Centre for Digital Education (CDE), participants engaged in a whistle-stop tour of the use of video technology: how to optimise learning potential, technical elements and tools to use, as well as considering the performative element of recording for an online audience.

Participants worked in groups to plan and storyboard a topic, then proceeded in groups to the Library Studio (Q+1 Boole Library), where they recorded a short video. After lunch, videos were presented to the group and discussion/observations welcomed. The energy, creativity and fun in the room on the day was palpable and the openness and willingness of staff to participate in every element of the workshop was remarkable.

A huge thank you to our presenters on the day for their engaging input – Sophie Gahan (CDE), Catherine O’Mahony (CIRTL), Ciara O’Halloran (Civic and Community Engagement), Jools Gilson (School of Music and Theatre), and especial thanks to Catherine again and Tom O’Mara (CDE) for your input and time to combine academic and industry know-how and best practice.



# THE ARTS AS A MODEL FOR HIGHER EDUCATION

Professor Manfred Schewe

The 6th Scenario Forum Symposium was hosted by the University of Hanover (21-22 September 2018). The Symposium brought together colleagues from different academic disciplines to discuss – and experience – how performative approaches to teaching and learning can be applied in a range of third-level contexts.

At the 6th Scenario Forum Symposium, the participants reflected on the theme:

*“Universities on the way to a performative teaching, learning, and research culture?”*

There was a strong consensus among Symposium participants that the arts are a particularly rich source of inspiration for teachers and researchers in all academic disciplines. It was felt that the dominant role of business and science in higher education needed to be reviewed, and a strong case was made for The Arts as a Model for Higher Education.

A performative teaching, learning, and research culture can emerge wherever an academic discipline enters into a constructive dialogue with the performing arts.

Many challenges of the 21st century (see the Sustainable Development Goals of the UN)<sup>[2]</sup> require creative solutions. Creativity is, however, not yet sufficiently promoted at universities, thus an artistic reorientation in teaching and research is imperative. As early as 2006, at the UNESCO World Congress in Lisbon and again in 2010<sup>[3]</sup> in Seoul, there were calls to strengthen the role of the arts in education. Implementation of these recommendations has, however, been very limited thus far.

Studies in cognitive science show that performative teaching and learning methods cultivate a deeper understanding of content and improved long-term retention of knowledge. In fact, it has been shown that the use of performative teaching and learning methods leads to more creative, better learning outcomes; with students

relating more strongly to their studies and with drop-out rates decreasing. In addition, it has been documented that the utilization of performative methods improves overall willingness to learn within the university context, while also enabling higher education to increase in complexity and to relate more closely to practice, thus affording graduates better job placement opportunities.

The recommendations have just been published in Scenario Issue 2-2018. The issue features 15 shorter contributions relating to the 6th SCENARIO Forum Symposium at the University of Hanover, Germany.

Detailed information about the Call for Papers and the programme of the 6th Scenario Forum Symposium can be found here:

**[www.fsz.uni-hannover.de/scenarioforumsymposium.html](http://www.fsz.uni-hannover.de/scenarioforumsymposium.html)**



# OUT AND ABOUT

1. Katie Sandham and Caroline Collins, Centre for CPD, at the Food Industry Training Unit's launch of their Digital Badge in April.
2. Moya Revins and Tom O'Mara, Centre for Digital Education, at the Food Industry Training Unit's Digital Badge Launch in April.
3. UCC staff with Alison Farrell, National Forum for the Enhancement of Teaching and Learning, at an information session in April.
4. Katie Sandham, Jacqui Churcher and Caroline Collins at the launch of the UCC Rainbow Alliance Allies Scheme during Equality Week.
5. Laura Lee and Briony Supple during a visit to Tokyo University.



## EXAM APPEALS

The Exam Appeals Office moved from the President's Office to the OVPLT in early 2018. Daniel Blackshields is the current Exam Appeals Officer and Jacqui Churcher provides administrative support. Since moving to the OVPLT, the Exam Appeals process has been undergoing a review in the form of a Lean project. A new student-centred webpage is under development which will guide students through their options when they wish to appeal an exam or assessment result. Daniel and Jacqui can be contacted at [examappeals@ucc.ie](mailto:examappeals@ucc.ie)