Student Empowerment in the Technological Universities and Institutes of Technology in Ireland:

A collection of impact case studies from the **N-TUTORR** students as partners in innovation and change fellowship programme **2022-2024**

Transforming Learning

N→TU TORR

About this book

Book title: Student Empowerment in the Technological Universities and Institutes of Technology in Ireland: A collection of impact case studies from the N-TUTORR students as partners in innovation and change fellowship programme 2022-2024

Editors: Dr Sarah Carroll, Olya Antropova (Student Empowerment research team), Dr Carina Ginty and Dr Moira Maguire (Student Empowerment Co-Leads)

The Students as Partners Fellowship programme involved 175 projects and was co-ordinated by a team of eight N-TUTORR Student Empowerment Coordinators across the sector: Jessica Duffy (ATU), Angela Magennis (DkIT), Sinead McEntee (IADT), Aoife Kelliher (MTU), Caitriona McGrattan (SETU), Roisin Murray, Heidi Kelly-Hogan (TU Dublin) and Raquel Cox (TUS).

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This book is an output from Stream 1 (Student Empowerment) of the National Technological University TransfOrmation for Recovery and Resilience (N-TUTORR) project. N-TUTORR is an innovative collaboration across the technological higher education sector in Ireland. It aims to transform learning, teaching and assessment by focusing on transforming the student experience and developing the capabilities of all staff, to address a sustainable pedagogical and learning environment, informed by the UN Sustainable Development Goals.

N-TUTORR institutional leads: Dr Carina Ginty (ATU), Dr Ronan Bree (DkIT), Bernadette Meagher (IADT), Dr Louise Nagle (MTU), Ken McCarthy (SETU), Prof. Mike Ahern (TU Dublin) and Dr Trevor Prendergast (TUS).

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Introduction

We are delighted to launch this collection of case studies demonstrating the impact of student-staff partnership in the Technological Universities and Institutes of Technology in Ireland. This book showcases the **impact of N-TUTORR Students as Partners in Innovation and Change Fellowship Programme** (SaPICF) 2022-2024. It is released as we come to the end of the N-TUTORR national programme of work, funded by Next Generation EU (2022-2024). This collection provides an opportunity, for all involved across the technological higher education sector in Ireland, to celebrate all that has been achieved under the N-TUTORR work stream of student empowerment and partnership.

Genuine student-staff partnerships have the power to bring about transformational change in higher education in a way that is meaningful and sustainable. The Students as Partners in Innovation and Change Fellowship (SaPICF) Programme is a key initiative of the Student Empowerment work stream of the N-TUTORR programme. The Fellowship initiative explicitly aimed to encourage a culture of student-staff partnership in enhancement and centre this as a key means of improving learning, teaching and the student experience. As Cook-Sather et al. (2014) explains, student-staff partnership is "*...a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision making, implementation, investigation, or analysis*".

The Fellowships were launched in 2023, with 130 awarded across the sector in June of that year. Subsequently, in a second phase, a further 45 were awarded in June 2024 and these were ongoing at the time of writing (*N* = 175). **As part of the evaluation of the initiative, the first phase teams (*n* = 130) were invited to complete an impact assessment**. The 95 case studies in this collection are based on the 95 responses to this invitation. Out of these 95 case studies, 84 consented to be analysed for research purposes (see p. 4-6 for summary of key findings). All projects involved both students and staff working together as co-creators on an innovation idea to transform learning, teaching, assessment or the student experience on campus.

Each case study was categorised to a transforming learning theme including *Education for Sustainability (n=23), Academic Integrity and Assessment (n=8), Digital Transformation in Teaching and Learning (n=24), Universal Design for Learning (n=9), and Equality Diversity and Inclusion (n=29).* There is also a strong underlying theme of people and technology, and this is represented in the visual summary (see page 2).

The range of projects presented throughout the book will help **inform future practice and act as an inspiration for staff and students** seeking to partner and replicate project outputs in other institutes or provide ideas to support funding proposals. Throughout the book there are links to practical resources and strategies for student partnership and teaching. To navigate this rich array of resources co-created through the fellowships on page 3 there is a mapping of outputs according to six categories:

- A wide range of **digital resources and platforms**.
- **Events and workshops** that aim to enhance the student experience within campus but also engage with communities around campuses.
- **Innovative teaching strategies** such as problem-based learning, project-work, curriculum decolonisation and leveraging education technology in the classroom.
- Co-designing **physical resources and facilities** inside and outside the classroom to support student success.
- Methods of collecting the student voice through **surveys and research** to inform future initiatives.
- Co-creating **guidelines and toolkits** to facilitate student-centred practice.

The impact of the projects is striking. The evaluation of the N-TUTORR fellowships (n = 95) has estimated the involvement of 1,800 student partners and 600 staff partners, and direct reach of approximately 6,000 students and 700 staff. Projects have an estimated projected reach over the next 1-3 years at 17,000+ students and 1,700 staff (see page 2). In addition, most of the projects (89%) either successfully or mostly achieved their aims. The emphasis on relatively small-scale, focused initiatives facilitated concrete outputs and outcomes in the short-term that have the potential for sustained impact in the longer-term. Overall, the impact of the fellowship programme has been powerful, and the evidence suggests that it has contributed to an evolving culture of engagement and partnership across the technological sector. Over half of the projects reviewed in this book (n = 42) plan to sustain impact over the next 1-3 years by increasing reach (e.g. rolling out resources to new student groups) or by integrating resources into the curriculum. In fact, 22% of projects analysed cited that project outputs were designed to be re-usable over mid-long term, demonstrating the intentional sustainable design of their resources and the future-forward thinking of fellowship partners (see page 6).

These case studies clearly demonstrate the significant impact that can be achieved with modest funding, when students and staff work in partnership. While the funding was important, the evaluation of this initiative suggests that the supportive structure and recognition were also critical to project success. A crucial driver of this supportive structure was the network of Student Empowerment Co-ordinators (SECs) across the seven partners. The fellowships simply would not have happened without them. The SECs promoted the scheme, provided training, advice, guidance and support to the students and staff, managed project administration, including procurement and supported evaluation and reporting. We want to take this opportunity to acknowledge the incredible work of Jessica Duffy (ATU), Angela Magennis (DkIT), Sinead McEntee (IADT), Aoife Kelliher (MTU), Caitriona McGrattan (SETU), Roisin Murray (TUD), Heidi Kelly-Hogan (TUD), Raquel Cox (TUS). Each played a key role within her institution and together, this powerful team has been instrumental in the national success of the Fellowships and of the student empowerment stream of N-TUTORR.

Huge congratulations to all our fellowship project team members, students and staff, on the tremendous work that has been achieved at a local and national level. **The fellowship teamwork has been truly inspirational, demonstrating innovation and student empowerment locally and nationally in the technological higher education sector.** While there have been many excellent local initiatives, student-staff partnerships have not been implemented on this sector-wide scale before in Irish higher education. This is a special movement that is driving institutional change across the sector. We hope that this will continue and contribute to a cultural shift whereby partnership is an integral part of enhancement.

Enjoy the book of impact cases and we hope you will find many ideas to enhance student and staff partnership in teaching and learning into the future.

Go raibh míle maith agat

Dr Carina Ginty
N-TUTORR Stream 1 co-lead and institutional lead, Atlantic Technological University

Dr Moira Maguire
N-TUTORR Stream 1 co-lead, Dundalk Institute of Technology

Impact Evaluation Strategy

- The primary aim of this impact evaluation was to **demonstrate the impact** of the Students as Partners in Innovation and Change Fellowships.

- We received ethical approval from the research ethics committees at each of our seven partner institutions (ATU, DkIT, IADT, MTU, SETU, TU Dublin, and TUS) to conduct this work.

Data Collection

- We asked each Fellowship lead to complete an **MS Forms survey** to report on behalf of their project. Leads were encouraged to discuss responses with their partners before submission.

- The survey link was disseminated via the co-operation and **support of the Student Empowerment Coordinators** at each institution.

- The survey asked questions on: Project aims and description; Number of partners involved and of staff and students reached; Benefits for staff and students; Most meaningful and surprising impact; Plans to sustain project impact; Encountered challenges; and Lessons for others embarking on similar projects.

Data analysis

- In total, 98 responses were received. Five responses reflected two fellowship projects so these were merged into one representative response each. Two fellowship projects were excluded as their project ended prematurely due to reasons outside of their control. This resulted in 95 responses for the creation of this book.

- For each fellowship project, a case study page was created. A **theory of change model** was used to map out the key activities, outputs and outcomes for each fellowship project (Figure 1).

Read more about impact evaluation and theory of change model in N-TUTORR Snapshot Paper:

Transforming Learning Together: The Power of Student-staff Partnerships in Higher Education.

Inputs	Activities	Outputs	Outcomes
Required resources e.g. people, time, money	*What partners did together e.g. ran events, co-developed resources*	*What the activities produced e.g. # of people reached, created resource*	*Short-term effect of project e.g. increased knowledge or demonstrated benefit*
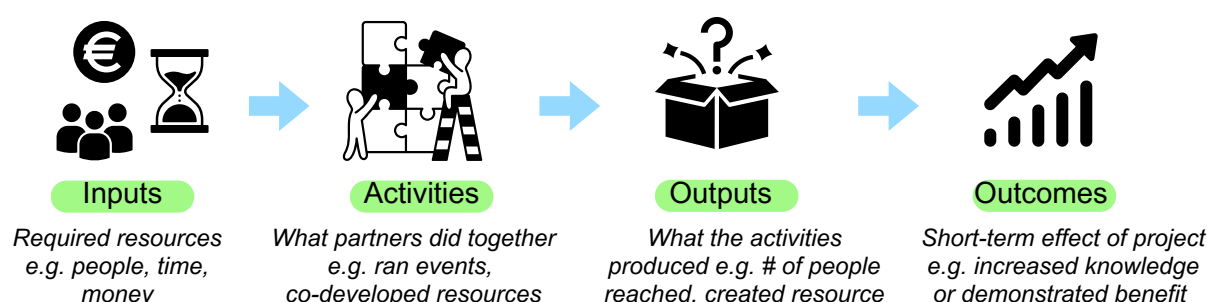
Figure 1. Theory of Change Model

- Due to space limitations, some of the information provided via the survey was re-written based on the researchers' interpretation, and cross-referenced with the Fellowship Booklet and publicly available information. Effort has been made to accurately capture and reflect the Fellowship projects showcased in this book. However, the research team apologises for any inaccuracies that may be portrayed in this book. Case studies are presented according to theme (pp.7-104).

- Out of the 95 responses, 84 provided consent for their responses to be analysed for research purposes. Quantitative data (i.e. numbers) were aggregated. Qualitative data (i.e. text) were coded and organised into summarising categories. Key findings are presented on pp.4-6.

Reach and Visual Summary

175 national fellowship projects

Staff	600+	700	1750
Students **1 = 100**	1850	6000	17,500
	Fellowship partners	Direct reach	Projected reach over 1-3 years

9	29	23	24	8
Universal Design for Learning (UDL)	Equality, Diversity and Inclusion	Education for Sustainability	Digital Transformation in Teaching and Learning	Academic Integrity and Assessment

Number of impact case studies per theme in this book
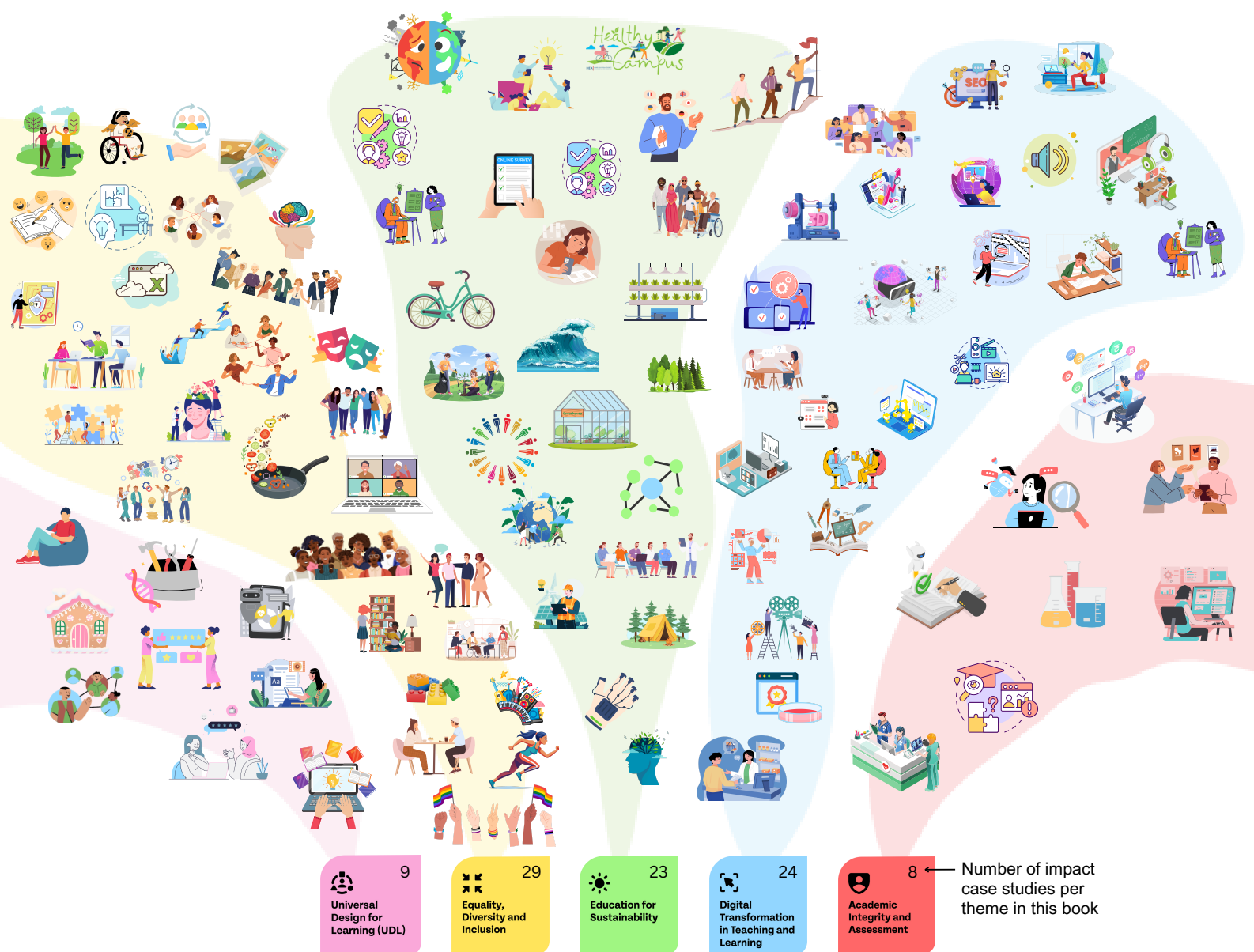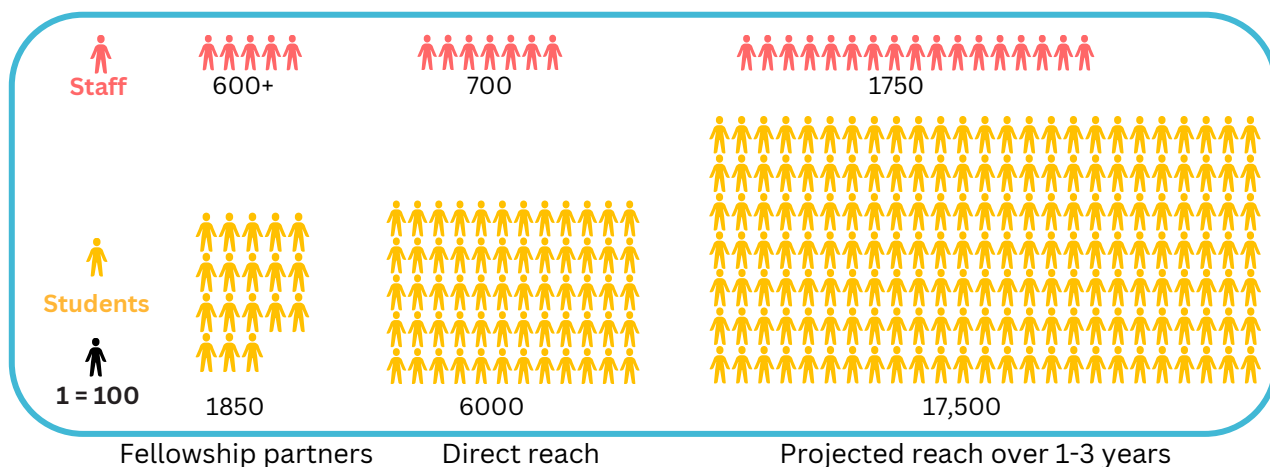
Mapping of Co-Created Outputs

To navigate the array of teaching and learning resources featured in these case studies, we have mapped them according to six categories: Digital resources & platforms, Events & workshops, Innovating teaching, Physical resources & facilities, Surveys & research, and Guidelines & Toolkits. Due to the amazing cross-sectional work of all the fellowships there are multiple ways these case studies could have been organised - but we had to go with one! We have also colour-coded each according to theme:

- Digital Transformation in Teaching & Learning
- Equality, Diversity & Inclusion
- Education for Sustainability
- Academic Integrity & Assessment
- Universal Design for Learning

Digital resources & platforms

STEM
- Digital badge in cell culture (41)
- MyDispense (50)
- Female athlete resources (35)
- STEM video stories (59)
- Rehabilitation videos (46)
- Maths online (55)
- Stats one-stop shop (56)

Co- and Extra-curricular
- UDL digital badge (97)
- E-reader pen (20)
- Allyship artefacts (32)
- Sustainability knowledge graph (91)
- TikTok SDG videos (85)
- Feedback videos (104)
- Writing e-learning (99)
- Heritage e-boards (29)

Virtual world/Online Learning
- Virtual world (51)
- Discord community (45)
- Onboarding VLE (43)
- Optimise VLE (57)
- Audio equipment for OL (58)

Helping 1st years/Access
- Online induction (42)
- PAL Assistive technology (25)
- Improved induction (12)
- Foundation module (56)

Careers
- Career e-platform (39)
- Interview techniques (40)
- PebblePad career portal (52)

Events & Workshops

Professional networking
- Authentic forensic work (11)
- Entrepreneur networking (100)
- Theatre connections (26)
- Sales & marketing day (83)
- Nutrition careers fair (8)
- Medical conference (68)

Listed continued from 1st column

Big Day Events
- Outdoor retreat (172)
- Tourism expedition (53)
- Sustainathon challenge (84)
- Engineering induction (22)
- Inclusive soundscape (17)

Community Engagement
- Culinary outreach (10)
- Outreach with ID community (101)
- Outreach with children (68)
- Supported study group (34)
- Access Module (23)
- Journal Club (94)
- Writing Club (36)

EDI initiatives
- Mental health workshops (75)
- Wellness café (11)
- Lego anti-stress workshops (21)
- Healthy Campus (76)
- Racial justice workshops (33)
- 1st year induction (31)

Innovating teaching

Business
- Business pathway (81)
- Accounting computer assessment (89)
- Gingerbread hospitality (103)
- Social innovation society (74)
- AI marketing (50)

STEM
- PBL in statistics (55)
- Engineering wearable tech (65)
- Chemistry tutorials (92)
- Graphic design (60)

Arts
- Film, Art & Creative Tech (106)
- Diversifying English curriculum (70)

Health & Social care
- Nursing simulation (93)
- Midwifery assessment (73)
- Social care (102)

Physical Resources & Facilities

Inside
- Hybrid workspace (38)
- Multimedia classroom (47)
- Inclusion by design (18)
- My big life design (24)

Outside
- Greenhouse (86)
- Community garden (77)
- Digitising trees (71)
- Playful campus (9)

Equipment
- Hydroponics (82)
- Halloween costumes for wheelchairs (16)
- Bikes for loan (64)

Surveys & Research

Surveys
- Modern languages (80)
- Students' sustainability views (78)
- Student use of AI (88)
- Neurodiverse students (19)
- Library service needs (13)
- Intellectual isolation (66)

Stories
- EDI though Photovoice (14)
- Climate atlas (67)

Quasi-experiemntal
- Pomodoro techniques (61)
- Machine vs machine (90)

Guidelines & Toolkits

Guidelines
- Assessment strategy (95)
- Chat GPT and assessment (91)
- Self-regulation framework (30)
- Tuckmans model (49)

Toolkits
- Molecular biology toolkit (98)
- Awkie talkie toolkit (27)
- Mental health journal (28)

Impact Evaluation Key Findings

We asked Fellowship project leads to complete an online survey to tell us about their projects and the impact they had in their local institutions. Thank you to everyone that took the time complete this form!

Out of the 95 fellowship projects included in this book, 84 consented to be analysed for research purposes, and here is a snapshot of what they said!
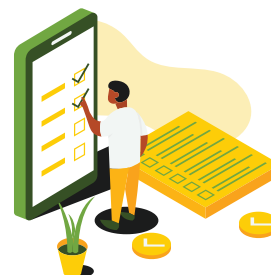
Fellowship composition & reach

The median (middle) values reported for each partnership group:

# partners	# directly benefited	# projected to reach in 1-3 years
1 staff 2 students	4 staff 34 students	10 staff 100 students

Project aims & achievement

89%
of fellowship projects completed/mostly achieved their aims!

We asked '*What is the **aim** of your project?*'

We coded your responses into the following categories...

Try out new ways of teaching
Enhance outside the classroom
Modify assessment/curriculum
Diversify the campus
Prepare students for life after college
Other

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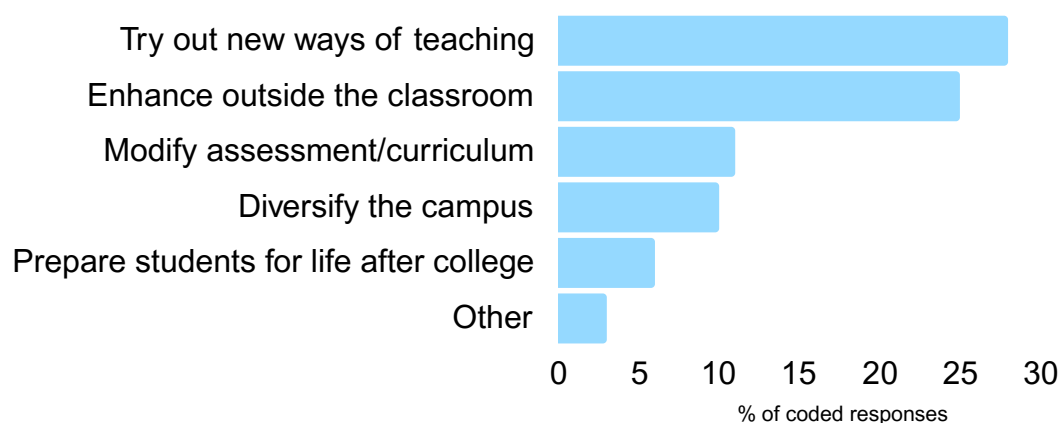
% of coded responses

Reported benefits for staff and students

In order of highest benefits for Students

Students **Staff**

Enhanced engagement
Enhanced collaboration within university
Increased confidence
Increased sense of belonging
Increased motivation for learning
Increased value of understanding of Teaching & Learning
Material gains e.g co-authorship, new resources
Enhanced collaboration beyond university

0.00   20.00   40.00   60.00   80.00   100.00

% of responses

Enhanced transversal skills

In order of highest benefits for Students

Students **Staff**

Teamwork
Communication
Creativity
Leadership
Problem-solving
Organisation
Critical thinking
Time management
Active listening
Writing/Literacy

0.00   10.00   20.00   30.00   40.00   50.00   60.00   70.00
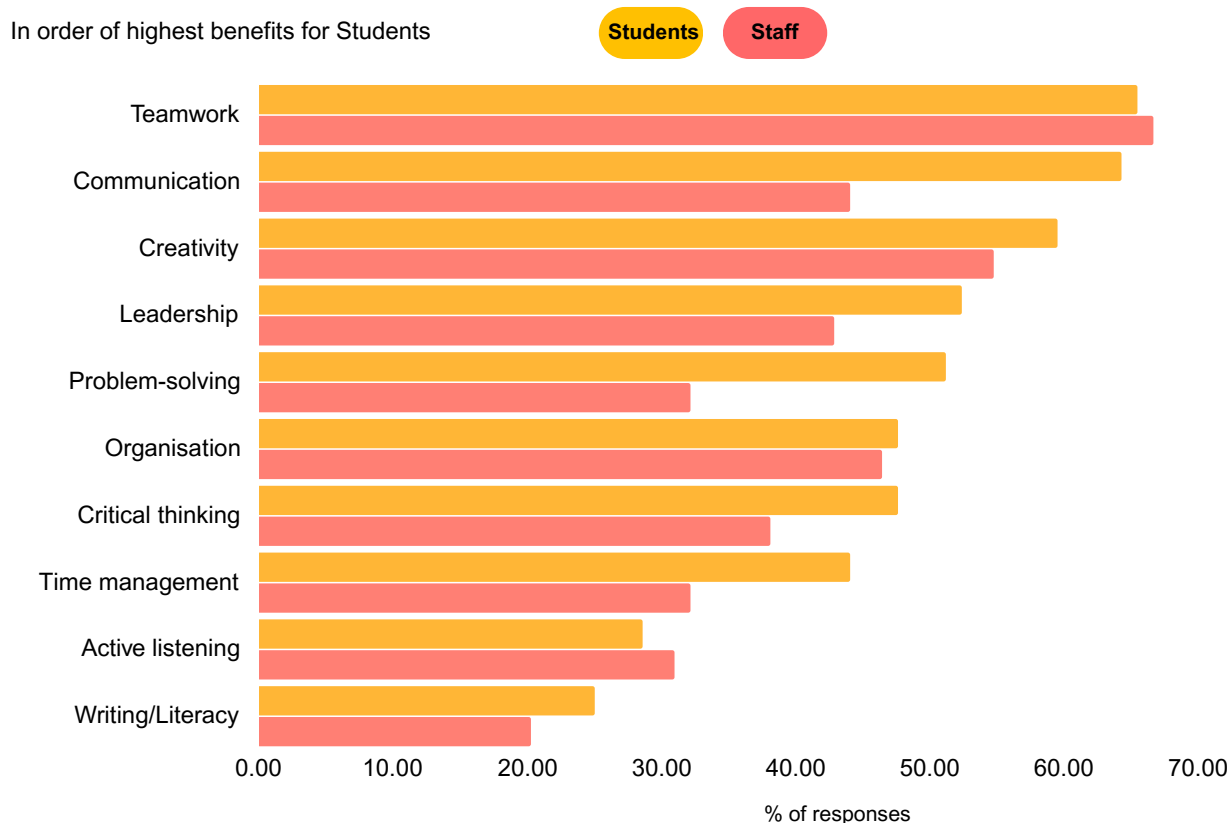
% of responses

Most meaningful and surprising impact

We asked **'What was the most meaningful impact?'**
We coded responses in 4 categories:

⭐	Seeing the impact of project outputs	**36%**
💡	Facilitating student skill development	**24%**
✊	Empowering students as change agents	**23%**
🤝	Fostering partnership	**17%**

% of response codes (*n* = 88)

We asked *'What was the most surprising impact?*
We coded responses into 5 categories:

👏	Positive reception from stakeholders	**38%**
🧠	Learnings about project topic	**30%**
	Level of student contribution	**26%**
✨	Positive effect of outputs	**16%**
⛰️	Unexpected challenges	**14%**
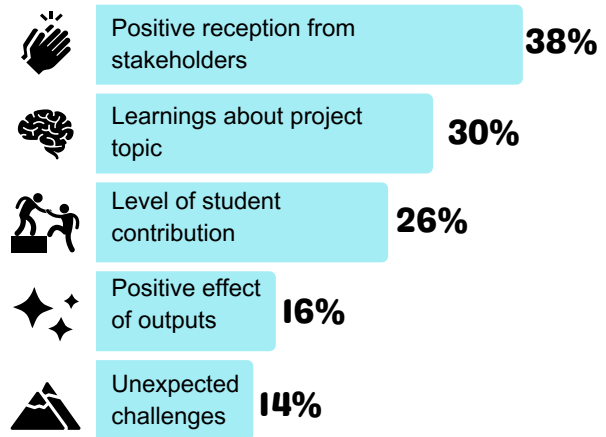
% of response codes (*n* = 64)

Plans to sustain impact
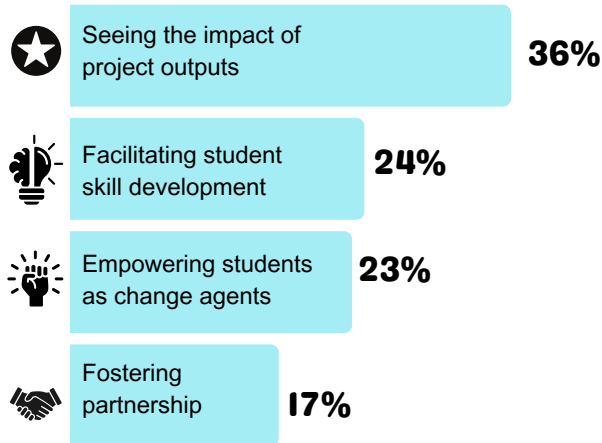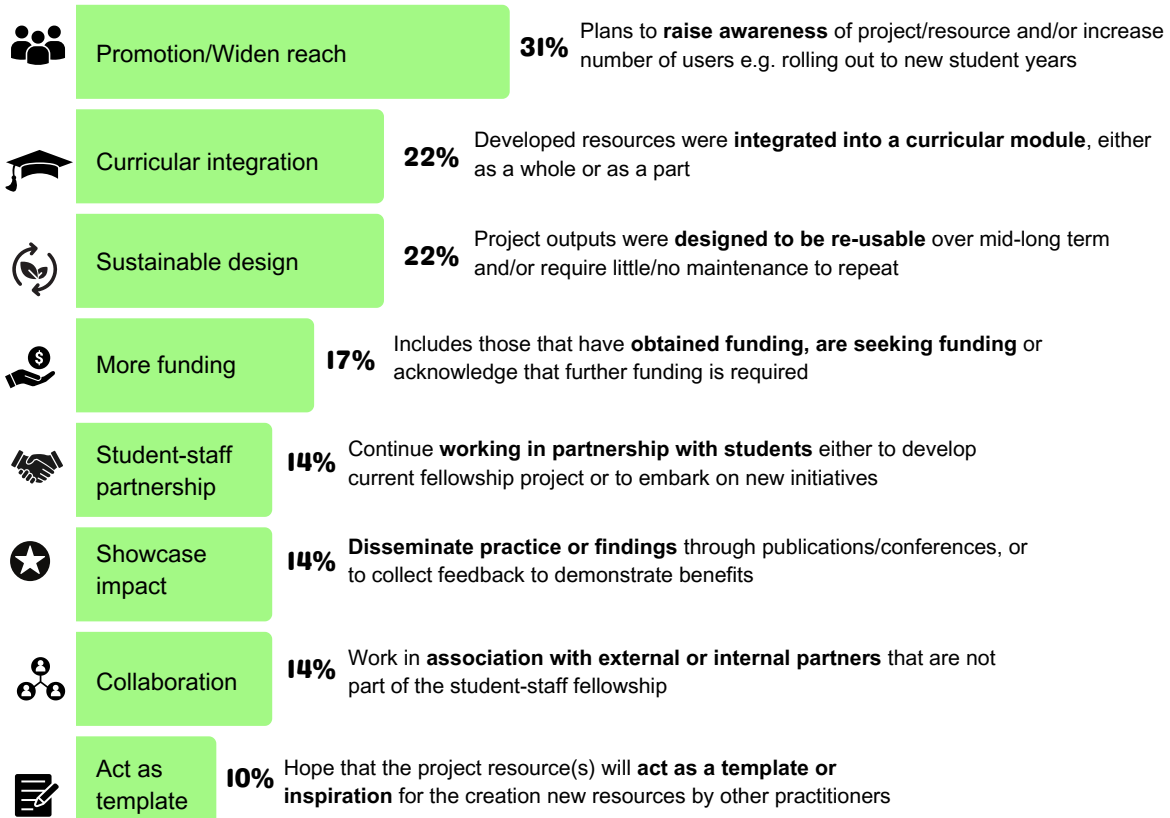
We asked *'How do you plan to sustain this impact over the next 1-3 years?'*
We coded responses into 8 categories*.

👥	Promotion/Widen reach	**31%**	Plans to **raise awareness** of project/resource and/or increase number of users e.g. rolling out to new student years
🎓	Curricular integration	**22%**	Developed resources were **integrated into a curricular module**, either as a whole or as a part
♻️	Sustainable design	**22%**	Project outputs were **designed to be re-usable** over mid-long term and/or require little/no maintenance to repeat
💰	More funding	**17%**	Includes those that have **obtained funding, are seeking funding** or acknowledge that further funding is required
🤝	Student-staff partnership	**14%**	Continue **working in partnership with students** either to develop current fellowship project or to embark on new initiatives
⭐	Showcase impact	**14%**	**Disseminate practice or findings** through publications/conferences, or to collect feedback to demonstrate benefits
🔗	Collaboration	**14%**	Work in **association with external or internal partners** that are not part of the student-staff fellowship
📝	Act as template	**10%**	Hope that the project resource(s) will **act as a template or inspiration** for the creation new resources by other practitioners

*72/84 projects analysed provided a response that could be categorised. % reflects proportion of this 72.

Equality, Diversity & Inclusion

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Careers Fair for Nutrition Students and Grads

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context   *Project Lead is <u>underlined</u>*

- **Student partner(s):** [2]Jessica Bracken, [2]Clodagh Lyons, [2]Maria Knox, [1]Ellie O Callaghan, [1]Katlyn Connolly, [2]Rachel Flynn, [2]Lorraine Concannon, [1]Sarah Scully, [1]Aine Murphy, [1]Dara Hession, [1]Martyna Slowiak, [1]Silvia Touris Santorum, [2]Roisin Cannon, [2]Fatima Shafique, [1]Ciana Staunton, [1]Aisling Donnellan, [1]Elisha Kenny, [2]Fatima Essid, [1]Ciara Gallagher, [2]Alice Cullnane, [2]Anna Roche, [2]Aaron Gordon, [1]Orla Madden
- **Staff partner(s):** [1]Dr <u>Evelyn Hannon</u>, [1]Dr Lisa Ryan, [1]Dr Paula Conroy, [1]Dr Karen Keane, [1]Nora Ni Fhlannagain, [1]Sarah O Donovan, [1]Emma Finnegan

[1]Active partner, [2]Previously involved.

Keyword(s):
Professional networking, Careers Fair

Resource category:
Events & Workshops

Number of students & staff impacted

Partners		23 students 7 staff
Benefitted to date		7 students 200 staff
Projected to benefit in 1-3 years		7 students 200 staff

Fellowship Project Description

Aims
Make students and early career nutritionists aware of the many careers paths available to them & how to reach their goals.

Key activities

- Co-organised and facilitated a student Careers Fair held on October 13th 2023.

- There was a wide range of speakers/events on the day including Nutrition Social Media Specialist, Career Psychologist, Public Health Nutrition Manager – Food Safety Authority of Ireland, Panel Discussion on Postgraduate Opportunities, Industry Nutritionist (Kelloggs), Community Nutritionist, Stands representing employers/postgrad providers, networking opportunities.

Outputs & Outcomes

- Showcase a multitude of career paths available beyond an Association for Nutrition (AfN) accredited nutrition degree.

- Provided nutrition students and graduates an opportunity to network with professionals and SMEs in their field.

- The careers fair was attended by over 200 students from most nutrition courses in Ireland.

Key Insights

Benefits to Students

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity & Organisation

Benefits to Staff

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Leadership, Creativity, Organisation & Time management

What was the most meaningful benefit?

"Extent of student involvement was fantastic. It was voluntary so we did not have a sense of how likely they would be to sign up. A huge amount of them did and they did everything from manage the social media, to prepping the goodie bags, tech side etc. They had a real sense of ownership about the project [and] renewed enthusiasm for their area of study."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Main thing is to let the students do as much as possible and be an overseer yourself. I will be aiming to do this even more in the next series of events. Sometimes it is tempting to just do something yourself quick but the students loved helping out with this, it was a great opportunity to work with them outside of the classroom - so main advice would be to get as many students as possible involved. They will learn hugely from the experience.

Co-Creating a Playful Campus

Dundalk Institute of Technology

DUNDALK
INSTITUTE OF TECHNOLOGY

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Abbie Boyle, Amy Boylan, Charlii Holbrook, Ciara Thornton, Erin Gonnelly, Erin Leonard, Katie Rodgers, Kyla Murray, Leah Mooney, Linnea Hughes, Paige Gillespie, Sarah Gray, Shauna McMahon, ValerijaGornika, Wan Teng Low; Nuria Antonio, Aoife Byrne, Niamh Carragher, Sinead Duffy, AineGreenan, Orlaith Harrison, Lauren Lynch, Vesna Markovic Radosevic, Megan Mc Donagh, Sinead Mc Donnell, Heather Morgan, Amy Nugent, Sarah O Brien, Rebekah Owens, Ceallagh Rice, Tara Rice, Sophie Rooney, Kirsten Shankey, Edel Smith, Aishling Smyth, Nicole Walsh, Emily Ward, Dean Gargan, Ciarán McCabe, Michael Achums, Shay McKenna, Christina Renaghan, Tara Herr, NomasontoMahlaba, Alicia Rice
- **Staff partner(s):** Isolde Gavin, Catherine O'Connor, Mary McSkeane, Caroline McDonnell, Sarah Brock, Jean Connolly, Eamon Cushnahan

Keyword(s):
Outdoor spaces

Resource category:
Physical resources & facilities

Number of students & staff impacted

Partners		50 students 7 staff
Benefitted to date		50 students 7 staff
Projected to benefit in 1-3 years		100 students 7 staff

Fellowship Project Description

Aims
Co-design a playful outdoor space informed by perspectives and needs of Early Childhood Educators.

Key activities

- 3rd and 4th year Early Childhood Studies (ECS) student groups in implementing this project as co-creators with staff.
- Surveyed students and held focus groups regarding student wishes for the space.
- Collaborated across programmes and departments to co-create a suitable design.
- As an assessment, a class group of students on B.Sc. in Architectural Technology created and presented 3D models of their design for the space, which met the specifications identified by the Early Childhood Studies students.

Outputs & Outcomes

- Resources for one element of those plans, namely a sheltered space, have been purchased for use on campus.
- Funding pathways for the achievement of the broader design goals for a permanent, inclusive, accessible space on campus will be explored.

> "Facilitating outdoor play with young children is recognized as an essential professional skill for Early Childhood Educators because it nurtures children's joy and curiosity about the natural world."

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased confidence
- Enhanced Creativity
- Enhanced Teamwork
- Enhanced Problem solving

Benefits to Staff

- Enhanced collaboration within the university
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.

What was the most meaningful benefit?

> "The enhanced ability of the programme to offer the students the types of learning experiences that they need to be successful in their practice.
>
> The goal of "Educating in the environment, on the environment, and for the environment" can be achieved when students have access to a sheltered outdoor space. The frequency of outdoor practical classes with the local community can be increased since weather conditions no longer result in cancellations."

Actionable Strategies

Challenges & Solutions

Challenge: The student plans for the space were very ambitious and inspiring. The practicalities of the requirements regarding insurance and materials to be used were, at times, difficult to marry with our aspirations. **Solution:** We overcame this challenge by compromising on medium-term purchases with a view to exploring alternative means to achieve our longer-term plans.

What lessons would you share with others embarking on a student-staff partnership project?

1. Explore the possibilities of cross-collaboration across departments and programmes.
2. Integrate tasks into module assessments to avoid additional workload for students.
3. Work with whole student groups in class time to engage students who have other commitments outside of timetabled hours.

Creating a Equitable, Diverse and Inclusive Environment in Culinary Arts

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Timothey Drozd, Caitlyn Valerie, Thomas Edwards, Eabha Conroy, Sarah Barry
- **Staff partner(s):** <u>Clare Gilsenan</u>, Ann Flanagan

Keyword(s):
Community engagement, Outreach

Resource category:
Events & Workshops

Fellowship Project Description

Aims
Create a equitable, diverse and inclusive environment in Culinary Arts; improve the learning experiences of student partners and empower students from diverse backgrounds to consider applying to HE in the future.

Key activities

- Formed a collaboration between two Galway International Hotel School (GIHS) lecturers and five student partners, as well as the ATU Connect Team.

- The culinary arts student partners acted as mentors and co-facilitated a 3-part series of culinary workshops in the GIHS to from Merlin College, Moneenageisha Community College and Galway Traveller Movement.

- Thirty-two young people participated in these workshops.

Outputs & Outcomes

- Student mentors became more civic minded, and showed students from a range of diverse low socio-economic backgrounds how enjoyable and accessible is the culinary arts context in higher education.

- 69% of students that attended the workshops and provided feedback stated they would consider applying to ATU to undertake a culinary course.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Don't be afraid to give students control over your project. They might surprise you.
2. Ask for advice, resources and supports from colleagues across the college to support you with the delivery of your project. Jessica Duffy, NTUTORR Student Empowerment Coordinator and Kirsten Lowe, ATU Connect Programme Coordinator were brilliant support for our project.
3. Be mindful of time considerations, whether its the time commitment required for student partners or time necessary to have budget spent, setting expectations and using up budgets in a timely manner is critical.

Number of students & staff impacted

Partners		5 students 2 staff
Benefitted to date		32 students 4 staff
Projected to benefit in 1-3 years		50 students 5 staff

Key Insights

Benefits to Students

- Increased confidence
- Increased motivation for learning
- Increased value of understanding in teaching and learning
- Enhanced engagement
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Communication, Leadership, Creativity and Active listening

Benefits to Staff

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community

What was the most meaningful benefit?

"The relationship the student partners and staff partners forged with the students from Merlin College, Galway Community College and The Galway Traveller Movement. It is hoped that this project, will empower more students to consider applying to higher education providers in the future, thus commencing the process of developing sustainable communities.

In terms of the skills they learned in mentoring the students who participated in the projects, I believe this will have a positive impact of their internship experience. Our student partners demonstrated increased confidence following completion of the workshop."

Development of a Pilot Peer-Led Wellness Cafe Model in 3rd level setting

Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [1]Barry Breslin, [1]Craig Jennings, [1]Conor Dunne, [2]Immanuel Chirwa, [1]Angni Paul, [1]Kevin Sweeney, [1]Brian Herron, [1]Melanie Baxter, [1]Joanne Steede, [1]Ciara McLaughlin, [2]Jerry Drumm, [2]Martyna Sikora, [2]Eimear Kelly, [1]Aine Hatzer
- **Staff partner(s):** [1]Sharon Ferguson, [1]Sinead Campbell, [1]Eilis Boileau, [2]Simone Haessler, [1]Sharon McLaughlin

[1]Active partner, [2]Previously involved.

Keyword(s):
EDI initiatives, Mental health

Resource category:
Events & Workshops

Number of students & staff impacted

Partners		13 students / 5 staff
Benefitted to date		200 students / 9 staff
Projected to benefit in 1-3 years		300 students / 30 staff

Fellowship Project Description

Aim

To establish the implementation of the Donegal Peer Led Wellness Café Model as a mental health promotion intervention that supports the emergence of a settings-based approach.

Key activities

- Operated a Peer-Led Wellness Café weekly on campus with monthly themed events.
- Co-produced Peer Facilitation Skills Training for 3rd Level staff and students.
- Conducted evaluation through pre- and post-surveys with peer facilitators.
- Students presented the café model to Trinity International Nursing & Midwifery Conference.

Outputs & Outcomes

- Trained 13 peer facilitators (staff/students) across ATU campuses.
- Co-developed a peer-facilitation training toolkit.
- Created a campus community that is connected, safe, nurturing, inclusive, and compassionate.
- Fostered the development of student wellbeing and reduced isolation. through community connectedness, purpose, engagement and belonging
- Abstract accepted for presentation to Mental Health Nurse Academic Research International Conference St Catherines College Oxford September 2024.
- Plan in place to roll the model out across ATU in new academic year 24/25.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Gained valuable skills in communication, teamwork, leadership, problem-solving, creativity, and organisation

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Gained valuable skills in communication, teamwork, leadership, problem-solving, creativity, and organisation

Actionable Strategies

Challenges & Solutions

Challenge: Availability of students due to timetabling changes from Semester 1 to Semester 2. **Solution:** We trained a larger number of Peers building capacity to ensure Peers were available to attend Wellness Cafe on a weekly basis

What lessons would you share with others embarking on a student-staff partnership project?

"Bringing all stakeholders with you on the journey removes barriers to participation and allows for the whole group to take ownership of the intervention"

What was the most meaningful benefit?

"Students as partners on the journey removed the barriers of them and us which strengthened relationships that were built on trust, mutual respect with a value placed on the lived experience which gave the group equity"

Enhancing EDI Principles through Digital Induction Resources

Technological University of the Shannon

TUS

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Richard Butler, Donna Hogan, David Doherty, Christina Haugh, Sandra Miller
- **Staff partner(s):** Anna Murphy, Dr Carolann Bargary, Nathan O'Connor

Keyword(s):
Student retention, induction

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim
Enhance student experience, retention, and progression in the Certificate in Transition to Higher Education programme by creating impactful resources, improving induction components, and fostering personal and professional skill development and confidence.

Key activities

- April '23: Introductory meeting of partners
- May '23 - Mar '24: Series of project meetings
- May - Oct '23: Recruited students for admin and audio-visual roles
- Oct '23 - Jan '24: Audio-visual project recording process across TUS Midwest campuses
- Jan-Mar '24: Edited footage and compiled suite of short clips
- Mar '24 - Launched clips

Outputs & Outcomes

- **Enhanced Student Experience and Retention:** Resources were created that positively impacted the student experience and improved retention of students in the Certificate in Transition to Higher Education programme.
- **Improved Induction Process:** The induction components of the programme were developed to better support student retention and progression.
- **Personal and Professional Growth:** Students gained increased confidence and developed key personal and professional skills through their involvement in the programme.

Number of students & staff impacted

Partners		5 students 3 staff
Benefitted to date		20 students 3 staff
Projected to benefit in 1-3 years		100 students 5 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Communication skills
- Enhanced Teamwork

Benefits to Staff

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Increased confidence
- Enhanced engagement

What was the most meaningful benefit?

"Opportunities to develop resources that were informed by our student partnership."

"This is a great opportunity for students to develop key skills such as communication, teamworking and others and it is hugely beneficial to provide opportunities for students to utilise these skills. The attendance at the NTUTORR national event was a fantastic experience for students."

Actionable Strategies

Challenges & Solutions

Challenge: Availability of time for project partners due to busy work/ study and life commitments. **Solution:** We provided multiple opportunities for engagement with the project at times that suited project partners.

What lessons would you share with others embarking on a student-staff partnership project?

The opportunity to work in partnership with students is invaluable. Due to the multi campus nature of TUS, it is important to provide multiple methods of engagement to students/ staff to allow greater opportunities for all to participate if interested.

Enhancing Library Services For Students with Diverse Learning Abilities: A Collaborative Approach

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Yeats Library student engagement volunteers (14)
- **Staff partner(s):** Sinéad Kelly, Fiona Fox

Keyword(s):
Survey, Diverse learning needs

Resource category:
Surveys & Research

Number of students & staff impacted

Partners		6 students 2 staff
Benefitted to date		69 students 28 staff
Projected to benefit in 1-3 years		500 students 50 staff

Fellowship Project Description

Aim
Discover how a group of students with diverse learning abilities engaged with the physical library space, library staff, electronic and print resources, the library website and library support services.

Key activities

- We wanted to understand if students encountered any barriers when using the library service in person or online.
- We hoped to establish a better understanding of student awareness of the range of library services and resources available to them.
- Through a series of one-to-one meetings tailoring information resources to assignment needs library staff supported students over a six-week period.
- A library anxiety survey was conducted over the duration of the project and circulated to all students and a round table discussion including students from across all faculties was also organised.

Outputs & Outcomes

- The project highlighted a lack of awareness of library supports and range of resources available to students.
- Established a need for more signage, clearer floor plans and promotion of library services.
- Students viewed the project as a confidence building exercise reporting improved time management.
- Students were very comfortable engaging with staff and had a very positive opinion of library staff in general. Promoting what we do and available resources to support all students has now become our focus.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Time management, Organisation, Critical thinking, Leadership, Teamwork & Communication

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management & Writing/Literacy

What was the most meaningful benefit?

" Students want to engage with all aspects of the library service, they like the library. The library team need to work harder at promoting our service, and developing a network of library supports across the university. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Active listening and time management were crucial in dealing with this particular cohort of students.

Explore EDI in TUS through PhotoVoice Technique Examining the Perspective of Diverse Class Reps

Equality, Diversity and Inclusion

TUS

Technological University of the Shannon

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** First and Second Years Applied Pshychology – approximately 85 students at the Moylish campus
- **Staff partner(s):** Frank Houghton

Keyword(s):
Photo voice, Class reps

Resource category:
Surveys and Research

Number of students & staff impacted

Partners	9 students 5 staff
Benefitted to date	65 students 9 staff
Projected to benefit in 1-3 years	55 students 9 staff

Fellowship Project Description

Aim   Explore EDI issues among Class representatives through PhotoVoice.

Key activities

- We conducted a pilot exploring the use of PhotoVoice as a method to engage Class Representatives in EDI issues.

- Initially we aimed to engage with Class representatives, however we pivoted to work instead with postgraduate students.

About PhotoVoice

- PhotoVoice is a qualitative research method that combines photos and accompanying words generated by participants.

Outputs & Outcomes

- EDI concerns were noted among students notably in relation to weight and neurodiversity.

- We concluded that PhotoVoice is a viable methodology with students, however further training is required given the sensitivity of the topic matter and the method.

Key Insights

Benefits to Students

- Enhanced engagement
- Enhanced collaboration within the university
- Enhanced research methods skills

Benefits to Staff

- Increased confidence
- Increased motivation for learning
- Enhanced engagement
- Enhanced Critical thinking
- Enhanced Leadership skills
- Enhanced research method skills

What was the most meaningful benefit?

" All postgraduate students involved in this fellowship now want to use this method in their research projects. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Do not try and work through a Gatekeeper
2. Build the project into a marked/ assessed element of the curriculum
3. Co-learning is fun and engaging

Foundation of Success Programme to Enhance Third Level Skills of Scholarship – Prototype Testing

Munster Technological University

Equality, Diversity and Inclusion

MTU Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Lydia Sheehan, Jason Kitamirike, Kaitlyn A Cotey
- **Staff partner(s):** Úna Moynihan, Ann O Connor, Aileen Kennedy, Margaret Finch

Keyword(s):
Professional skills, module

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Develop and pilot prototype learning materials to empower students to achieve higher standards of success in their studies.

Key activities

- 1 staff partner completed an Associate Certificate in Instructional Design Programme with the Digital Learning Institute to help inform the design of the learning materials.
- Collaborated with EDSU to create three articulate rise modules (see outputs).
- Modules were trialed with TY students (*n* = 40) from a local all-boys secondary school and four higher education students and their feedback was collected.
- Partner students co-designed the evaluation forms and gave feedback on the modules to inform future revisions.

Outputs & Outcomes

- Co-developed articulate rise modules:

  Excel for further and HE learners

  Introduction to Excel spreadsheets

  Growth mindset

- Future plans include refining the modules to take these learnings into further development of learning content and devising assessment mechanisms to evaluate student effort in associated learning tasks.

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		2 students 44 staff
Projected to benefit in 1-3 years		100 students 20 staff

Key Insights

Benefits to Staff

- Enhanced collaboration beyond the university
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Critical thinking
- Enhanced Organisation skills
- Enhanced Writing / Literacy
- Enhanced Problem solving

What was the most meaningful benefit?

"Staff gaining experience working with the Articulate Rise package to develop learning materials in partnership with EDSU. This is a package that could be leveraged to create flipped classroom materials as well as learning materials with a strong declarative knowledge dimension. There are also some ready-made materials available that could be leveraged for student benefits through a TU consortium."

Actionable Strategies

Challenges & Solutions

Challenge: Time constraints. Undertaking a project such as this, which has no natural boundaries can be challenging. **Solution:** Breaking the project into tasks and putting time limits on these were important to ensure complete delivery.

Challenge: At the start we had a lack of knowledge and expertise in instructional design. **Solution:** One of the team did a short course, and we also availed of training from EDSU who also reviewed the materials for enhancement.

What lessons would you share with others embarking on a student-staff partnership project?

1. Ensure that the students who self-select are allowed time and space to fully appreciate the expectations being placed on them, so that they can decide to either progress or not with the project.
2. Have staff on the project be timetabled for a common free hour so that they can be brought together for training and the sharing of experiences.

Equality, Diversity and Inclusion

Halloween Makeathon: Making Halloween Costumes for Wheelchair Users in LauraLynn Childrens Hospice

Technological University Dublin

DUBLIN
OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

Fellowship Project Context *Project Lead is underlined*

- **Student partner(s):** Aoife O'Donnell, Aine Hughes, Eve Kane, Allanah Hunter
- **Staff partner(s):** Robbie O'Connor, Chris Keogh, Elaine McGeogh, Aidan Meagher, Hilda Burton, Deirdre Kennedy

Keyword(s):
Physical resource, Wheelchair

Resource category:
Physical resources & facilities

Fellowship Project Description

Aims   To design and make and fit 6 Wheelchair Costumes for the wheelchair users in LauraLynn.

Key activities

- The School of Engineering and its volunteering group, 3DAssist, have been making costumes for the past number of years for the wheelchair users in LauraLynn.
- Every student and member of staff is directly involved in the manufacture of the costumes but we have divided up specific task for each group.
- Our engineering students carried out 3D scanning of the children and chairs and designed solutions to solve the physical constraints of the costume.
- Our marketing students publicised the event and organised the media requirements.
- Our AV students captured both the event and the preparation of the event.

Outputs & Outcomes

- This project allowed us to integrate socially engaged practice into the assessment methodologies of three programmes.
- It allowed students the opportunity to gain important professional development and discipline specific skills through their continuous assessment project work.
- We have created costume design which are to be made openly accessible.
- The Engineering students have also designed an attachment system to make it easier to fit the costumes to wheelchairs.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Involve the students from the start of the planning stage if possible.
2. Trust the students to manage their contribution, only intervene when they ask or you detect that they are struggling.
3. Partnerships are always messy, so don't try to force them into a structure that doesn't suit.
4. Don't be afraid to make mistakes.

Number of students & staff impacted

Partners		22 students 7 staff
Benefitted to date		22 students 7 staff
Projected to benefit in 1-3 years		20 students 10 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management

What was the most meaningful benefit?

"Our students get to partcipate in a very rewarding activity, but are also given the control and a degree of flexibility from staff that allows them to manage how they delivered their solutions/designs. The interaction between our students and the LauraLynn children and their parents and siblings is very special.

Hearing and Sounding a Diverse Campus

Dundalk Institute of Technology

DUNDALK INSTITUTE OF TECHNOLOGY

Fellowship Project Context   *Project Lead is underlined*

- **Student partner(s):** Shane Dunphy, Aoife Higgins, Rhíona Mc Phelim, Jessica Muldrew, Jana Kocmanova, Julie Kristalova, Melanija Meiere, Chloe Vungbo
- **Staff partner(s):** Kayla Rush, Daithi Kearney

Keyword(s):	Resource category:
Big day events, Music festival	Events & Workshops

Fellowship Project Description

Aims   Empower students and staff to create soundscape interventions to make the campus more welcoming and inclusive.

Key activities

- Held two workshops focused on hearing with community members.

- Developed an on-campus outdoor music festival; held indoors due to weather and technology.

Outputs & Outcomes

- This work has encouraged students and staff to think more intentionally about how diverse individuals experience the campus differently from a sonic/soundscapes/hearing perspective.

- Enabled greater attention to the sensory diversity of the campus community.

- We reallocated a significant portion of our remaining budget to purchasing a portable sound system that can be used for open mic events across campus. This will allow students to take ownership of future events, and it will also provide opportunities for these events to take place outside the Carroll's building.

Number of students & staff impacted

Partners		8 students 4 staff
Benefitted to date		25 students 4 staff
Projected to benefit in 1-3 years		100 students 5 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Communication skills
- Material gains e.g., co-author of publications, development of new materials etc.

Benefits to Staff

- Increased sense of belonging to university/discipline/community
- Enhanced engagement
- Enhanced collaboration beyond the university

What was the most meaningful benefit?

" Yes, we were pleasantly surprised at the clear taste for live music on campus. As a result, we have coordinated with a fellow staff member (not originally involved in the NTUTORR proposal) to plan open mic sessions more regularly during the academic year. This has involved students from multiple programmes, who provide sound tech support in addition to performing music. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Think a little smaller, and do that well
2. It probably didn't go as terribly as you think
3. Leave space for the students to surprise you

"I think it would be beneficial to allow/highlight opportunities to use some of a project's funding for teaching buyout. Our teaching and admin loads in the TU sector are crushing...Earmarking a portion of each project grant for teaching buyout would allow some breathing room to deliver stronger projects"

Inclusion by Design to Celebrate Intercultural Engagement

Atlantic Technological University

Equality, Diversity and Inclusion

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context   *Project Lead is <u>underlined</u>*

- **Student partner(s):** Ronald Kayinga, Sarah Mohan, Anuoluwao Akinsola
- **Staff partner(s):** <u>Mary Nestor</u>

Keyword(s):
Inside spaces

Resource category:
Physical resources & facilities

Number of students & staff impacted

Partners		2 students 1 staff
Benefitted to date		5 students
Projected to benefit in 1-3 years		6000 students 800 staff

Fellowship Project Description

Aim   Redesign and refurbish a campus space Union Square to ensure that it is open, inclusive and fosters cultural competence amongst staff and students.

Key activities

- Prepared and facilitated a 2-hour focus group with interested stakeholders to discuss the main issues faced by Black and minority students/ethnic students from underrepresented communities.

- Analysed the focus group discussion and emergent themes to inform a summarising report and blueprint design.

- Sought quotations from expert contractors; evaluated quotes and awarded successful contractor.

Outputs & Outcomes

- The new design integrates and celebrates our diversity through inclusive design. This includes:
  - New furniture with cultural prompts for conversation
  - Mural/ map of the world where students can place a pin on the map to denote their heritage / country of origin
  - Notice board for intercultural activities

- Funding for the implementation of the new design was obtained and the installation was planned for August 2024.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication and Teamwork
- Social and academic impact on students through engaging in an inclusive and intercultural space
- Increased sense of belonging which is linked to improved attainment and retention

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Communication skills

What was the most meaningful benefit?

"Soliciting authentic and meaningful student engagement has had real impact - students were asked their views (survey - 87 responses) and inputted into a focus group to garner their ideas.
The depth and insights of the focus group report informed the brief given to the contractor.
The real impact will not be realised until the installation is complete."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Establish links with key people who will be invested in the project
2. Communicate and collaborate with these stakeholders
3. Co-create and deliver

"[We] worked closely with the Students' Union throughout, and in the later stages with Buildings & Estates -ensuring that there was widescale buy-in and momentum"

Inclusive Assessment to Support First Year Students on Computing Programmes

Dundalk Institute of Technology

Equality, Diversity and Inclusion

DUNDALK INSTITUTE OF TECHNOLOGY

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Gracie Chaudhary, Mariela Machuca, Sanidhya Pandey
- **Staff partner(s):** Martin McHugh

Keyword(s):
Survey, Neurodiversity

Resource category:
Surveys & Research

Fellowship Project Description

Aim

Discover which types of assessment most supported a students learning with a focus on students that identify as being Neurodiverse. Traditional assessment modes suit the majority of students but what about the minority?

Key activities

- Conducted a study with the following aims:

  - Determine the size of the student population that identify as being neurodiverse
  - Survey students on the types of assessment they like/dislike
  - Make recommendations to teaching teams about making assessment more inclusive
  - Survey students after changes have been implemented to determine the success

Outputs & Outcomes

- A significant portion of the student body identify as being neurodiverse and that traditional accommodations to these students are not always for for purpose. Inclusive assessment allows the student to pick an assessment mode which supports their learning style.

- We made recommendations to lecturers of first year computing modules about how they could incorporate inclusive assessment into their modules and anecdotal information to date suggests that these recommendations/changes are having a positive impact.

- We wrote a paper describing our findings: A Square Peg in a Round Hole

Number of students & staff impacted

Partners		3 students 1 staff
Benefitted to date		100 students 19 staff
Projected to benefit in 1-3 years		200 students 19 staff

Key Insights

Benefits to Students

- Increased value of understanding in teaching and learning
- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Leadership & Communication

Benefits to Staff

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Critical thinking;

What was the most meaningful benefit?

" When meeting with staff they were very surprised to learn how many of their students were potentially not neurotypical. This understanding to the classroom demographics helps them in both their preparation and delivery of their modules. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. The students bring a different insight, do not be afraid to trust them.
2. People are very supportive of projects like this but at times you do need to push and push to get people involved as they are very busy.
3. Unlike traditional research which makes conclusions based on the majority, this research was more concerned about the minority response, do not ignore these minorities.

LetGo of Exam Stress

Atlantic Technological University

Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Chantelle Clarke, Ben Creegan, Andrew Meenaghan, Darragh Masterson, Colm McGuinn, Kevin Fahy, Niamh Kirrane, Leah McElvaney
- **Staff partner(s):** Ruth Quinn

Keyword(s):
EDI initiative, Mental health

Resource category:
Events & Workshops

Number of students & staff impacted

Partners — 6 students, 1 staff

Benefitted to date — 5 students

Projected to benefit in 1-3 years — 6000 students, 800 staff

Fellowship Project Description

Aim — Co-design and facilitate an accessible LEGO construction activity that implements UDL methodologies and relieves exam stress.

Key activities

- Co-designed a methodology to link Universally Designed for Learning engineering student projects with health and wellbeing services.

- Students involved engaged with and led a project that combines the built environment and equality, diversity and inclusion.

- Students managed and coordinated the design of a LEGO building which was constructed as a stress-reduction activity available to the whole student cohort during the examination period. LEGO activities have proven to reduce anxiety, and the act of making has links to a strengthened sense of inclusion and community.

Outputs & Outcomes

- The final result of the activity was displayed in a prominent position on campus empowering students to contribute to the legacy of the university in an inclusive and fun environment.

- Co-produced a roadmap with students for further activities which combine engineering projects with inclusive all-campus activities.

> " The teaching activity went really well, very positive student engagement and interest as evidence by positive feedback "

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning

Benefits to Staff

- Increased awareness of Universal Design Learning

What was the most meaningful benefit?

> " The engineering students were challenged to incorporate universal design and create an accessible environment for the activity and instructions, which are legible for all. These are skills crucial to designing inclusive and equal spaces and products yet are often overlooked in engineering curriculums. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Lots of contingency plans
2. Focus on the positives
3. Less stress more success

Introduction of a Portable Reading Pen Borrowing Service in MTU Libraries

Munster Technological University

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Aoife James, Caitlin Kelly
- **Staff partner(s):** Catherine O'Neill, Adrian Vaughan, Catherine Murray, Colm O Rourke, Finbarr O Donovan, Jennifer Murphy, Jess Mundy, Phyl Guerin, Rosarie Dineen

Keyword(s):
Library services, Pen e-reader

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Provide new and enhanced accessible resources to the MTU community to enable independent learning through working with our student partners.

Key activities

- Evaluated and sourced resources.
- Trained staff.
- Promoted the service through social media.
- Ran drop in sessions.
- Participated in the EDI Roadshow.
- Reviewed the service in collaboration with its users and identified partners.
- Meetings were scheduled to enable students to participate, one in-person meeting was held in the home campus of the student partners. Working collaboratively was invaluable in the development of an accessible service.

Outputs & Outcomes

- Created a series of new and improved training materials e.g. infographic instructions and videos.

Video on C-Pen 2 Reader Pen

Infographic on using Reader Pen

- These may positively impact a large cohort of students in ensuring access to resources and services where they do not have to identify their learning or language requirements as the library is a neutral venue for all to approach.

Number of students & staff impacted

Partners		9 students 2 staff
Benefitted to date		19 students 22 staff
Projected to benefit in 1-3 years		40 students 40 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence;Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Writing/Literacy

Additional benefits to Staff

- Enhanced collaboration beyond the university
- Increased confidence
- Enhanced Time management skills

What was the most meaningful benefit?

" The student/ staff partnership was very meaningful in increasing the awareness of accessibility issues and the students were expressive advocates on this. "

Actionable Strategies

Challenges & Solutions

Challenge: The multi-campus nature of the team. **Solution:** Most meetings were online & the one face to face meeting was held on the home campus of the Student Partners.

Challenge: Time Constraints. **Solution:** We all worked together to get the resources ready prior to the launch of the service.

What lessons would you share with others embarking on a student-staff partnership project?

1. Be open to ideas from all participants.
2. Importance of having student partners to bring a different perspective & viewpoints.
3. To be more aware of management time constraints, arranging regularly scheduled meetings might have mitigated the email traffic.

Mechanical Engineering Induction

Dundalk Institute of Technology

DUNDALK INSTITUTE OF TECHNOLOGY

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Adam Dolezal, Syeda Hasan, Emma Hutchinson, Tom Hakizinka Senga, Jerry Jose Vincent, Adeel Syed
- **Staff partner(s):** <u>Peter Ryan</u>, Dermot Clarke

Keyword(s):
Big day events

Resource category:
Events & Workshops

Fellowship Project Description

Aims   Review the induction process for the Mechanical Engineering program and co-create solutions to address issues with retention in 1st year.

Key activities

- The primary objective was to create student-driven team building exercise relevant to engineering without being overly onerous or intimidating that would enhance the 1st year induction experience.

- 1st year mechanical engineering groups were taken on two site visits to local engineering firms in the 1st semester of their course.

- The student team held an RC race day event for the 1st year groups with a range of team games.

Outputs & Outcomes

- 3D printer purchased and available for staff/students to use.

- 3D printed open sourced F1 car kits printed and available for induction sessions and/or outreach.

- A range of engaging team games have been developed and trialed.

- Established sites visits as part of a longer 1st year induction process.

- Increased engagement between 1st years, 2nd and 3rd years.

- The team have developed a list of further actions to pilot in the future.

Number of students & staff impacted

Partners		6 students 2 staff
Benefitted to date		40 students 10 staff
Projected to benefit in 1-3 years		40 students 20 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Creativity & Organisation

Benefits to Staff

- Enhanced engagement
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Leadership Creativity & Active listening

What was the most meaningful benefit?

"Increased engagement from students. The student team members were actively engaged with all steps of the project from initial conception, idea generation, pilot workshops etc. The student organised a very well received event for the first years that was of their own design and managed the event themselves with some support from staff team members. The success of the project initiatives will be fully reliant on engagement from students to organise and run the events during induction of 1st years."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Give the students the correct environment to express their ideas freely.
2. Involve as diverse a group of students as possible.
3. Get buy in from staff.

"The biggest challenge was time management and scheduling meetings and events in an already busy timetable. Student partners and participants were very accommodating and keen to engage. Additionally, staff were keen to see the project succeed so arrangements with timetables were possible."

MTU Access Building Social Connections

Munster Technological University

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Fellowship Project Context

Project Leads are underlined

- **Student partner(s):** Marie Singleton, Catherine Sheehan
- **Staff partner(s):** <u>Laura Coleman</u>, <u>Christine Nolan</u>, Dr Judith Butler, Dr Annie Cummins, Dr Mary Galvin, Prof. Margaret Linehan

Keyword(s):
Community engagement

Resource category:
Events & workshops

Fellowship Project Description

Aims
Co-develop and pilot a new 5 ECT module '*Building Social Connections*' to increase participation from under represented groups in higher education

Key activities

- Adopting an approach combining user-centred design, trauma sensitivity in education, and Universal Design to Learning, partners co-developed Building Social Connections; a single subject 5 ECTS credit module.
- The module was delivered by our student partners from the School of Humanities.
- Lectures took place every Friday over a 12 week period in a local community setting (library) in an effort to create a safe, convenient and engaged space where students can readily access the learning.
- Lectures provided an understanding of social connections, relational development, exploration of self-care strategies, role of the community as well as themes such as identity, cultural diversity, with a strong emphasis on reflection in each session.

Outputs & Outcomes

- 52 applications were received for Building Social Connections; 22 offers were made, with a total of 18 acceptances.
- Applicant students self-identified as being part of several priority cohorts, including carers, mature students, students with experience of the criminal justice system, students living in Direct Provision, members of the Travelling community, students with disabilities and students who experience socio economic disadvantage.
- For those who were not offered a place or were not in a position to accept a place on the module, they will be given the opportunity to attend an alternative one day stand-alone taster session.
- We held formal conferring in June 2024 and certificates were presented to the students.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Communication is key
2. Relationships matter
3. Expect the unexpected!

Number of students & staff impacted

Partners — 2 students / 6 staff

Benefitted to date — 16 students / 6 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication skills, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management, and Writing/Literacy

Additional benefits to Students

- Increased motivation for learning
- Experience working with students from our Access Cohorts and delivering a new module, and outside of MTU

What was the most meaningful benefit?

"
The class have developed a meaningful relationship with each other and the lecturers. The class have offered each other support throughout - academic and personal. They have built connections with each other outside of this module and have offered each other personal and social support arising from the work completed in this module. Students have expressed a keen interest in further developing new skills and obtaining additional qualifications. Many of them now have plans to undertake other courses and we have had multiple enquiries from students about what the "next steps" to this module are.
"

'My Big Life Fix' - Innovative Practices in Social Care: Bridging Disability, Design, and Higher Education

South East Technological University

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Heather Culleton, Rebecca Holmes, Alisha Nzerem, Laura Byrne, Emma Murphy, Abigail Murphy , Amy Roche, Ciara Rossiter, Chloe O Sullivan, Erin Power, Kasey Doyle
- **Staff partner(s):** <u>John Balfe</u>, Edward Lyons, Eoghan O'Shea, Billy House

Keyword(s):	Resource category:
Inside spaces	Physical resources & facilities

Fellowship Project Description

Aim
By integrating rights-based, citizenship, and equality theories into practical learning we sought to broaden students' academic and practical understanding of disability issues.

Key activities

- Conduct Participatory Research: Social care and design students conducted interviews to understand a day in the life of individuals with disabilities, using these insights to inform their designs.
- Interdisciplinary Collaboration: Fostered collaboration between students of different disciplines to enhance learning and output quality.
- Prototype Development: Utilized the 7 principles of universal design to develop a comprehensive, accessible campus prototype.

Outputs & Outcomes

- Students gained empathy and in-depth understanding of the challenges faced by individuals with disabilities.
- Demonstrated the effectiveness of integrating social care principles with architectural and design practices.
- Students applied universal design principles to real-world scenarios, preparing them to create inclusive spaces.
- The project served as a benchmark for integrating disability rights into educational policy and campus design.

We published our findings as an <u>article in the AHEAD journal</u>

Read about us in the <u>Irish Times</u>

Number of students & staff impacted

Partners		12 students 4 staff
Benefitted to date		41 students 4 staff
Projected to benefit in 1-3 years		29 students 4 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Creativity, Critical thinking, Active listening,

Additional benefits to Students

- Enhanced skills in Problem solving, Writing & Literacy

What was the most meaningful benefit?

" The opportunity for students to present their research at a national conference has been exceptionally meaningful. This exposure has not only enhanced their academic and professional profiles but also deepened their understanding and passion for their field of study. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Establish Clear Communication and Role Definitions: Implement structured project management practices, such as regular check-in meetings, detailed project timelines, and shared digital workspaces. These tools can help maintain clarity and keep all partners aligned throughout the project's duration.

Build and Maintain Engagement: Develop a plan that includes milestone achievements and quick wins to maintain momentum. Engage partners by celebrating small successes and providing continuous learning and development opportunities.

Plan for Resource Allocation and Support: Secure commitment for resources from all partner organisations before the project begins. This includes financial resources, human resources, and time allocations.

Peer Assisted Learning (PAL) Tutorials for Access & International Foundation Students undertaking Engineering & Math

Equality, Diversity and Inclusion

DUBLIN OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH TECHNOLOGICAL UNIVERSITY DUBLIN

Technological University Dublin

Fellowship Project Context   *Project Lead is underlined*

- **Student partner(s):** [1]Marketing (20 students), [1]Biology (15 students), [1]Tourism and Hospitality (15 students), [1]Computer Science (25 students), [2]Daria Khvatova, [2]Anson Ling Guang Cheng, [2]Tadhg Sheehan, [2]Darragh Masterson, [2]Khabiba Saikenova
- **Staff partner(s):** [1]Nevan Bermingham

[1]Active partner, [2]Previously involved.

Keyword(s):
Helping first years; PAL

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Enable students to create and plan a semester long PAL Programme guided by the main UDL principles that allow multiple means of representation, action, expression and engagement.

Key activities

- Expanded our Peer Assisted Learning (PAL) Tutorial initiative to other STEM subjects perceived as "traditionally difficult", such as Math and Engineering, within TU Dublin's Access & International Foundation Programmes.
- Built and train a team of students PAL Leaders from past TU Dublin's Access & International Foundation students who have completed the programme and engineering module and are currently or will be undergraduates in Engineering related disciplines.
- Equipped the PAL Leaders with mobile technology that improves the efficiency and communications of these sessions whilst simultaneously providing them with 'Assistive Technology' tools that provides parity of opportunity to those with a range of disabilities.

Outputs & Outcomes

- Supported international, socio-economically disadvantaged and lower prior attainment students acculturate to higher education.
- Enabled students to create a safe-space for learning and to uncover the 'hidden curriculum' while improving confidence and inclusion for all learner types.
- Empowered the PAL Leaders to guide and help learning in a traditional difficult subject with activities and knowledge sharing sessions.
- PAL notably reduced the fail rate from previous years.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Contact Procurement early, find out their limitations.
2. Advocate to your school's managment on benefits - get buy in from your school.
3. Trust the students, they will rise to the challenege, surpass it, and amaze you.

Number of students & staff impacted

Partners		8 students 1 staff
Benefitted to date		150 students 4 staff
Projected to benefit in 1-3 years		160 students 4 staff

Key Insights

Benefits to Students

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Leadership, Problem solving, Creativity, Critical thinking & Organisation

Benefits to Staff

- Enhanced engagement
- Enhanced collaboration beyond the university
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills Teamwork

What was the most meaningful benefit?

"Retention and attendance in class improved. Students gained leadership skills...Overall a great initiative, wonderful conference and a real sense of N-TUTORR community was generated. It is this community that needs to be focused on more for future iterations, it's a real surprising outcome.

Physical Theatre: Create, Community, Craft, Connection

Munster Technological University

Equality, Diversity and Inclusion

MTU Ollscoil Teicneolaíochta na Mumhan — Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [2]Benjamin Holman, [2]Sydney Sheehan, [2]Donal O'Keeffe, [2]Mollie Lynch, [2]Lotta Vainionpaa, [2]Maxine O'Neill, [2]Niamh Cremin, [2]Richie McDonnell, [1]Students of BA Theatre and Drama Studies 4th year
- **Staff partner(s):** [1]<u>Amy Prendergast</u>, [1]Hilda Leader Galvin, [1]Aisling Byrne Gaughan, [1]Irene O'Mara, [2]Dara Collins

[1]Active partner, [2]Previously involved.

Keyword(s):
Professional networking, Theatre

Resource category:
Events & workshops

Number of students & staff impacted

Partners — 9 students / 4 staff

Benefitted to date — 51 students / 12 staff

Fellowship Project Description

Aim
Organise a series of workshops and activities on creativity and craft, fostering connection between the 4 years of BA Theatre and Drama Programme and the wider professional theatre community.

Key activities

- We all met in May '23 and discussed the possibilities.
- Students made a wish list of Professional theatre makers with whom they wanted to work. We then contacted Aoife Clarke, producer in the Everyman who made the connections and contacts for us.
- Students acted as ambassadors, welcoming professionals to the space.
- We ran 13 events to promote creativity, the learning of craft, connection and communication. These included: Workshops with theatre professionals, Theatre going outings, Artist Meet and Greets, & Talks from professional actors.

Outputs & Outcomes

- The students were motivated and excited to learn from skilled and accomplished professionals.
- The connections across the year groups were improved by the workshops.
- The sense of the community and morale has lifted. We've seen superb student-led work involving students from all year groups working together.
- Some students have gained employment as a direct result of our artist meet and greet.
- The students used techniques learned in workshops within their creative process, and included students from across all 4 years of the degree. One of these projects has been awarded the <u>CATALYST prize</u> which is a mentorship and funding opportunity.

CATALYST prize winner: Mollie Savage

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning ;Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity

Benefits to Staff

- Increased motivation for learning
- Enhanced collaboration beyond the university
- Enhanced Creativity

What was the most meaningful benefit?

"Our 3rd year group are a year group that did not sit Leaving Cert and were badly impacted by COVID. As a staff we are seeing a huge surge in confidence and creativity in this group due in part to their participation in these workshops with other year groups. This is meaningful because we were concerned about this year group's ability to function in the professional world due to their introversion and risk-aversion. So it's particularly encouraging to see their development."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Establish a regular meeting/planning time with the students
2. Clarify the expectations of the student and staff partners at the beginning of the project
3. Create templates for the students to use

Playing For Inclusion

Dún Laoghaire Institute of Art. Design & Technology

Equality, Diversity and Inclusion

Institute of Art, Design + Technology Dún Laoghaire

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Students of Y3 Graphic Design: Hazel Murray, Julia Pereira, Louise Kelly, Ivan Dmitrov
- **Staff partner(s):** Shirley Casey, Hilary Kenna

Keyword(s):
Awkie Talkie toolkit

Resource category:
Guidelines & Toolkits

Fellowship Project Description

Aims   To design a kit to facilitate more integration between student groups.

Key activities

- This project was based around an informal event (conceived and run by Denise McEvoy) that took place on the graphic design programme at the start of each year. The 2nd, 3rd and 4th years would all come together to play outdoor team based games. The idea was to get them mingling and meeting new people on their programme after Covid. The idea received very positive feedback from the students and more cohesion was noticed by the staff.
- This project was an attempt to formalise this into a kit that would be transferable to other contexts.
- The project team began by researching the topic broadly, conducted focus groups with students and followed a design thinking methodology.

Outputs & Outcomes

- The outcome was a kit called "Awkie Talkie". At it's core it had several cards with games on them suitable for different audiences, lengths of time, locations and abilities. It also provided instructions and tips on how to run an event where several games could be played.
- The students have already had several inquires from other members of staff wanting to use the kit to facilitate a games event for their students. This would enhance the student experience of the participants.

Number of students & staff impacted

Partners	4 students 2 staff
Benefitted to date	12 students 3 staff
Projected to benefit in 1-3 years	85 students 10 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Leadership, Problem solving, Organisation, Time management

Additional benefits to students

- Enhanced skills in Critical thinking, Creativity & Teamwork
- Novel experience working on a team-based project, doing user research and testing, and working with printers which will benefit work on future projects

What was the most meaningful benefit?

"The impact on the students who took part was very meaningful. This was a great opportunity that they were nervous about but made the most of and I believe learned a lot from. As a lecturer this is really great to see and I do not believe they would have had this experience on another project.

Actionable Strategies

Challenge: The students did find it difficult to work as a team. The workload was uneven at points and they had difficulty trusting their fellow students to deliver to a high standard.
Solution: This was overcome by a simple session where these concerns were aired in a constructive respectful way. After this a team charter was drawn up that the group signed and stuck to. The project progress was smoother after this.

What lessons would you share with others embarking on a student-staff partnership project?

1. Set clear expectations and goals.
2. Trust the students to problem solve and work as a team.
3. When working with external production such as printers engage them much sooner in the process.

Scríobh Amach é / You Allwrite?

Munster Technological University

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** [1]Jenny Hickey, [1]Marian Murphy, [1]Carole Weed, [2]Jane Lee, [1]Linh Le, [1]Billie-Lucas Horgan, [1]Christiyani Kabul, [1]Matthias Guggenbichler
- **Staff partner(s):** [1]<u>Darragh Coakley</u>, [1]Lauren Maher, [1]Jeremiah Spillane, [1]Sarah Pattinson, [1]Ruth Fox, [1]Pio Fenton, [1]Siobhán Kangataran, [1]Thomas Broderick, [1]Honor Carroll

[1]Active partner, [2]Previously involved.

Keyword(s):	Resource category:
Toolkit; Mental health journal	Guidelines & toolkits

Fellowship Project Description

Aims
Develop a journal and complementary supports that would act as a flexible, sustainable and practical resource to help students mitigate psychological strain and burnout.

Key activities

- Gathered and analysed data around challenges re mental health management within an educational setting.

- Drafted initial design of journal and resources.

- Piloted the journal to students, alongside promotion, training and support elements.

- Analysed student feedback, revised journal and printed for distribution in the academic year.

Outputs & Outcomes

- The journal was designed, printed, distributed and evaluated among staff and students in MTU and at N-tutorr events.

- It was subject to positive feedback and has been featured in print and online dissemination.

Irish Times Article

You All Write Journal

Number of students & staff impacted

Partners	5 students / 8 staff
Benefitted to date	100 students / 10 staff
Projected to benefit in 1-3 years	20 students / 400 staff

Key Insights

Benefits to Students

- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Critical thinking
- Enhanced Active listening
- Increased supports for mental health;

Benefits to Staff

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university

What was the most meaningful benefit?

"I think that the impact of being able to give students physical copies of the journal has been the most meaningful as this has allowed me to give students a tangible resource which they can choose to use....Copies of the journal was made available to the MTU counselling service and the MTUSU, who keep copies for distribution to students on an ongoing basis. The journal was also disseminated to PCHEI - the Representative body for higher education student counselling services - and was featured in mainstream media."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Try to give yourself enough time to deal with the administrative aspects of the project. In particular, spending the money can require time to deal with lots of administration.
2. Know who you need to talk to (in your university) to get things done. There are very often specific individuals who will be able to help you with e.g. administration, finance, contact with students, HEI marketing, etc. If you know who you should be asking, it helps to get things done quicker.
3. Take whatever help is on offer. People are often very happy and willing to help. And if they can't they often know someone who can. So don't be afraid to ask.

See Me, Be Me': A Paradigm for a Student-Led Transformation of the Digital and Built Environment

Technological University Dublin

Equality, Diversity and Inclusion

Fellowship Project Context   *Project Lead is underlined*

- **Student partner(s):** Chloe Hermosisima, Marco Nocerino, Chidinma Iwabe, Doris Drazenovic, Eoghan Coughlan, Liliana Sztuposzki, Mari-Perla Biansumba, Sara Hanschuh, Lucas Connors, Karla Davila Kenny, James Monteroyo
- **Staff partner(s):** Geraldine Mitchell, Brónach Gollogly

Keyword(s):
Heritage, e-boards

Resource category:
Digital resources & platforms

Number of students & staff impacted

Partners — 6 students / 2 staff

Benefitted to date — 6 students / 4 staff

Projected to benefit in 1-3 years

Produced outputs are permanent displays on campus so will benefit students & staff

Fellowship Project Description

Aim   Promote and celebrate the distinct identities among students in TU Dublin.

Key activities

- Students created sustainable material/outputs that would benefit all partners in TU Dublin, through visual representation and expression of their cross- and intercultural heritage and identity.
- This was designed to complement existing EDI strategies, practices and programmes in TU Dublin, help further the goal to establish an operational 'equality mindset' across the university and assist the transformation of the learning environment.

" Our intention was to celebrate and foreground their cultural and linguistic identity in a meaningful way both in the built and digital campus environment. "

Outputs & Outcomes

- Five framed posters which reflect an amalgam of the digital outputs have been installed on the Tallaght campus.
- A bank of sustainable digital materials has been displayed throughout the academic year, and potentially this could be shared across TU Dublin and to the wider TU community.
- Three pull-up banners are also permanently displayed on all three TU Dublin campuses.
- We hope that these contributing towards creating a more robust operational 'equality mindset' across the university and in this way assist the transformation of the learning environment for students of diverse cultural backgrounds.

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Communication skills
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Active learning, Organisation, Time management

Additional benefits to Students

- Increased motivation for learning

What was the most meaningful benefit?

" The student experience and their willingness to now share vignettes about their cultural and linguistic heritage. The project appears to have engendered a sense of pride and confidence among this cohort. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Identify a strong cohort of students willing to participate and persevere.
2. Ensure that your staff partner and you are on the same page.
3. Stick rigidly to timelines.

Sense of Self: Student-Informed Self-Regulation Programme

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh

Atlantic Technological University

Fellowship Project Context
Project Leads are underlined

- **Student partner(s):** [1]Jamie Clarke, [1]Liam Coulson, [1]Rye Daly (Ryan), [1]Kate Dowling, [2]Maria Casey, [2]Jennifer Fitzgerald, [1]Racheal O Toole, [2]Ryan Dempsey
- **Staff partner(s):** [1]Shelley Brady, [1]Catriona Fahey

[1]Active partner, [2]Previously involved.

Keyword(s):
Framework, self-regulation

Resource category:
Guidelines & Toolkits

Number of students & staff impacted

Partners		5 students 2 staff
Benefitted to date		25 students 3 staff
Projected to benefit in 1-3 years		100 students 0* staff

*Student-specific resource

Fellowship Project Description

Aim
To create an adult appropriate self-regulation programme to support student success emotionally, motivationally, socially and academically.

Key activities

- Collaborated with students to design a self-regulation framework for young adults.
- Provided a series of workshops to educate students on self-regulation and the nervous system.
- Students actively monitored and recorded their regulation over 8 weeks and engaged in an interview to drill down on their experience.
- Collected information was used to guide the development of the Sense of Self framework.

Outputs & Outcomes

- Co-created a new Sense of Self framework to educate students on self-regulation and the nervous system.
- Co-produced a workbook which uses terminology and strategies that are age appropriate for students at higher education institutions.
- Students identified strategies to meet their unique nervous system needs in various states and help to main regulation.
- "Since implementing these strategies in their day students have reported feeling empowered, more aware of their emotional and functional needs and empowered to take control of their life."

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Gained communication skills

Benefits to Staff

- Enhanced engagement
- Increased sense of belonging to university/discipline/community
- Material gains e.g. co-author of publications, development of new materials etc.
- Gained teamwork skills

What was the most meaningful benefit?

"
The engagement of the students. Once the students commenced this piece of work and allowed themselves to engage the impact was immediate. Their whole world was making sense... Their posture changed, they took ownership of their emotional needs and found their true identity.
"

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Identify the steps of your project
2. Identify achievements dates
3. Ensure you communicate with your team

SETU Includes U: 'Facilitating Friendships' Induction for Year I Students

South East Technological University

Equality, Diversity and Inclusion

Fellowship Project Context   *Project Lead is underlined*

- **Student partner(s):** Christopher Bazando, Jordan Malone O Brien, Aoife Dempsey, Karolina Griscenkovaite
- **Staff partner(s):** Ruth Maher, Claire O'Gorman, Jamie Hurley

Keyword(s):
EDI initiative

Resource category:
Events & workshops

Fellowship Project Description

Aims

Co-develop and facilitate an induction programme that creates a safe and fun space for facilitating friendships for new entrants on all undergraduate programmes to address issues of isolation reported by students from minority groups.

Key activities

- The project team communicated openly in a series of student-led team meetings to achieve the project deliverables.
- Co-facilitated a one-day induction to enhance student experience and foster an inclusive culture.
- Co-designed a sustainable framework for an induction programme for year 1 students, led by Year 3 students.
- Empowered student partners disseminated the project outputs at conference level and to the wider Higher Education community.

Outputs & Outcomes

- We embedded management and leadership of this by Year 3 students within the curriculum at modular level:
  - Seminar time was given to supporting students to work in groups to develop and apply generic management and leadership skills to a 'real world' scenario.
  - Assessment included a final presentation based on the induction day plan.
- The induction can be replicated across all undergraduate departmental programmes.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

"Include students and encourage their participation. Value their input, give them praise. Stipends are necessary as these students are under time/financial constraints."

Tips for effective partnership

Navigate power differentials: Perceived power differentials was offset by encouraging students to take a lead role in discussions, thereby nurturing a genuine sense of belonging. This discourse was then role modeled for incoming students, leading to meaningful engagement that nurtures the growth of authentic friendships.
Ensure a gender/ethnicity balance: To ensure the variety of lived experiences are captured in the design of the induction day framework.

Number of students & staff impacted

Partners		4 students 3 staff
Benefitted to date		174 students 20 staff
Projected to benefit in 1-3 years		160 students 20 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced collaboration beyond the university
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management and Writing/Literacy

Additional benefits to Students

- Increased motivation for learning

What was the most meaningful benefit?

"The benefits of student staff partnerships...It was a great experience and the benefits won't end here but they will go on into the future for the fellowship team and also for the wider cohort of students in our department and perhaps externally.

Student Staff Partnership: Co-Designing LGBTQ+ Assets as Situated Practice

Technological University of the Shannon

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Niamh Twomey, Laureline (Charlie) Yris, AJ Shipley
- **Staff partner(s):** Gianna Tomasso, Glen O'Sullivan

Keyword(s):
Extra-curricular, LGBTQI community

Resource category:
Digital resources & platforms

Number of students & staff impacted

Partners		7 students 2 staff
Benefitted to date		40 students 4 staff
Projected to benefit in 1-3 years		600 students 60 staff

Fellowship Project Description

Aim
Support LGBTQI+ community by fostering friendly relationship between staff and students regardless of their background.

Background

- Through collaboration with LSAD's MA Interdisciplinary Design students, lecturers, and wider authorities we sought to further embed EDI within our situated Practice 10 Credit Level 9 module for the benefit of both staff and students across all TUS campuses. This was the third year module with the EDI focus.

Read our prior work:
Addressing Equality, Diversity and Inclusion with design and microlearning

Outputs & Outcomes

- We embedded EDI principles into Level 9 Module.
- We co-developed digital and physical resources, including digital learning material and LGBTQI+ Ally Desk Flag.
- We presented a poster at HSE Caring with Pride conference.
- We sought to bring allyship to the fore through design, working in staff student partnership to develop a number of designed outputs.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Enhanced Creativity
- Enhanced Critical thinking

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Teamwork
- Enhanced Creativity
- Enhanced Organisation skills

What was the most meaningful benefit?

" The development of durational modules which have directly been inspired by the project and the creativity that can be harnessed within instructional design for behaviour change with a focus on EDI. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Don't under estimate the workload if in full time teaching role. This has to be considered in future.
2. Don't over estimate the students commitment to the projects as they may be transient (international).
3. That working with amazing admin like Raquel Cox makes projects like this much easier (and actually made me change my mind on working on funded projects after previous bad experience with procurement in unrelated projects).

Supporting Black and Brown Female Social Care Students

South East Technological University

Equality, Diversity and Inclusion

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Eunice Urhie, Helen Agboola, Matunrayo Olawale, Kehinde Saka, Miracle Togetherness, Abimbola Akinduro, Rita Olumide, Mariam Mustapha, Tiwonge Mafeni, Christiana Ajala, Mariam Bello
- **Staff partner(s):** Eileen Farrell, Maeve Doyle, Noelle Reilly, Wioletta Jacob

Keyword(s):
EDI initiative, Racial justice

Resource category:
Events & Workshops

Number of students & staff impacted

Partners — 9 students / 4 staff

Benefitted to date — 90 students / 9 staff

Fellowship Project Description

Aim

To directly support and improve the experience of Black and Brown female student who are registered on the Level 7 and Level 8 programmes in professional social care practice.

Key activities

- Four bespoke workshops were delivered to students.
- Further workshops on racial justice development were also delivered in May 2024 to the Social Care Academic Team (Kilkenny Rd. Campus) and to our Community Partners/ Practice Placement tutors.
- Five of the student partners presented at the Social Care Ireland Conference in Cork on the 10th of April, they also attended the N-TUTORR showcase in Croke Park on the 17th of April.

Outputs & Outcomes

- Improved learner experience
- Developed a brave space for students to discuss the impact of racism in social care education and practice.
- Provided an opportunity for students to influence curriculum development.
- Engage with and support our community partners (the practice placement tutors) in promoting a diverse and inclusive learning environment.

Key Insights

Benefits to Students

- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork and Leadership

Benefits to Staff

- Enhanced skills in Teamwork, Leadership, Creativity, Critical thinking, Organisation

What was the most meaningful benefit?

"Building the confidence of the students."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Start the project early.
2. To not underestimate the time involved.
3. Even a small project like this can have a big impact and can provide a springboard to developing the initiative further.

Supporting Travellers in Higher Education

South East Technological University

Fellowship Project Context *Project Lead is <u>underlined</u>*

- **Student partner(s):** 18 Students
- **Staff partner(s):** <u>Nicola McEntee</u>, Rosemary Flynn

Keyword(s):
Community engagement, Outreach

Resource category:
Events & Workshops

Number of students & staff impacted

Partners — 18 students / 2 staff

Benefitted to date — 6 students / 2 staff

Fellowship Project Description

Aims
To support members of the Travelling Community to complete a Level 6 Certificate in Learning to Learn at Third Level.

Key activities

- Through student-staff partnership, we provided facilitated study sessions at the Forward Steps Family Resource Centre to support learners from the Travelling Community to complete their course work.

- We sought to provide a safe, facilitated space to support students in completing their academic assignments.

- The fellowship also funded a ceremony to award the learners their certificates with individual photographs to remember the day.

Outputs & Outcomes

- This project supported 6 members of the Travelling community to engage in Higher Education and complete a certificate course.

- This demonstrates the accessibility of Third Level Education opportunities for an underrepresented community.

- We also identified the need for an IT course for this learner cohort - the Forward Steps Family Resource center have planned to provide this to overcome this barrier in accessing higher education opportunities.

Find out more:
<u>SETU's Learning to Learn Certificate</u>

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Problem solving, Critical thinking, Organisation, Active listening, Writing/Literacy, Time management, Creativity

Benefits to Staff

- Enhanced collaboration beyond the university
- Enhanced Creativity
- Enhanced skills Problem solving, Critical thinking and Leadership

What was the most meaningful benefit?

" Enhanced collaboration with members of the Travelling community. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Ensure prospective participants have completed pre - development courses and are ready to engage in learning.

The Development of Educational Resources to Enhance the Support of Female Athletes

Technological University of the Shannon

Equality, Diversity and Inclusion

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Sports Science with Exercise Physiology Y2 (20 students)
- **Staff partner(s):** Niamh Ní Chéilleachair, Ciarán O Cathain, Aoife Lane

Keyword(s):
STEM, Sport science

Resource category:
Digital resources & platforms

Number of students & staff impacted

Partners		20 students 3 staff
Benefitted to date		20 students 3 staff
Projected to benefit in 1-3 years		25 students 2 staff

Fellowship Project Description

Aim
Digitise evidence-based educational material relating to female reproductive science

Background

- As female participation in sport and exercise continues to grow, sports scientists play a significant role in supporting female athletes health and well-being.

- In partnership with students, we co-created educational resources that can play a key role in preparing future practitioners and academics to work with and support the female sporting population.

- We believe the project can have a direct impact on the transferable skills of students, such as digital skills and communication.

Outputs & Outcomes

- Development of digital resources including the educational material on key aspects relating to the female athlete.
- Enhanced digital skills and competencies of students and staff
- Female athlete seminar day was held.

Female athlete toolkit

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Communication skills
- Enhanced Creativity
- Enhanced digital skills

Benefits to Staff

- Enhanced engagement;
- Increased motivation for learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Creativity

What was the most meaningful benefit?

" The "material gains" was the most meaningful impact. As part of this project we created a series of infographics and a booklet called the "Female Athlete Toolkit" based on unique aspects of female physiology. These resources include information for female athletes and coaches and practitioners working with females athletes on topics such as the menstrual cycle, hormonal contraception and breast health. "

Actionable Strategies

Challenges and Solutions

Challenge: Engagement - at times it is difficult to engage and motivate students. **Solution:** We identified a number of students who were very keen and worked closely with them to champion the project among the full cohort and reminded them of the benefits of the project.

Challenge: Time - the project was time intensive. **Solution:** Focus was placed on a number of resources being produced.

What lessons would you share with others embarking on a student-staff partnership project?

1. Consider student engagement and ways that students can be encouraged to engage meaningfully in the project.
2. Consider the time constraints carefully.
3. Engage with people outside of your own working circle who can bring additional expertise and skills.

TUS WeWrite!

Technological University of the Shannon

TUS

Fellowship Project Context
Project Lead is underlined

- Student partner(s): [2]TUS postgraduate research students (5 students), [1]Aoife Ryan, [1]Claudine Donnellan
- Staff partner(s): [1]Jennifer Moran Stritch, [2]Research-active staff (14 staff partners), [1]Derek McInerney, [1]Valerie Noonan, [1]Fiona Quill, [1]Ruth Duignan, [1]Jackie Kearney, [1]Katrin Weittenhiller, [1]Mary Pidgeon, [1]Billy Madden, [1]Sarah O'Toole, [1]Rebecca O'Donoghue

[1]Active partner, [2]Previously involved.

Keyword(s):
Community engagement, Writing

Resource category:
Events & Workshops

Fellowship Project Description

Aim
Facilitate weekly virtual writing sessions for research postgraduates and TUS academic, technical and support staff.

Key activities

- May 2023: Participant recruitment.
- Sep 2023– Mar 2024: Weekly two hour online writing sessions on Teams; participants attended a day or evening session or both if desired.
- Sep 2023 and Jan 2023: Two intensive writing support workshops focusing on cognitive behavioural coaching and group teambuilding to form a supportive writing community.
- Apr 2024: Concluding in-person workshop/celebration.
- Participants are now encouraged to organise/facilitate/promote the WEWRITE! strategy in their individual departments and faculties where indicated.

> The most important aspect for me has been the structure that it provided to me to just write. Not just think about what I have been reading but to write. I have received positive feedback from supervisors, collaborators etc.
> *Participant quote*

Outputs & Outcomes

- Increased resilience and productivity in academic writing and publishing
- Enhanced ability in identifying and eliminating personal habits that lead to procrastination and low productivity in academic writing.
- Improved time and stress management
- Greater insight into imposter syndrome and self-sabotaging behaviours with improved capacity to address these issues.
- Significant increase in participant awareness of the need for emotional self-care in academia.
- Increased feelings of social connection with other participants.
- Improved confidence in individual writing ability, which was evidenced by reports of positive feedback from PhD supervisors to TUS WEWRITE! participants.

TUS WEWRITE!

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Be patient when communicating with others, waiting for email responses, etc.
2. Think creatively about how a programme can be implemented
3. Don't be afraid to ask for help!

Number of students & staff impacted

Partners		11 students 8 staff
Benefitted to date		22 students 20 staff
Projected to benefit in 1-3 years		50 students 50 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication skills, Problem solving, Creativity, Organisation, Time management, Writing/Literacy
- Enhanced sense of identity as academic writers

What was the most meaningful benefit?

> The creation of a community, almost entirely online, of postgrad research students and staff who would not normally come into contact with each other because they are working and studying in different disciplines and campuses. I also found the participation of non-academic (non-teaching) staff and their contributions really impactful. This is often an overlooked part of our university community, and I'm very proud of the fact that TUS WEWRITE was inclusive in this way.

Digital Transformation in Teaching and Learning

Transforming Learning

A Collaborative and Inclusive Hybrid Workspace for Agile Teams

Technological University of the Shannon

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** MSc. in Applied Software Engineering 23/24 (25 students)
- **Staff partner(s):** Mary Giblin, Karol Fitzgerald, Sheila Fallon

Keyword(s):
Inside spaces

Resource category:
Physical space & resources

Fellowship Project Description

Aim Provide a hybrid workspace for software engineering students that allows learners to collaborate on group activities in a more inclusive hybrid environment irrespective of their physical location.

Background

- Provisioned and configured hybrid workspace which consists of 65 inch Newline Lyra Touch Screen, Yealink Uvc 40 smart camera with motorised trolly mount in W301.
- Collected data regarding software engineering and views on collaborative workspaces.
- Ran a project launch with hybrid teamwork activity and workshop with workshop leader based in Ibiza.
- Students worked on collaborative activities e.g pair programming. They compared face-to-face activities with hybrid approach.

Outputs & Outcomes

- Software engineering students now have a suitable hybrid workspaces which enables greater flexibility for students to accommodate their schedules and individual needs.

- We plan to produce a strategy document on hybrid environment for agile student teams.

- We presented the project at Open Education Research Conference 2024.

Read our conference abstract:

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Critically evaluate your activities/direction as you progress.
2. Be open to changing direction/activities as the project progresses. This can be difficult due to the short timeframe and the deadlines to provision of the resources.
3. Be mindful of students time and have activities part of curriculum and assessment.

Number of students & staff impacted

Partners		25 students 3 staff
Benefitted to date		25 students 5 staff
Projected to benefit in 1-3 years		25 students 5 staff

Key Insights

Benefits to Students

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced skills in Communication and Teamwork

Benefits to Staff

- Enhanced engagement
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Teamwork
- Increased value of understanding in teaching and learning
- Enhanced collaboration beyond the university

What was the most meaningful benefit?

" Enhanced collaboration within the university. Students were able to use the digital technology in the planning & monitoring and especially in the presentation of their projects. "

A Digital Careers Information and Resources Screen

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh

Atlantic Technological University

Digital Transformation in Teaching and Learning

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Erica Odeje, Christoph Brink, Ontiretse Ishmael
- **Staff partner(s):** Fiona O'Donnell, Sally Reidy
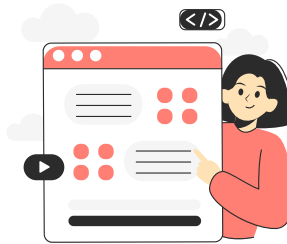
Keyword(s):
Career e-learning

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim
Enhance student engagement with the Careers Service through a digital screen that provides information in relation to careers events, resources, job and placement opportunities, employer engagement and support services.

Key activities

- Students were actively engaged in developing content and resources, through self-directive learning and worked collaboratively with staff in developing digital resources to enhance the channels of communication.

- Students provided valuable suggestions in relation to the type of screen to get and research on possible technical issues with a touch screen.

- Co-created content for the digital screen, training on the digital signage box software, and marketing the screen once live.

Outputs & Outcomes

- Students had the opportunity to develop skills such as leadership, creativity, time management, research, communication, marketing. It will also enhance the students CV.

- Co-created a centralised digital information screen, whereby all students access information in relation to Careers Events, Resources, Job and Placement Opportunities, Employer Engagement and support services.

- Future plans to disseminate lessons learnt, the importance of research, particularly in deciding on the type of screen to use.

Number of students & staff impacted

Partners		2 students 2 staff
Benefitted to date		57 students 1 staff
Projected to benefit in 1-3 years		57 students 2 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication skills, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active Listening, Time management and Writing/Literacy

What was the most meaningful benefit?

> The most meaningful impact of the partnership so far was collaboration with students and staff and other projects. This was meaningful because it allowed for the sharing of ideas, and improved students skills such as communication, teamwork, creativity, providing feedback. Collaboration also gave us exposure to the N-TUTORR national project and its impact on transforming the student experience. Also, developing relationships/friendships has had a meaningful impact.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Be prepared to be adaptable in terms of timelines, supplier delays, team members.
2. Do research particularly in relation to technical related projects.
3. Ask questions! It was very beneficial to have met with computer services and colleagues in the international office who had purchased a similar screen and get their advice and feedback.

Co-creation of Exemplars for Authentic Placement Interview Assessments

Munster Technological University

Digital Transformation in Teaching and Learning

Fellowship Project Context

Project Leads are <u>underlined</u>

- **Student partner(s):** Aoife Harte, Hollie Forde, Harry Buskiewicz, Rebecca Walsh, Darragh O'Leary
- **Staff partner(s):** <u>Denise McSweeney</u>, <u>Catherine Murphy</u>, Caitriona Horgan, Shane Cronin

Keyword(s):
Career e-learning

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Co- develop a series of placement interview exemplars.

> Exemplars provide samples of what performing a task well and not so well would look like. They allow educators to show examples of quality work and can be constructed from previous student work, current student work or created by teaching staff.

Key activities

- Involved a partnership of staff and six students from the MTU Business Information Systems programme, the careers service and Technology Enhanced Learning department.
- Students were recorded simulating being in a mock interview, roles playing as job candidates, answering common interview questions. These exemplars will allow students to see what samples of performing an interview both proficiently and unsatisfactorily would look like.
- Students scripted answers under the supervision of the academic staff.
- Students organised the logistics and resources of video production.

Outputs & Outcomes

- By creating a reusable learning resource it means that future students can continue to benefit into the future.
- The project deliverable was shown to Year 2 BIS class who were preparing for placement. They were asked to critique each video.
- When surveyed post workshop, students noted a marked improvement in confidence levels in understanding the requirements and expectations for successful placement interviews.
- The co-creation of exemplars project has enhanced the learning outcomes of both themselves and others.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Allow plenty of time and have a back up plan.

Number of students & staff impacted

Partners		4 students 5 staff
Benefitted to date		60 students 6 staff
Projected to benefit in 1-3 years		100 students 10 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management, Writing/Literacy

Additional benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement

What was the most meaningful benefit?

> Improved confidence in students' levels of preparedness for placement interviews. Most students have never had a formal interview and can be extremely nervous so anything that will help alleviate this anxiety is a win.

Development of a Digital Badge in Animal Cell Culture

Atlantic Technological University

Digital Transformation in Teaching and Learning

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Pooja Verma, Helen Herbert, Kris Odowd, Christopher Golden
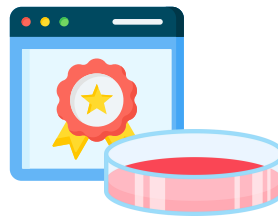- **Staff partner(s):** <u>Roisin Atcheson</u>, <u>Eva Campion</u>, Tony McCabe, Siobhan Oconnor

Keyword(s):
Digital badge, STEM

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim
Develop a digital badge to educate students in core skills essential in a cell culture laboratory.

Key activities

- Co-designed the content of the badge which focuses on several key cell culture skills: aseptic technique, cell health analysis, cell counting and cell passaging as well as equipment used in cell culture and animal cell waste disposal.
- Integrated the badge into moodle VLE.
- Ran a pilot study and evaluated the impact of the digital badge on student learning.

Outputs & Outcomes

- Learners demonstrated an increase in confidence in cell culture practices and core skills.
- 100% of learners indicated badge increased learning experience.
- 94% of learners indicated badge had a positive impact on their motivation and enthusiasm for cell culture.
- A manuscript describing the pilot is in preparation.
- Presented <u>poster</u> at N-TUTORR National showcase April '24.

Actionable Strategies

Challenges & Solutions

Challenge: Given their primary responsibilities, non-academic and academic staff faced time constraints when taking on additional leadership roles in project management and content creation.

Solution: In order to balance regular duties with the work needed as part of this project a substantial part of this project was undertaken during the summer months. This also ensured easy access to equipment and resources needed as they were not tied up in teaching practicals during this time.

What lessons would you share with others embarking on a student-staff partnership project?

1. Develop adaptable and scalable project plans that can adjust to changing circumstances and resources.

2. Be more realistic about what can be achieved within a given timeframe -this project was a huge undertaking and a longer window for creation may have been more realistic.

Number of students & staff impacted

Partners		4 students 4 staff
Benefitted to date		30 students 6 staff
Projected to benefit in 1-3 years		60 students 6 staff

Key Insights

Benefits to Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Organisation, Time Management

Additional benefits for Staff

- Enhanced skills in Leadership, Creativity, Writing/Literacy

What was the most meaningful benefit?

" Empowering non-academic staff to take leadership roles in designing educational content and leading resource development. Non-academic staff often bring different viewpoints, skills and experiences to the table, which can enrich educational content. This approach fosters a more inclusive, innovative, and collaborative institutional culture. This can significantly improve the effectiveness of educational programs and the efficiency of resource utilisation, ultimately benefiting students, staff and the college as a whole. "

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Development of a Multi-Campus, Multi-Modal Extended Induction Programme

Technological University Dublin

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Eric Peakin, Marco Nocerino
- **Staff partner(s):** Ciarán O'Leary, Melvin Bendera, Marie Brennan, Patricia Magee, Tania Malik, Paul Molloy, Keith Nolan, Tom Nolan, John O'Carroll, Mariana Rocha

Keyword(s):
Induction, Computing

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim
Design an extended induction programme to run online for students in the Faculty of Computing, Digital and Data.

Number of students & staff impacted

Partners		3 students 2 staff
Benefitted to date		600 students 20 staff
Projected to benefit in 1-3 years		600 students 20 staff

Key Insights

Benefits to Students

- Increased motivation for learning
- Enhanced engagement
- Enhanced collaboration within the university
- Enhanced Leadership skills

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced Teamwork

Background

- Extended Induction is recognised as best practice for managing the transition of students into the tertiary learning environment.
- The College of Sciences and Health in TU Dublin ran a high-quality on-campus Extended Induction programme for seven years.
- Building on the Sciences and Health model, the Faculty developed an Extended Induction programme to meet its specific requirements and draw on its digital talents and priorities.

Key activities & Outputs

- Student partners created video recordings to showcase the services and supports available to students across the three campuses.
- For each of the first five weeks of their programme, a selection of videos were shared with first year students. The students then answered quiz questions based on the video content, and carried out an on-campus tasks such as taking a photographs of the location of a service on their campus.
- Future versions of Extended Induction will continue to make use of the digital content developed, but it will be supported by further on-campus events to enable a social dimension.

What was the most meaningful benefit?

" Leadership demonstrated by student partners...The resources developed can continue to be used for future years, so the impact will be ongoing. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

- Give students opportunities to lead on aspects of the project.
- Recognise the pressures students are often under.
- Focus on clear outcomes.

Digital Onboarding Process

Munster Technological University

Digital Transformation in Teaching and Learning

MTU — Ollscoil Teicneolaíochta na Mumhan / Munster Technological University

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Monika Dukarska, River James
- **Staff partner(s):** <u>Laura Rafferty</u>, Susan Horgan, Colin O'Brien

Keyword(s):
Virtual environments

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim

Migrate a lot of the onboarding information online and create digital training resources within the Virtual Learning Environment (VLE) Canvas.

> " The VLE is an 'online hub' for students. It is very important for us to not fit everyone into the same metaphorical box, we are aiming to offer inclusive adaptable solutions for students based on their own varied abilities. "

Key activities

- To understand the existing challenges, we conducted focus groups spanning various schools and departments.
- Feedback revealed two common concerns.
  - Lack of a centralised information hub
  - Difficulty locating content within Canvas modules
- These were addressed in the new onboarding system (see outputs).
- Worked with computer services to develop better messages on Canva login screen.
- Students that completed the onboarding process were awarded a digital badge.

Outputs & Outcomes

- **Student information centre:** The development of a Canvas module titled 'Student Information Centre' aims to centralise information from a variety of sources into one module. By consolidating this information, students will benefit from streamlined access, thereby minimising potential frustrations encountered during induction process. The scheduled launch of this is Academic Year 2024.
- **Integration of Atomic search:** will commence in Academic Year 2024 for a 6 month trial period. This integration will add a search feature directly into the Canvas dashboard and modules page, offering students a streamlined and efficient means of finding relevant content.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Understand the policies and procedures you will have to follow prior to beginning the project.
2. Don't be afraid to include students, they have a lot of valuable input.

Number of students & staff impacted

Partners — 3 students / 2 staff

Projected to benefit in 1-3 years — 1750 students / 150 staff

Key Insights

Benefits to Students

- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication & Time management

Benefits to Staff

- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced engagement
- Enhanced Communication skills

What was the most meaningful benefit?

> " The development of the Canvas module titled 'Student Information Centre' has centralised information from a variety of sources into one module. In many occasions we are simply linking to other modules but students should be able to find everything within the one module. This is the most meaningful as students very clearly told us that this was a big frustration. "

Digitalised Videos for Patient Rehabilitation

Technological University of the Shannon

Digital Transformation in Teaching and Learning

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Year 3 Athletic Rehabilitation Therapy students (22 students)
- **Staff partner(s):** Lynn Allen, Michael O Donohoue, Marese Gilhooley, Anna Postawa, Chris Coombs

Keyword(s):
STEM, Videos

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Co-create and produce a digital suite of exercise prescription videos that student therapists and clinicians can use with their patients.

Key activities

- Students and staff in our Student Led Clinic volunteered to be actively involved in demonstrating and recording of exercise prescription videos, devising an instruction guide for both demonstration of videos and voice over.
- Students took an active role in demonstrating and recording the exercise prescription videos, while staff reviewed and edited the final videos.
- This allowed both students and staff to have a voice and visibility within our program and module, embedding a culture of student centredness and inclusivity, through a sustainable and novel way of teaching and learning.

Outputs & Outcomes

- A small repository of exercise videos were developed to enhance our student led clinic (START) day to day practice.
- Fewer videos than originally anticipated were produced due to time constraints of both students and staff and the development of the videos is labour intensive.
- Future development of much more digitalised videos for patients, covering more anatomical and injury specific videos, even including promotion and marketing of our clinic.

> " We anticipate that the video content and repository will enhance the student led clinic day to day practice greatly, where staff and students will be able to provide specific, individualised rehabilitation exercises for all potential anatomical and pathological conditions in a very time efficient way, allowing for optimal use of consultation time with the patient. "

Number of students & staff impacted

Partners		15 students 4 staff
Benefitted to date		100 students 5 staff
Projected to benefit in 1-3 years		100 students 9 staff

Key Insights

Benefits to Students

- Enhanced skills in Communication, Leadership, Teamwork, Organisation

Benefits to Staff

- Increased value of understanding in teaching and learning
- Enhanced skills in Organisation, Time management, Teamwork, Communication and Leadership
- Enhanced engagement
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.

What was the most meaningful benefit?

> " The development of how to produce good quality exercise videos to enhance our student led clinic (START) day to day practice. Now, patients can be given bespoke videos of how to do some basic rehabilitative exercises and not relying on Youtube in which the exercises may not be suitable for the patient, during that time of their recovery and rehabilitation. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Time for students and staff during the academic year is very constrained - being mindful of that as this is an extra piece of additional work to be completed.
2. Being mindful of the size of the project and your aims - time and resources effect this (not being too ambitious).
3. Need motivated and engaged stakeholders (both staff and students) willing to commit to this project.

Digital Transformation of Student Communication Through Discord

Technological University of the Shannon

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Alexander Ciszewicz, Denis Hardi, Dylan Pearson
- **Staff partner(s):** Mairead Dennehy

Keyword(s):
Virtual environments

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim

Provide a safe and inclusive digital space where students can communicate about college and societies that can link with TUS supports and the TUS Students' Union.

Key activities

- In this project we have decided to face the issue of miscommunication between college staff, class representatives, and corresponding college supports. To combat this issue, we began by asking the question of ' what is the most convenient, informative, and readily available platform we can work with?'
- Our goal was to achieve as much student engagement with our project alongside improving student security.
- After researching the possible media which student and staff could use to communicate in a controlled environment, we decided that 'Discord' would be the best fit for the project.

Outputs & Outcomes

- Our Discord project empowers students to take control of their learning journey, fostering a supportive and collaborative environment where they can thrive academically and personally.
- Discord serves as a dynamic hub for student collaboration and knowledge sharing.
- By providing a centralized platform, we facilitate seamless communication among students, fostering a sense of community and belonging.
- This digital space enables students to easily connect with peers, share resources, and engage in discussions related to their coursework and academic interests.

TUS students: Join our Discord!

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

To never give up despite the difficulties, to always try new methods of building engagement, and to always ask for feedback.

Number of students & staff impacted

Partners		3 students 1 staff
Benefitted to date		469 students 4 staff
Projected to benefit in 1-3 years		1500 students 40 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation Ted Critical thinking, Time management

Benefits to Staff

- Enhanced engagement
- Enhanced skills in Communication, Creativity, Teamwork, Time management

What was the most meaningful benefit?

"
The partnership provided our project with a great degree of exposure and support.
This is meaningful to us as our project centres around building digital engagement.
"

Digital Transformation in Teaching of Forensic and Clinical Toxicology in Authentic Casework Utilising Community Based Learning and Universal Design for Learning Pedagogies

Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Aoife Brennan Grennan, Joshua Gallon
- **Staff partner(s):** Geraldine Dowling

Keyword(s):
Professional networking, Forensics

Resource category:
Events & Workshops

Fellowship Project Description

Aim

Bridge the gap before graduation for ATU students working on authentic casework with forensic and clinical toxicology practitioners globally allowing access to technologies/samples at these sites remotely through Community Based Learning (CBL) pedagogy.

Key activities

- Forensics students worked on authentic forensic cases (>6000) remotely from international sites on selected drugs in driving cases using data from analytical instrumentation not available in ATU.
- Students partnered with practitioners in a crime lab in The United States and at a hospital in Switzerland.
- Three modules in an undergraduate accredited forensics program (>17 students in Analytical Toxicology and >50 students in Forensic Science 1 and 2 students in Research Project modules) undertook research theses and coursework assignments.
- Students were involved in developing a website and a digital magazine template for an international clinical and forensic toxicology professional body.

Outputs & Outcomes

- Co-developed professional magazine and website for professional body utilising CBL and UDL pedagogies thus allows undergraduate students to work prior to graduation with global partner institutions and forensic and clinical practitioners. This is a first in forensics education!
- Planned presentation of posters at forensic toxicology conference and/or undergraduate research conference.
- Two undergraduate research theses completed.

Number of students & staff impacted

Partners		2 students 1 staff
Benefitted to date		57 students 1 staff
Projected to benefit in 1-3 years		57 students 2 staff

Key Insights

Benefits to Students

- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Enhanced skills in Communication, Leadership, Organisation, Active Listening and Time management

Benefits to Staff

- Enhanced collaboration beyond the university
- Increased sense of belonging to university/discipline/community
- Enhanced Creativity

What was the most meaningful benefit?

"There is a need to keep up to date with technologies used in clinical and forensic toxicology in the fields of forensic science and medicine. Forensic students worked on authentic forensic medical cases remotely using data from platforms not available in ATU...so it means students at undergraduate level have the chance to publish meaningful work at undergraduate level. Students get to work with multi-disiplinary teams of doctors, forensic and clinical practitioners early in career to identify if they would want to choose that career and develop graduate skills for the jobs market.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Work on improving Time management skills, Communication Skills and Networking skills.

Enhanced Multimedia Classroom

Technological University of the Shannon

Digital Transformation in Teaching and Learning

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Adeyemi James Afowowe, Rakesh Srivatsav Velluvayala
- **Staff partner(s):** David Leonard, Fiona McKie

Keyword(s):
Hybrid learning

Resource category:
Physical resources & facilities

Fellowship Project Description

Aim Connect more tangibly with remote learning students and to improve the options for engagement with content within the physical classroom.

Background

- We aimed to create a more inclusive hybrid learning environment that shifts emphasis from the current strategy of retention (passive) to participation (active).

- We wanted to create an inclusive experience so that students joining in remotely would feel on an equal par with those in the physical classroom.

Outputs & Outcomes

- Co-created a more equitable shared space for learning through the installation of multimedia equipment in the classroom:
1. SMART TV for classroom attendees to be always able to see and interact with the Teams user interface and participants.
2. Microphone to pick up the voices of students in class to be heard on Teams.
3. Speakers for students on Teams to vocally contribute in a seamless fashion.
4. Necessary wiring to tie everything together.
- Next year we intend to continue with the implementation of the multimedia classroom in the next academic year.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Reach out to University support staff
2. Listen to stakeholders
3. Believe in what you are doing

Number of students & staff impacted

Partners		2 student 2 staff
Benefitted to date		28 students 2 staff
Projected to benefit in 1-3 years		30 students 2 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased sense of belonging to university/discipline/community
- Enhanced Teamwork

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced Communication skills
- Enhanced Teamwork

What was the most meaningful benefit?

" It demonstrated that it is possible to move beyond the status quo and make things better for staff and students. "

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Enhancing Teamwork and Assessment using Tuckman's Model and SPARKPLUS

Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [2]Caren Karamagi, [2]Michael Vieira, [1]Christian Ethan Mugisa Karamagi, [1]Jia Chyen Queek, [1]Gearoid Costello, [1]Jamie Ladden
- **Staff partner(s):** [1]Cathal Geary

[1]Active partner, [2]Previously involved.

Keyword(s):
Assessment strategy

Resource category:
Guidelines & Toolkits

Fellowship Project Description

Aim Create a fairer team assessment framework by implementing Tuckman's model with self and peer review technology.

Key activities

- Targeting SDG 4. addressing quality education, we co-developed and piloted an assessment solution that combines Tuckman's theory with Self and Peer review technology (SPARKPLUS)

Tuckman's Model

- **Forming:** The team comes together and gets to know each other.
- **Storming**: Conflict and disagreements arise as team members establish their roles.
- **Norming**: The team starts to work together more effectively and establish norms.
- **Performing:** The team is fully functional and achieves its goals.

Outputs & Outcomes

- Improved team performance in group-based modules and an assessment structure which takes more into account than the just the students' perceived work.

- Better student team dynamics leading to better performance.

- Improved communication and feedback leading to increased fairness.

Number of students & staff impacted

Partners		2 students 5 staff
Benefitted to date		49 students 3 staff
Projected to benefit in 1-3 years		60 students 4 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Enhanced collaboration beyond the university
- Enhanced skills in Communication, Teamwork, Organisation, Time management, Active listening

Benefits to Staff
- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Increased value of understanding in teaching and learning

Actionable Strategies

Challenges & Solutions

Challenge: Student engagement was an initial issue; we had set up assignments for them to complete but a lot weren't doing them. **Solution:** We discussed with class reps and were able to determine that lack of engagement was due to communications being solely through email, which most students were not seeing due to the large amount of emails they were receiving. We took this to our partnered lecturers who agreed to put the future assessment notices as announcements on canvas. This ensured students would be able to see when an assignment was up.

What lessons would you share with others embarking on a student-staff partnership project?

1. Sometimes you have to pivot
2. It's all a learning experience
3. Make the most of the resources and connections

What was the most meaningful benefit?

" Students have a better understanding of teamwork due to feedback.

Students were able to discuss tough things better and deal with them. "

Digital Transformation in Teaching and Learning

Enhancing the Students Understanding and Differentiation of Traditional SEO Output Compared with Appropriated Prompt Chat GPT Output

Technological University of the Shannon

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** 9 students from the MSc in Digital Marketing Level 9 Y5
- **Staff partner(s):** Dr Aisling Keenan Gaylard

Keyword(s):
AI marketing

Resource category:
Innovating teaching

Fellowship Project Description

Aim
Enhance the student's digital transformation skills of AI in digital marketing. Students will learn the skill of interacting with AI through appropriate prompts with Chat GPT.

Key activities

- Students developed experience with using clear searchable skills with using strong prompts with Chat GPT for the purpose of achieving valuable content output.

- Students compared two methods to generate an SEO strategy: traditional tools to develop an SEO strategy versus using AI (Chat GPT and Jasper AI).

- Students then compared and contrasted the three different outputs and considered which was better, traditional or AI.

Outputs & Outcomes

- Students are more aware of emerging AI trends that is happening in digital marketing today and for the future which enhances their employability skills for the future workplace.

- Enhanced primarily problem solving and analytical skills with digital transformation of SEO traditional outputs compared to AI outputs.

- Students acknowledged the benefits of AI but trusted more the traditional marketing tools for SEO.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Give as much time for practical use of technology, giving the students tasks in groups helps creativity.
2. Setting goals and timelines for the students ensures project completion.
3. Lots of discussions in class, noting suggestions and ways to improve the project.

Number of students & staff impacted

Partners		12 students 1 staff
Benefitted to date		12 students 1 staff
Projected to benefit in 1-3 years		25 students 1 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Problem solving, Creativity, Critical thinking, Organisation, Leadership, Teamwork

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills Communication, Teamwork, Creativity, Critical thinking, Organisation, Writing/Literacy

What was the most meaningful benefit?

"
The most meaningful impact was giving the students time to run with ideas for the project, to test and interact with AI. Letting them be creative and problem solve, empowered them.
"

Evolution of Digital Technology in Dispensing Techniques for Pharmacy Technicians: MyDispense®

Technological University of the Shannon

TUS

Fellowship Project Context   *Project Lead is underlined*

- **Student partner(s):** Linards Urts, Zak Alahamd, Kirsty Fivey, Sarah O'Connell, Maria Hynes, Chantelle Middleton, RahimaKalsoom, Diana Akenbor
- **Staff partner(s):** <u>Diane Patterson</u>, Eileen Lane, Karen Mealiff, Gilberto Bezerra

Keyword(s):	**Resource category:**
Pharmacy simulation	Digital resources & platforms

Fellowship Project Description

Aim   Enhance the exposure of pharmacy technicians to using MyDispense®.

Background

- Digital Transformation in Teaching and Learning MyDispense® is an online pharmacy simulation that allows students to develop and practice their dispensing skills.
- Through highly interactive dispensing exercises, MyDispense® allows students to develop skills and confidence in safe, best-practice dispensing of pharmaceutical products.
- Students were involved in creating a pilot OTC activity for first years to complete in their responding to symptoms - constipation module.

Outputs & Outcomes

- Third year students co- created a pilot OTC activity for first year students to complete in their responding to symptoms - constipation module.
- Each student created examples related to the gastroenterology (G.I.) unit on MyDispense® by adding a product and selecting a patient on the virtual pharmacy shelf. They then generated scenarios with questions and answers.
- This resulted in repository of interactive learning experiences for students in first year.

Actionable Strategies

Challenges & Solutions

Challenge: Time constraints. **Solution:** Consider future work with another pharmacy education provider.

What lessons would you share with others embarking on a student-staff partnership project?

1. Record all activity
2. Set regular meetings
3. Let the students lead the project with your oversight as they are amazing

Number of students & staff impacted

Partners	8 students 10 staff
Benefitted to date	24 students 4 staff
Projected to benefit in 1-3 years	20 students 4 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Teamwork
- Enhanced Leadership skills
- Enhanced Creativity
- Enhanced Organisation skills
- Enhanced Time management
- Enhanced Writing / Literacy

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased sense of belonging to university/discipline/community
- Enhanced Leadership skills
- Enhanced Organisation skills
- Enhanced Critical thinking

What was the most meaningful benefit?

"Working with the students, seeing them anaylse the platform, watching them critique each others work in a positive and team building manner.

Fostering Student Engagement via Virtual Worlds

South East Technological University

Digital Transformation in Teaching and Learning

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Frank Donnellan, Caroline Daly, Daniel McGinley, Eoin Fennessy
- **Staff partner(s):** <u>Neill Wylie</u>, Christa de Brún, Colm Dunphy

Keyword(s):
Virtual environments

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Boost student engagement via construction of a virtual learning environment.

Key activities

- Investigated alternatives to Zoom and MS teams for a virtual community space.
- Piloted a virtual world named 'Gathertown' to enable students to co-create a social and learning space.
- Examined the user face, learning curve and accessibility of Gathertown.
- Collected feedback from participants.

Outputs & Outcomes

- Successfully piloted a virtual learning space 'Gathertown'
- Gathertown is primarily web-conference software but has the added component of allowing users to see the virtual "room" and ability to move around and interact with other participants.
- Enhanced student experience by providing an engaging alternative to the standard video conferencing tools.
- Feedback included:
  - "Engaging"
  - "Innovative"
  - "Felt Connected"
  - "Explorative nature was enjoyable"
  - "Less Screen Fatigue"
  - "Easy Access"
  - "Fun and different"

Actionable Strategies

Encountered Challenge

Getting buy-in from students due to time challenges.

Solution

Grow culture of student-staff partnership within the university.

What lessons would you share with others embarking on a student-staff partnership project?

1. Try to leverage existing relationships with students
2. Ensure expectations are managed carefully
3. Be aware of the pitfalls that occur when dealing with finance

Number of students & staff impacted

Partners — 4 students, 2 staff

Benefitted to date — 45 students, 10 staff

Projected to benefit in 1-3 years — 150 students, 30 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced Critical thinking

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced Teamwork
- Enhanced Creativity

What was the most meaningful benefit?

"Getting lecturers and students to see and understand the affordances of Gathertown was the most meaningful aspect of the project. The environment was used in 2 accredited postgraduate courses at SETU allowing staff and students from two disciplines to see the benefits of the environment. This has led to an increase in interest in the environment and I am happy to continue to work with staff and students as they explore the environment.

Digital Transformation in Teaching and Learning

Graduate Portal: Transforming Futures for Computing Students

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Minh Tran and Erica Odeje (students from B.Sc. in Computing & Digital Media Year 4)
- **Staff partner(s):** Annette Cosgrove

Keyword(s):
Career e-learning

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim

Equip our students with valuable tools and resources to enhance employability (e-portfolio tool, and tips) and inspire students with graduates' stories & inspirational projects (podcasts, courses, videos, and past project materials).

Key activities

- Collaborated to develop a student careers portal for Computing & Digital Media 4th year students and graduates to enhance employability.
- Designed the portal in SharePoint with 4 sections: (1) PebblePad e-portfolio tool, (2) podcast, 3) graduate resources and (4) career advice.
- Successfully integrated all objects in the portal.

Outputs & Outcomes

- Created a range of resources: PebblePad (e-portfolio tool), cv/interview tips, courses link, information about company hiring people in their field, past projects from the course, and a podcast where past-graduates talk about their industry experience.
- Students found the e-portfolio and podcast "super helpful" and reported that it helped them to prepare for job-hunting and interviews.
- Portal resources are forecasted to grow every year.
- Link to portal (ATU only): Graduate Portal

Number of students & staff impacted

Partners		2 students 1 staff
Benefitted to date		10 students 1 staff
Projected to benefit in 1-3 years		40 students 10 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Creativity & Organisation

Benefits to Staff

- Enhanced engagement
- Enhanced collaboration within the university
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Organisation, Communication, Teamwork & Leadership

Actionable Strategies

Challenges & Solutions

Challenge: The restriction of SharePoint. **Solution:** Found ways to achieve our goals within these constrainst; SharePoint is also light in terms of a user-interface and is easy to use across campus.

What lessons would you share with others embarking on a student-staff partnership project?

1. Be user-oriented
2. Work towards each goal one by one
3. Make sure every objective is meaningful to the end user

What was the most meaningful benefit?

"I think the most meaningful impact is the e-portfolio tool allowing Computing & Digital Media students to showcase their work effectively. I am using it and find it is very useful for people in my course.

Heuristic Learning Expedition (HLE)

Technological University Dublin

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** BA in International Hospitality and Management: 4th year Class of 2023/2024 (9 students)
- **Staff partner(s):** Owen McFadden, Aine Conaghan

Keyword(s):
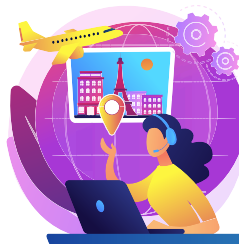Big Day Events, Tourism Expedition

Resource category:
Events & Workshops

Fellowship Project Description

Aim

Plan and execute a Heuristic Learning Expedition for the fourth year group in the B.A. in International Hospitality and Tourism Management.

Key activities

- Students developed competing HLE itineraries that would facilitate peer bonding, digital content creation, and anxiety/stress release and provide students with the opportunity to get first-hand experience of Tourism & Hospitality principles.
- The winning venture focused on a variety of aspects including finance, transport, culture and digital outputs.
- Students successfully planned the expedition, navigating public procurement, itinerary planning, risk assessment protocols, and finding commonality within group decision; all within a real-world context.

Outputs & Outcomes

- The feedback from the student E-portfolios has been brilliant. All students commended the learning experience as one they would always remember fondly, always.
- Created real primary digital content for their Digital-T-Student module
- Friendships were enhanced and so much information was exchanged by breaking the paradigm of learning from the classroom to the Train, the restaurant, the Hotel, the Leisure Centre, the Wildlife Park, the Food emporium as well as the Art Gallery.

> " Personally, as someone who has lectured for well over two decades, it was really nice to see the students work through the challenges of **co-creating the venture** and reaping the rewards afterwards. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Get a plan together.
2. Check the list of providers.
3. Look for quotes early.

Number of students & staff impacted

Partners
4 students
2 staff

Benefitted to date
60 students
30 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork and Time management

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Organisation and Time management

What was the most meaningful benefit?

> " The modern student exists in a very new digital reality, often remote from current affairs & social interaction (outside their digital comfort zones), always plugged in, shouldering mental health issues etc. By just breaking the learning norms by taking a group off-campus for an overnight, so many intangible positives were clearly manifested within the fabulous group dynamic for the 36 hour experience. "

Implementing and Evaluating Project-Based Learning (PBL) in Undergraduate Introductory Statistics Modules at ATU Sligo – A Pilot Study

Atlantic Technological University

Digital Transformation in Teaching and Learning

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Lauren Gilroy, David Burke, Jagoda Skender
- **Staff partner(s):** Akinlolu Akande, Syam Kumar, David Obada

Keyword(s):
STEM, Problem-based learning

Resource category:
Innovative teaching

Fellowship Project Description

Aim
Use problem-based learning (PBL) in statistics to enhance students' understanding and application of statistical concepts and reduce math anxiety.

Key activities

- Implemented PBL in an introductory statistics module at ATU Sligo as a pilot.
- Students participated in collaborative group work (3-6 per group) on real-world projects using problem-based learning.
- Used observations, surveys and assessments to examine the impact of PBL on students' attitudes towards statistics and their competency in applying statistical concepts to real-world scenarios.

Outputs & Outcomes

- The pilot study demonstrated the viability and effectiveness of PBL in enhancing students' understanding and application of statistics whilst fostering positive attitudes.
- Co-developed a range of resources available to support student learning in using statistical software including reporting templates, MS Excel guides and online resources.
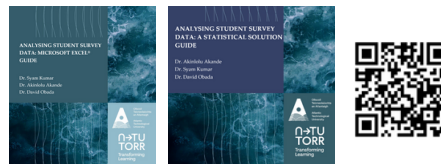
Number of students & staff impacted

Partners		3 students 3 staff
Benefitted to date		68 students 4 staff
Projected to benefit in 1-3 years		100 students 7 staff

Key Insights

Benefits to Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Creativity, Organisation, Active Listening, Time Management, Writing/Literacy, Problem solving, Critical thinking

Actionable Strategies

Challenge: Developing and implementing PBL activities, supplementary materials, and assessments within the constraints of the academic calendar. Staff faced time pressures in designing effective PBL experiences while balancing other teaching responsibilities. **Solution:** Established clear timelines for each phase of the project, including curriculum design, material development and implementation.

Challenge: Develop appropriate assessment measures to gauge student learning outcomes and measure the impact of PBL on student engagement and understanding. **Solution:** Instead of traditional exams or tests, opted for authentic assessments such as project presentations and performance tasks that allow students to demonstrate their understanding and application of statistical concepts in real-world contexts were considered.

What lessons would you share with others embarking on a student-staff partnership project?

1. Plan and prepare the teaching objectives early
2. Start implementation early
3. Based on the findings of this pilot study, it is recommended to further integrate PBL into undergraduate statistics education.

What was the most meaningful benefit?

"...the successful implementation of the Project-Based Learning (PBL) approach, which has effectively sustained student engagement and encouraged active participation in their educational journey. Students have consistently conveyed positive feedback regarding the supplementary materials [which] played a crucial role in alleviating potential obstacles to learning, particularly addressing challenges associated with utilizing statistical software for data analysis."

Improving the Student Experience of Asynchronous Online Mathematics Support

Munster Technological University

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Veaceslav Storojuc, Oonagh Nwankwo, Chelsea Jones
- **Staff partner(s):** Deirdre Casey, Julie Crowley, Declan Manning

Keyword(s):
Mathematics, Online module

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Improve the student experience of the Asynchronous Maths support module 'Maths Online'.

Key activities

- Through partnership, identified some of the challenges faced by students when using 'Maths online' to support their learning and took steps to improve the student user experience of the module.

- Ran a participatory design diary study and workshop.

- Improved signposting to appropriate resources to increase student engagement with the high quality resources which have been created, and kindly, shared by lecturers.

Outputs & Outcomes

- Made a range of changes and resources to improve the module.

- Co-developed a user experience report which recommends future changes to the design of the module.

- Resources are hosted on the internal MTU LMS.

Number of students & staff impacted

Partners		3 students 2 staff
Benefitted to date		3 students 3 staff
Projected to benefit in 1-3 years		2000 students 15 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership & Organisation

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Active listening

What was the most meaningful benefit?

"It has been very meaningful to engage with students about our resource. This gives us the confidence to proceed with changes, knowing that they are realistic and valuable to students."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Be explicit with students about what you mean by 'partnership'. Clarify expectations.
2. Dedicate a first meeting to getting to know each other and creating a relaxed environment where all feel confident to share their voice.
3. Be prepared to feel uncomfortable with giving up some control over how the project will run - partners must have equal decision making power within the group.
4. Rotate who the chair of the meetings is, allow students to chair meetings (they'll surprise you with how well they do that!).

My Stats One Stop Shop – An Online Resource-Based Statistics Portal

Atlantic Technological University

Digital Transformation in Teaching and Learning

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [1]Kristian Mallon, [1]Matthew Skerritt, [1]Tuhin Batra
- **Staff partner(s):** [1]<u>Richéal Burns</u>, [1]Padraig McGourty, [1]Martin O' Neill, [2]Ellen McCabe, [1]Fionn Downes, [2]Saritha Unnikrishnan

[1] Active partner, [2] Previously involved.

Keyword(s):
STEM; Mathematics

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Provide an open-access, resource-based portal focusing on statistics supports for beginners, available to all ATU staff and students.

Background

- Statistics can be a hard discipline to master - students and sometimes staff often struggle with the teaching and learning strategy or they find the concepts, language and examples inaccessible for a range of justifiable reasons.
- Students and staff become disillusioned and may turn to alternative resources for support, such as Google or YouTube.
- However, navigating the volume of supports available can be difficult, often searching for solutions that are not relevant or applicable to their assignment. The majority then give up and take the hit and lose marks - not due to lack of interest but to lack of ability to find the solution they need.

Outputs & Outcomes

- Co-designed My Stats One-Stop Shop which provides an easily accessible online support portal, informed by user needs, which will improve the learning experiences of staff and students and provide a solution to these issues.
- Resources include solution walk-throughs, a self-assessment flow-diagram, real-world assignments, visuals and animations, FAQs and audible and visual tools.
- The resources are interactive, example-based, visual, easy to follow and relevant to all users.

Number of students & staff impacted

Partners		3 students / 6 staff
Benefitted to date		69 students / 2 staff
Projected to benefit in 1-3 years		1000 students / 100 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in
- Communication skills, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation and Active listening

Additional benefits to Students

- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Time management and Writing/Literacy

What was the most meaningful benefit?

" This project has allowed us to develop a greater understanding of the needs and competency of both students and staff in statistics, including preferred learning styles, current knowledge and skills, and previous experiences in the subject. The adaptation of this virtual approach and ease of access to learning materials for learners provides numerous benefits and meaningful impacts, including increased autonomy and self-paced learning, ease of access to learning and reductions in travel time and related expenses as learners will not be required to be on campus to avail of learning provided. "

Actionable Strategies

Challenges & Solutions

Challenge: Time constraints and under-estimation of the time needed to deliver all aspects of the objectives.
Solution: Worked together as a team and tried to share workload and accepted that we will need a few more months to complete the project. We also applied for top-up funding from N-TUTORR.

What lessons would you share with others embarking on a student-staff partnership project?

1. Be user-oriented
2. Work towards each goal one by one
3. Make sure every objective is meaningful to the end user

Digital Transformation in Teaching and Learning

OPTIMISE:
Partners in design

South East Technological University

SE TU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** 8 Students
- **Staff partner(s):** Fionnuala Brennan, Neill Wylie, Cathal Ryan
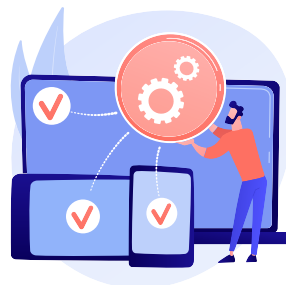
Keyword(s):
Virtual environments, Moodle

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim

Enhance access to the virtual learning environment through co-developing and co-designing a Moodle template with students on the Higher Certificate in Custodial Care.

Key actions

- Oct 23: Co-designed a feedback form which was circulated and completed by 70 students and 7 teaching staff.
- From feedback, co-designed a Moodle template in partnership with students:

" ...putting lecturer headshots on to module tiles on the VLE - made a really significant impact to student access - that was a very simple idea from a student, we would not have come up with that. "

- Nov 23: Piloted a 'tiles format' on the SETU delivered modules in semester one of the Higher Certificate in Custodial Care.
- Jan 24: Training sessions were made available to the team.

Outputs & Outcomes

- At the time of reporting we were collecting student feedback and data analytics.
- A programme wide template has been agreed by the teaching team.
- Digital capacity among the teaching team has been enhanced.
- The feedback process is taking place currently to inform further developments.
- Project learnings were disseminated at Digital Education Conference SETU (Dec 2023) and CTEL Community of Practice event (June 2024).

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Spend time building relationships and trust- we did a lot of this among the teaching team before taking this on.
2. We used a restorative approach - using circles to allow each voice to be heard, so basically get some sort of structure for democratic input.
3. The small ideas are sometimes the most impactful.

Number of students & staff impacted

Partners		8 students 4 staff
Benefitted to date		20 students 10 staff
Projected to benefit in 1-3 years		200 students 20 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased value of understanding in teaching and learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication skills, Teamwork, Problem solving, Writing/Literacy
- Enhanced digital literacy

Additional benefits to Staff

- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Active listening, Time management and Critical thinking

What was the most meaningful benefit?

" Developing an open co-creative culture with students, but also among the teaching team, sharing ideas about our use of online tools. "

Pro Audio in Online Education

Technological University of the Shannon

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** <u>Billy Shu Hieng Tie</u>, William Morgan
- **Staff partner(s):** Shane Byrne

Keyword(s):
Audio quality, Online learning

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Improve the effectiveness of online learning environments by enhancing audio quality through professional audio technology and accessible tools for lecturers, fostering better interaction and information exchange between students and lecturers.

Key activities

Online Class Simulation (OCS):

- Simulated online classes using two systems: one with only a laptop and another with professional audio equipment.
- Activities included dictation, interactive sessions, comprehension tasks, surveys & questionnaires, experiencing different audio qualities, and frequency response capturing.

Equipment Setup Simulation (ESS):
- Participants connected various audio equipment (microphone, audio interface, webcam, etc.) to a laptop, with the setup process timed to measure efficiency.

Outputs & Outcomes

Improved Learning Experience with Better Equipment:
- Participants using professional audio equipment performed better in dictation and comprehension.
- The majority said the enhanced audio quality was easier to hear which improved attention and engagement.

Audio Quality Analysis:
- The EV microphone showed better intelligibility and clarity compared to the laptop microphone, with laptop audio suffering from compression issues.

Successful Fabrication of two All-In-One Toolboxes:
- Toolbox 1: Wired dynamic microphone, audio interface, webcam, mic holder, and cables.
- Toolbox 2: Wireless dual-channel microphones, webcam, USB hub, headphones, and cables.

Number of students & staff impacted

Partners		1 student 1 staff
Benefitted to date		50 students 5 staff
Projected to benefit in 1-3 years		50 students

Key Insights

Benefits to Students and Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management, Writing/Literacy

Additional benefits to students

- Enhanced Writing / Literacy

What was the most meaningful benefit?

" The most meaningful impact of our partnership has been raising awareness about the importance of audio quality in education. This shift in perspective among educators, administrators, and attendees is the first crucial step toward future improvements, potentially leading to better learning experiences, engagement, and inclusivity in the long term. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

- **Communicate and Collaborate**: Stay connected with partners and include all stakeholders in planning for commitment and diverse input.
- **Be Flexible and Solutions-Focused:** Adapt plans as needed and solve problems quickly when challenges arise.
- **Engage and Support Stakeholders:** Encourage participation through recognition and incentives, and provide necessary training and support.

STEM Stories

South East Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Jessica Moore, Jomar Francis, Ciaran Frisby, Gleb Lykov, Yoma Okakri
- **Staff partner(s):** Karolyn McDonnell

Keyword(s):
STEM, videos

Resource category:
Digital resources & platforms

Number of students & staff impacted

Partners — 5 students / 1 staff

Benefitted to date — 5 students / 1 staff

Fellowship Project Description

Aim
Students to create videos about their experiences of choosing and studying STEM subjects in SETU.

Key activities

- STEM Stories were created using the WeVideo software.
- Students were invited to take part in creating a video about their experience of choosing and studying Engineering in SETU.
- The anchor experience for the project was a trip to Berlin.
- Students took pictures and videos on this trip and put them together in a 3-4 minute video and put narrative and text around it.

Outputs & Outcomes

- A series of short videos were created by students that can be used in STEM Career Events.

- The students benefited from learning new digital skills, creating a piece of work of which they could be proud, and the reflective nature of videomaking and storytelling.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication and Creativity

Benefits to Staff

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Problem solving, Creativity and Organisation

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. This project was resource heavy in terms of my time. The scaffolding at the start of the project needs to be in place, students need to be instructed very systematically about what a digital story is and what it is not.
2. Work with students who are genuinely interested in making a video and are willing to commit the time to doing it.
3. Be conscious of diversity - encourage the students to present themselves, their experiences and their point of view and not merely a series of images.

What was the most meaningful benefit?

"To have a number of videos that can be used at STEM career events to demonstrate what it is like to study Engineering in SETU. These are created by students and may be seen as more relatable for potential students in terms of the diversity of our students and the student experience."

Student & Staff Collaboration as Part of Curriculum & Graphic Design

South East Technological University

Digital Transformation in Teaching and Learning

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Itziar Lasa, James Redmond, Vincent Murphy, Laszlo Zsikai, Eoin Martin, Mark Cooper, Marcin Boroch, Keith Tracey
- **Staff partner(s):** Nataliya Romanyatova, Conor O'Neill
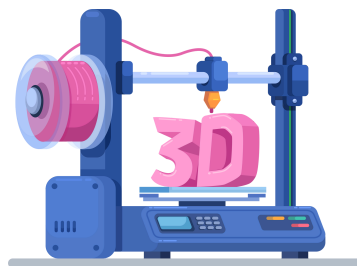
Keyword(s):
STEM, Graphic design

Resource category:
Innovating teaching

Fellowship Project Description

Aim

Build trust and learn from each other with the help of educational infographic technology and in the context of 3D printing and Additive Manufacturing.

Objectives

- Embed technology into assessed and non-assessed activities.

- Include students into the content and graphic design of the programme.

- Develop digital skills with past students based on their individual needs at work.

Find out more about the B.Sc. in Additive Manufacturing at SETU!

Outputs & Outcomes

- The project has been developing throughout this year.

- The project is taking place as part of the Teaching & Learning process in the Additive Manufacturing programme in the School of Engineering.

- It will allow students develop digital literacy in an interactive way and support their individual needs and ultimately improve their teaching and learning experience.

Number of students & staff impacted

Partners		8 students 2 staff
Benefitted to date		12 students 2 staff
Projected to benefit in 1-3 years		16 students 4 staff

Key Insights

Benefits to Students

- Increased motivation for learning
- Increased confidence
- Enhanced engagement
- Enhanced Communication skills
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Creativity, Problem solving & Critical thinking

Benefits to Staff

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased confidence
- Enhanced skills in Communication, Teamwork, Problem solving, Creativity, Active listening, Time management

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Good planning
2. Time management
3. Communication

What was the most meaningful benefit?

" Collaboration with staff and students. "

Studying in an Age of Distraction

Dún Laoghaire Institute of Art, Design & Technology

Digital Transformation in Teaching and Learning

Institute of Art, Design + Technology Dún Laoghaire

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Anamarija Kuran, Cormac Lalor, Joe Eustace, Natasha Cloran
- **Staff partner(s):** John Greaney, Marian McDonnell

Keyword(s):
Quasi-experimental design, Pomodoro

Resource category:
Surveys & Research

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		2 students 45 staff
Projected to benefit in 1-3 years		100 students 4 staff

Fellowship Project Description

Aim Evaluate a the potential of a method for encouraging 'flow' states while studying.

Key activities

- We explored tools to aid focused attention on study material.

- We compared two groups (both using timed pomodoro technique, one group had additional implementation intention to write down distractions.

About the Pomodoro Technique

- Time management method which involves breaking work into focused intervals, typically 25 minutes long, called "pomodoros," followed by a 5-minute break.

- After completing four pomodoros, a longer break of 15-30 minutes is taken.

Outputs & Outcomes

- 28% of the student sample had never used the pomodoro technique for study tasks.

- Following the study, 76% of students said they would use the technique in the future.

- This project has developed our understanding of how different focus techniques can enhance student learning and study.

Key Insights

Benefits to Students

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Enhanced Time management
- Enhanced Writing / Literacy

Benefits to Staff

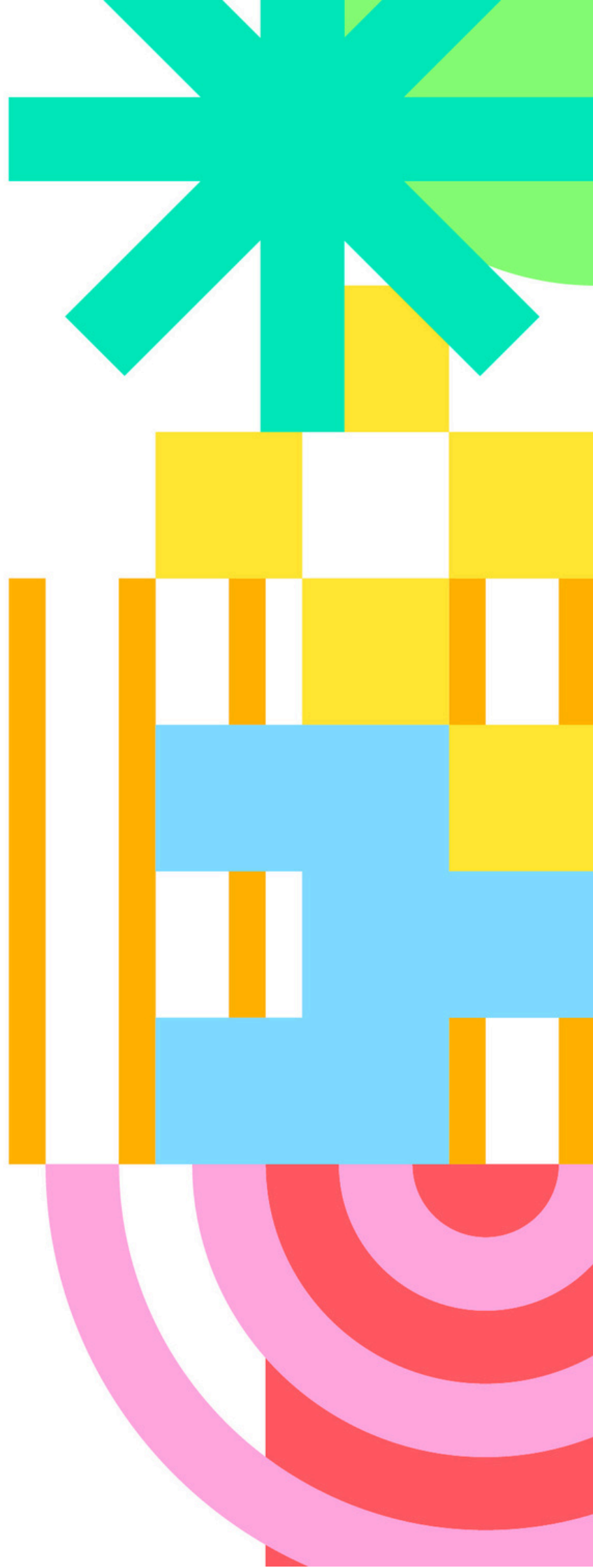- Enhanced collaboration within the university

What was the most meaningful benefit?

" The application of the technique is most meaningful as the current studying environment is replete with distractions. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Embed within curriculum
2. Plan for obstacles
3. Relate to prior research

Education for Sustainability

Bike to College

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh

Atlantic Technological University

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Isabella O Connor, Cameron Ryan, Laoise Flanagan
- **Staff partner(s):** Orla Prendergast, Kevin O Callaghan, Allan McGee

Keyword(s):
Equipment, Bikes

Resource category:
Physical resources & facilities

Number of students & staff impacted

Partners		3 students 2 staff
Benefitted to date		11 students 3 staff
Projected to benefit in 1-3 years		11 students 3 staff

Fellowship Project Description

Aim
To create a cycling community on campus and encourage students to cycle to college by providing a loan of a bike and associated gear for the college year.

Key activities

- Purchased 8 bicycles and associated gear: locks, helmets and lights.
- Loaned out bicycles and gear to students for the college year.
- Delivered a bike maintenance workshop.
- Applied for supplemental funding to assist in ongoing maintenance and to have basic equipment available on campus.

Outputs & Outcomes

- Successfully piloted a bike loan scheme on campus.
- Provided students with a healthy and sustainable transport to college option.
- Encouraged students to cycle to college.
- Student feedback emphasised the importance of having basic skills such as puncture repair and chain cleaning.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Gained valuable skills in communication, teamwork, leadership, problem-solving, creativity, organisation, active listening and time-management

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Gained valuable skills in teamwork and creativity

Actionable Strategies

Challenge and solution

Challenge: Handling logistics of issuing the equipment was demanding.
Solution: Assistance from a technician helped mark and track the equipment and allocate it out.

What lessons would you share with others embarking on a student-staff partnership project?

"A mix of informal chats and WhatsApp's checking on how cycling was working out combined with a formal workshop helped to get info and support the project. Identifying staff who are committed to the aims of the project is key for advice and support."

What was the most meaningful benefit?

" Making cycling a viable and obvious transport option. "

DESIGN Your Future

Technological University Dublin

Fellowship Project Context

Project Leads are <u>underlined</u>

- **Student partner(s):** Johann Guzman, David Torres Lopez, Paul Gonzalez, John Divinagracia, Joyce Husemann, Lauren Maguire, Isabelle Adgie, Eoin Butler Kampff, Rebecca Murphy, Kamenyezi Fabrice, Darragh Mc Cormack, Tomas Ramzy, Abdul Rahman, Mohammed Al Farsi, Peculiar Uzoatuegwu, Okechi Chijioke, Joel Kottooran Jose,Thomas Cooper
- **Staff partner(s):** <u>Jane Hanratty</u>, <u>Mary Looby</u>

Keyword(s):
STEM, Engineering, Wearable technology

Resource category:
Innovating teaching

Number of students & staff impacted

Partners	18 students 3 staff
Benefitted to date	40 students 3 staff
Projected to benefit in 1-3 years	30 students 2 staff

Fellowship Project Description

Aim To create an supportive and fun environment for engineering students to explore innovative wearable technology ideas.

Key activities

- The "D.E.S.I.G.N your future" research group (Design Engineered Sustainable Interactive Garments Network) is engaged across multiple disciplines (Mechatronic Engineering, Computer Engineering, and Digital Marketing) in the TU Dublin Blanchardstown campus.

- Students met once a week for 1 hour during lunch. Upon completing students are awarded digital badges and demonstrated their designs in an end of year showcase.

Outputs & Outcomes

- These ideas include a garment that will show case, but is not limited to, Arduinos, LED light demonstrations and signal analysis (heat beat/pulse signal demonstrations).

- Students created:
  - Smart glasses
  - Mechanical wings
  - Light up head piece
  - Flex sensor gloves
  - Knitted Conductive Thread gloves
  - Count down timer t-shirt
  - Inflatable swimsuit
  - Light up suit

See our garment collection on <u>YouTube</u>

Read about us in <u>RTÉ Brainstorm</u>

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management

Additional benefits to students:

- Enhanced Writing / Literacy

What was the most meaningful benefit?

" How much the students enjoyed working together. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Do not underestimate the time involved.
2. If you have an idea just go for it :)
3. It is very worth while to see the students enjoying themselves and learning.

Determining Social and Intellectual Isolation and an Online Community for Research Postgraduates

Education for Sustainability

TUS

Technological University of the Shannon

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** <u>Jenna Barry</u>, José Fernandes, Claudine Donnellan; Leonardo Galli Engle
- **Staff partner(s):** Niall Corcoran, Dr Jeff Buckley

Keyword(s):	Resource category:
Isolation, PhD Researchers	Surveys & Research

Fellowship Project Description

Aim To investigate isolation and to set up an Online Community for Research Postgraduates.

Background

- The PhD journey can be socially and intellectually isolating, and research degree programmes traditionally have high attrition rates.

- With PhD student numbers at TUS growing, there is a need to find innovative ways to support students.

- Developing a research culture that works towards a connected and collaborative educational environment that is inclusive for all students is central to this.

Outputs & Outcomes

- Successful completion of a survey on isolation by 301 participants.

- Creation of resources for the Online Community.

- Online Research Postgraduate Community is planned to be developed.

Number of students & staff impacted

Partners — 3 students / 1 staff

Projected to benefit in 1-3 years — 300 students

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased sense of belonging to university/discipline/community
- Enhanced Teamwork
- Enhanced Leadership skills
- Enhanced Problem solving

What was the most meaningful benefit?

" Increased sense of belonging Research postgraduate students involved in the project found a sense of belonging through the project. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Give everyone on the team a role
2. Make each person accountable for tasks associated with their role
3. Try and engage more than one staff partner

Developing a Climate Atlas

Technological University Dublin

DUBLIN
OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH
TECHNOLOGICAL
UNIVERSITY DUBLIN

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Amber Thomas, Leonardo De Oliveira Alves
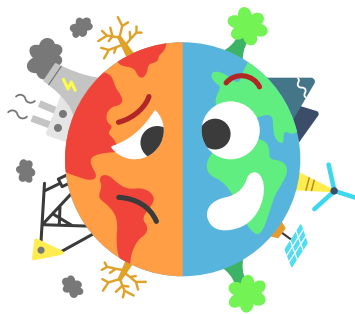- **Staff partner(s):** Ken Boyle, Rebecca Flanagan

Keyword(s):
Climate change, Stories

Resource category:
Surveys & research

Fellowship Project Description

Aim — Collect student stories/experiences relating to climate change and use these to create a climate atlas.

Key activities

- Climate change impacts may be seen as remote, something that happens to others in faraway places, something over which we have no control.

- Partner students interviewed international students on how climate change has affected their lives. These brief stories were located on a map of the world and data from other sources was gathered to build a picture of predicted changes in climate over the next fifty years.

Outputs & Outcomes

- We created a climate atlas: a collection of experiences of climate change as it is happening across the globe.

- The short accounts are accompanied by data on how climate in these countries will change in the coming decades and the likely impact of such change.

- Future plans include following up with a deeper exploration of experiences of climate change with a few students.

Number of students & staff impacted

Partners		2 students 2 staff
Benefitted to date		30 students 3 staff
Projected to benefit in 1-3 years		50 students 5 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased confidence
- Enhanced skills in Communication, Teamwork, Creativity, Critical thinking, Writing/Literacy

Benefits to Staff

- Enhanced collaboration within the university
- Increased confidence
- Enhanced skills in Communication, Teamwork, Creativity, Critical thinking

What was the most meaningful benefit?

" The gathered climate experiences demonstrates the reality of climate impacts, often in less developed countries. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Start early.
2. Keep in contact with your student groups.
3. Be happy with even small achievements if they are proving your concept/idea is working. There will be time to develop the idea building on what you have learned so far.

Developing Graduate Attributes through the Co-Creation of a Medical Science Conference

Education for Sustainability

MTU Ollscoil Teicneolaíochta na Mumhan Munster Technological University

Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Harry Tobin, Emma Kelly, Aleksandra Janowicz, Conor Goggin
- **Staff partner(s):** Lesley Cotter, Fiona O' Halloran

Keyword(s):
Professional network, Conference

Resource category:
Events & workshops

Fellowship Project Description

Aim Develop partner students' transferable skills by working together to organise and facilitate the Transition in Progress to Professionalism conference.

Key activities

- The conference had previously been organized in 2019 and 2023. This year the conference was co-organised with students who acted as committee members and mentors.

- Students with experience from the TIPToP 2023 conference committee took on mentoring roles and guided the new student cohort, to achieve their goals, while concomitantly developing valuable mentoring skills.

> " Student mentors provided valuable insights and interesting ideas to enhance the project. The level of student agency was a surprise and a pleasure to witness. "

Outputs & Outcomes

- Successfully co-organised a high-quality scientific conference for medical scientists.
- Student partners developed their organization, communication, troubleshooting and teamworking skills.
- Staff members came to appreciate working with students in partnership.
- Established MTU as a provider of CPD opportunities for medical scientists.
- Demonstrated the diverse skillset of MTU students to a wider scientific audience.

Number of students & staff impacted

Partners		18 students 2 staff
Benefitted to date		55 students 8 staff
Projected to benefit in 1-3 years		70 students 8 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Leadership, Problem solving, Creativity, Organisation, Active listening and Time management

Benefits to Staff

- Enhanced collaboration beyond the university
- Increased sense of belonging to university/discipline/community
- Enhanced engagement
- Enhanced skills in Communication, Teamwork, Leadership, Creativity, Problem solving, Organisation, Active listening and Time management

What was the most meaningful benefit?

> " The different dynamics that emerge as partnerships evolve. Initially the inclination to retain the teacher centric dynamic but the changing of that dynamic as confidence and trust grows. These changes in relationships provide important life lessons as the students embark on their professional lives navigating what can be the most complicated part of working lives. "

Actionable Strategies

Challenges & Solutions

Challenge: The main challenge is time and co-ordinating the project so as not to detract students too much from their studies. **Solution:** We identified 'pinch point' times where students would be most reluctant to work on extra-curricular activities and need to be focused on their studies. We managed our tasks around these times and encouraged the students to engage with us in conversation about time management.

What lessons would you share with others embarking on a student-staff partnership project?

To work in partnership, you must be willing to:
1. Allow a change in dynamic
2. Listen to everyone involved
3. Appreciate the insights from a student's perspective

Developing Ocean Literacy & Connections in Early Childhood Education

Education for Sustainability

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh — Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [1]3rd Year Students BA Early Childhood Education & Care Programme, ATU Galway City, [2]Nicola Zoe Kelly, [2]Lea Gueneugues, [2]Funmilayo Akinwale, [2]Mary Darcy, [2]Andra-Marie Martin, [2]Shannon Joyce, [2]Destiny FacosOgbemudia
- **Staff partner(s):** [2]Caitríona Ryan, [1]Rita Melia, [1]Melissa Bonotto, [1]Louise Kilbane, [1]Mary Skillington

[1] Active partner, [2] Previously involved.

Keyword(s):
Community Engagement, Children

Resource category:
Events & workshops

Fellowship Project Description

Aim

Ignite BA ECEC students interest in ocean literacy and gain a greater understanding of the interconnectedness between the ocean principles and human life.
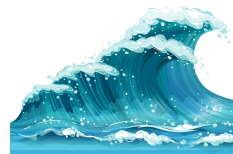
Key activities

- Students worked with young children in Glasán Creche over a 3 month period to raise awareness and interest in the ocean and sea shores.

- Students, preschool children, educators and parents visited and had a guided tour of Galway Atlantaquaria.

- Students, preschool children, families and staff from Galway Childcare committee enjoyed a play / clean up day on the shores at Salthill.

" This project brought joy to so many people and it empowered students to organise events for children and families. "

Outputs & Outcomes

- Students organised a play / clean up day as part of the exploring the shores project.
- 12 children's cameras were purchased to support children's documentation of their learning and facilitate further research with children in relation to their emergent interests.
- An exploring the shores resource was printed for all students to support their reflection and further engagement.
- Ongoing collaboration with a further two settings, on the exploring the shores project.
- Students increased their knowledge and skills and recognised their pivotal role in supporting and building ocean communities.

Number of students & staff impacted

Partners		7 students 3 staff
Benefitted to date		20 students 6 staff
Projected to benefit in 1-3 years		40 students 6 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation of learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management and Writing/Literacy

Additional benefit to Students

- Enhanced collaboration within university

Additional benefit to Staff

- This project attached to the Outdoor learning module, brought students and staff out of their comfort zone with multiple benefits

What was the most meaningful benefit?

" The ongoing development of our relationships with early years settings particularly Glasán creche and the wonderful collaboration with Dr Noirin Burke and the team at Galway Atlantaquaria. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Listen to others
2. Move outside your comfort zone
3. Enjoy an alternative way of teaching, learning and assessment.

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Diversifying the Curriculum

South East Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Chika Dike, Graeme Murphy, Mariya Lyash, Emily Fleming
- **Staff partner(s):** Christa de Brún, Jenny O'Connor

Keyword(s):
Arts, English

Resource category:
Innovative teaching

Fellowship Project Description

Aim

Diversify a final year module called "The Literature of Family" to reflect changing reconfigurations of family; confront the white, ableist, straight curriculum; include historically excluded stories; and decolonise assessment through collaboration.

Key activities

- Reviewed the literature on diversifying and decolonising university curricula.
- Underwent relevant training sessions e.g. unconscious bias, gender awareness, how to discuss race in the classroom.
- Amended learning outcomes to ensure sustainability of change.
- Implemented new assessment strategies to ensure UDL principles for all students in the future.

Outputs & Outcomes

- A more diverse curriculum that fosters inclusion and representation of different cultures and identities. Indicative content can continue to be added to year upon year.
- Changes in modes of assessment through a revised module descriptor.
- A greater sense of ownership, belonging, engagement and celebration for all students of the module in the final year of their studies.
- We hope to provide a template for others to follow and create diversity of representation on their programmes.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Keep a diary of all meetings/actions.
2. Ensure the workload is evenly divided and representative of all project members.
3. Set up a learning/project contract to ensure all members are aware of the commitment involved.

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		130 students 50 staff
Projected to benefit in 1-3 years		150 students 130 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Creativity, Problem solving, Critical thinking, Writing/Literacy

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Communication and Critical thinking

What was the most meaningful benefit?

"The impact on student confidence and engagement was a positive outcome of the process. The students involved have deepened their engagement with their course and developed in confidence. They are also far more capable of self-directed learning then at the beginning of the project."

Education Enrichment through Digital Information on Native Trees species in Carriganore

South East Technological University

Education for Sustainability

Fellowship Project Context
Project Leads are underlined

- **Student partner(s):** Ewie Anggoro, Peter Boland, Alexander Troy
- **Staff partner(s):** Tom Kent, Yvonne Grace

Keyword(s):
Outdoor space, Trees

Resource category:
Physical resources & facilities

Fellowship Project Description

Aim — Create a living laboratory for students of Forestry and Land Management.

Background

SETU sport campus is one of the popular entrances to Waterford Greenway walk. In 2021, 30 species of Irish native trees were planted - creating a rich plot of biodiversity that did not exist beforehand. This project aimed to continue this work.

Key activities

- Maintenance is one big key activity of the project.
- Mulching, mowing and fertilising them are parts of the routine treatments.
- Replacing the dead ones with new ones.

Outputs & Outcomes

- Students now have the opportunity to learn about 30 species of Irish native trees as well as the soil and biodiversity created in the area.

- We have also started to digitise the trees, with a hope it will be an information bank for those who are willing to learn about them.

- A dichotomous key interface is being developed so anyone could try identify trees in a simple and fun way.

Number of students & staff impacted

Partners		3 students / 2 staff
Benefitted to date		4 students / 40 staff
Projected to benefit in 1-3 years		80 students / 8 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced Leadership skills
- Enhanced Communication skills
- Enhanced Organisation skills
- Enhanced Time management

Benefits to Staff

- Enhanced collaboration within the university
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Teamwork
- Enhanced Creativity
- Enhanced Organisation skills
- Enhanced Time management

What was the most meaningful benefit?

"The digitisation of the trees. In addition...this is a good initiative where students and staff are partnering creating a project."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Commitment among team members has to be clear from the beginning

2. Create a feasible and doable project

Education for Sustainability

Enhancing Community Development & Youth Work Practice through Sustainable Skills & Development Education

Technological University Dublin

T DUBLIN OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH / TECHNOLOGICAL UNIVERSITY DUBLIN

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Valerie Farrell, Thomas Larkin, Georgina Keogh
- **Staff partner(s):** Georgina Lawlor, Shirley Donegan

Keyword(s):
Big day event, Outdoor retreat

Resource category:
Events & Workshops

Number of students & staff impacted

Partners — 3 students / 2 staff

Benefitted to date — 25 students / 3 staff

Fellowship Project Description

Aim
Enhance the student experience and foster the development of professional practice skills in the Community Development and Youth Work (CDYW) programme in TU Dublin.

Key activities

- Students and educators from the CDYW programme participated in a two-night residential trip to an outdoor education centre.
- This provided students with an immersive learning experience outside of the traditional classroom setting which focused on sustainable and development education.
- Students took part in a variety of activities during the trip including team challenges, leadership exercises, group facilitation all of which promoted communication, collaboration and problem-solving.
- Local youth workers were also invited to deliver talks, thus enriching the experience by making practical connections between the activities and professional practice.

Outputs & Outcomes

- This project served as a bridge between academic learning and real-world experience.

- Student were offered further opportunities for reflection on their learning from the residential trip and apply it directly to the practice during the delivery of a workshop as part of their placement preparation.

Learn more about the Community Development & Youth Work programme

Key Insights

Benefits to Students

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- ncreased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced Teamwork
- Enhanced Leadership skills
- Enhanced Creativity
- Enhanced Problem solving

Benefits to Staff

- Increased sense of belonging to university/discipline/community
- Enhanced Creativity
- Develop clearer professional identity within the programme

What was the most meaningful benefit?

" Developing professional practice skills that students go to apply in their learning and in their placements (connecting classroom and practice).
Developing a sense of identity within the group (feeds into support, retention, engagement etc.). "

" It was an wonderful opportunity for students to step outside the classroom and develop their professional practice skills in a real world setting. "

Education for Sustainability

Enhancing Student Learning Experiences in Midwifery using the DELTA Framework

Dundalk Institute of Technology

DUNDALK INSTITUTE OF TECHNOLOGY

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Sophie Murray, Eimear Hearty, Chloe McCrickard, Aoibhin O'Connor, Emily Boshell, Chelsea Farrell, Debbie Gaffney, Amy Boyle, Lillian Mudoti, Claire Farrelly, Charlotte Hanratty, Samantha Stewart, Sonia Fields
- **Staff partner(s):** Anita Byrne, Jill Atkinson, Jean Carragher, Deirdre O'Malley, Leasa Murphy, Lisa Brady

Keyword(s):
Healthcare; Midwifery

Resource category:
Innovative teaching

Fellowship Project Description

Aim Co-design and create various teaching, learning and assessment resources for Midwifery informed by the DELTA Enhancement Framework.

Key activities

- Students have led on a meaningful description / crafting of what engagement and success means for them and have they created a resource to communicate this to the student body. They are also actively engaged in supporting each other on a longitudinal basis.
- Adopted a structured approach to evaluation of teaching and learning.
- Actively engage students more in curriculum design and identifying additional learning support requirements.
- Involved students in planning how best to deliver assessment feedback.

Outputs & Outcomes

- Collaboratively crafted a staff-student statement about what student engagement and student success means and how it might be enhanced.
- Co-created a meaningful learning and teaching evaluation model which is being used to good effect in the section of midwifery.
- Designed effective and efficient digital learning environments including ongoing training and support for staff: This is a wider institute activity which the Head of Midwifery is actively engaged with and communicates to the team.
- Co-created several resources related to curriculum enhancement and UDL which will be shared and used across the discipline.
- We have hard copies of resources that we are happy to share!

Number of students & staff impacted

Partners		12 students 8 staff
Benefitted to date		8 Staff
Projected to benefit in 1-3 years		100 students 14 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management, Writing/Literacy

What was the most meaningful benefit?

"Co-creation, meaningful student partnerships. Compassion for all involved related to careful listening to, understanding, empathising with and supporting other people, enabling all to feel valued, respected and cared for, so they can reach their potential and do their best work."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Ensure that students feel valued - check that this is the case.
2. Listen, understand, empathise and help students and colleagues throughout the journey.
3. Try to harness fun! - encourage enjoyment in any way possible.

Education for Sustainability

Experiential Learning for Social Innovation & Impact - Enactus

Technological University Dublin

DUBLIN OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH / TECHNOLOGICAL UNIVERSITY DUBLIN

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Sean Breen, Clara Fargas, Harsh Chandra, Givago Guimaraes, Keith Gore
- **Staff partner(s):** Dr Lucia Walsh, Paul O'Reilly

Keyword(s):
Social innovation competition

Resource category:
Innovating teaching

Fellowship Project Description

Aims

1. To create a nurturing environment for students' participation in social innovation projects that address local challenges linked to UN SDGs through Enactus (global student social entrepreneurship competition).
2. To design a digital badge that recognises students' development of entrepreneurial and sustainability competences.

Key activities

- Summer 2023 - co-creation of extra curriculum Level 8 module.
- Sept - Dec 2023 - recruitment of new members of Enactus society and creation of new projects.
- Jan - March 2024 - social innovation projects workshops (ideation, impact, pitching); development of digital badge; and preparation for Enactus UK & IRL competition.

Social Innovation & Impact digital badge

" Collaboration between students and staff have been **outstanding** and lots of unanticipated learning from both sides. "

Outputs & Outcomes

- Thriving Enactus society with 6 impactful projects
- Digital badge in Social Innovation & Impact
- Multiple students awards:
  - TU Dublin - Most Improved Society & Outstanding Contribution in Societies & Student Life (Sean Breen & Keith Gore),
  - GradIreland - Undegrad of the Year Award category: The Difference Maker (Sean Breen)
  - Enactus UK & Ireland competition - semi-finalists (top 10)
  - SAP Tech4Good 1st Place, Sodexo Stop Hunger Finalist at Enactus National Competition
  - Ford C3 Grant Awardee at Enactus National Competition
  - Best Overall Project (Nitelight) TU Dublin Computer Science Project Fair

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Good and honest communication
2. Do what you agree to do
3. Treating everyone equally and with respect

Number of students & staff impacted

Partners		5 students 2 staff
Benefitted to date		8 students 30 staff
Projected to benefit in 1-3 years		200 students 12 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Organisation, Time management

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Enhanced skills in Leadership, Critical thinking, Active listening and Teamwork

What was the most meaningful benefit?

" Increased momentum of Enactus society and creation of meaningful social impact projects.
This means that with the increased momentum and structure of the society and the digital badge, Enactus will continue to grow in size and impact and the students will be rewarded for their learning and contribution with a digital badge. "

Headspace

South East Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Jack Sweeney, Emilie Roche
- **Staff partner(s):** Karolyn McDonnell

Keyword(s):
EDI initiatives, Mental health

Resource category:
Events & workshops

Fellowship Project Description

Aim

To create a series of workshops targeted for construction apprentices in SETU about mental wellbeing and resilience.

Key activities

- Headspace was devised in collaboration with Jack and Emilie, both PhD students in the area of men's health and suicidality. Their studies found disproportionately high levels of stress and anxiety with students doing apprenticeships in the construction industry.

- Drawing on the principles of the Mens Health Cairde project, we devised a series of 6 workshops to deliver to young men (predominantly, in these courses) to broach the issue of mental health and to offer signposting and resilience training.

Outputs & Outcomes

- We spoke to the three tranches of apprentices who were enrolled in September 2023 and invited them to come along to the first session and we would provide food and outline the course. Not one student enrolled to take part in the course.

- We decided that the information was still very necessary so after consulting with the N-TUTORR team, the workshops were written up as a digital badge for future use.

Number of students & staff impacted

Partners		2 students 1 staff
Benefitted to date		2 students 1 staff
Projected to benefit in 1-3 years		200 students

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Leadership, Problem solving, Creativity, Critical thinking

Benefits to Staff

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Leadership, Problem solving, Creativity, Critical thinking

What was the most meaningful benefit?

" I think the potential of the Headspace Digital Badge is very meaningful. If we can market and promote it to future students as an online support to help with wellbeing I think the programme might be successful. It is not created as a targeted support for only apprentices but for all male students and staff who might want to build resilience and learn more about mental wellbeing. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Choose the student cohort that you wish to engage with and get the support of the Head of Department. It is important to work with gatekeepers to get access to the students and also to encourage students to engage.
2. Planning is essential. We might have gotten the programme built into an actual module to compel students to engage with it.
3. Use the networks and resources in the college. Most people are generally forthcoming and helpful if they can be.

Healthy Campus Sustainable Internship Project at TU Dublin

Technological University Dublin

TU DUBLIN — OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH — TECHNOLOGICAL UNIVERSITY DUBLIN

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Laura Kestell, Sarah Healy
- **Staff partner(s):** Dr Teresa Hurley, Dr Daniel McCartney

Keyword(s):
EDI initiatives, Healthy Campus

Resource category:
Events & Workshops

Fellowship Project Description

Aim Enhance the overall sustainable health and well-being of the TU Dublin community.

Healthy Campus — HEA

Key activities

We ran a wide range of initiatives and programmes related to health and well-being including:

- 5 Week Couch to 5K Series (48 participants) & Fun Run (53 participants).
- Week-long "Campus Clean Up" across campuses.
- Assisted Campus Planning with a Space Occupancy Analysis for a more sustainable campus.
- Planted of Pocket Forests x 2.
- Talks on Healthy Sustainable Eating.
- Promoted the Healthy Food. Made Easy programme (19 sign ups).
- Promoted Healthy Campus to 70 new staff.
- Launched cookbook.

Follow us on instagram:
@tudublinhealthycampus

Outputs & Outcomes

- Created our Healthy Campus Sustainable Cookbook.

- Co-delivered 2 Healthy Campus podcasts Media in TU Dublin and Earthology for Phoenix FM.

- 100 students & staff signed up to the Quit Smoking/Vaping Programme.

- One staff participant noted how the Sustainable Eating talk helped to reduce her food bill by 40%.

- Fantastic response to the 5 Week Couch to 5K Series and Fun Run with many participants calling for more initiatives like this to be introduced.

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		8000 students 500 staff
Projected to benefit in 1-3 years		8000 students 500 staff

Key Insights

Benefits shared by Students & Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management

Additional benefits to students

- Increased motivation for learning
- Increased confidence
- Enhanced skills in Writing/Literacy

What was the most meaningful benefit?

"The response to the Quit Smoking/Vaping programme was perhaps the most meaningful due to the long-term health benefits that can be gained and the overall positive impact on non-smokers/vapers with cleaner air and less cigarette butt and vape cartridge waste. The response to the 5 Week Couch to 5K Series and Fun Run was also impactful, building healthy habits that can be continued that will reap significant health benefits."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Start small, choose low hanging fruit that doesn't lean too heavy on resources.
2. Learn from other projects in other Universities and tweak to suit your needs.
3. Allow long lead in times for events and allow time for post evaluation, impact counts when seeking senior management support and funding.

IADT Eden Project

Dún Laoghaire Institute of Art. Design & Technology

Institute of Art, Design + Technology Dún Laoghaire

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Eoin Hicks Smyth, Jessica Dunne, Livia Martin, Bryce Manoovaloo
- **Staff partner(s):** Jerome Counihan, Ciana Connolly

Keyword(s):
Outdoor space, Growing food

Resource category:
Physical resources & facilities

Fellowship Project Description

Aim

We wanted to make an eden essentially, a place for people to come and take what they needed and rest somewhere that was a bit nicer than a dark classroom or empty lecture space, somewhere not littered with cigarette butts and litter.

Design requirements

- In the co-design and creation of our sustainable outdoor space, we strived for a garden that would:

  - Act as a sustainable food source for the campus.

  - Be self sufficient and does not rely on external factors to maintain itself.

Outputs & Outcomes

- Created a sustainable space for students and local animals to enjoy and use over the term.

- Moving through the project we wanted to make sure that the garden was a space that all people could use, not just students or local animals but also the general public walking through the campus as the day went by.

- The Eden garden space has increased public footfall onto campus and hopefully better use of the campus facilities as a result.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Talk to each other, sending an email to set things in stone can go a long way when things seem a little confusing.
2. You can't be everyone's friend, sometimes you might have to be the bad guy and make tough decisions to move the project forward or ask forgiveness instead of permission after moving forward with actions that help the project.
3. Do your best to help who you can where you can. Don't panic when things aren't perfect. It'll be ok in the end if you keep working.

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		Not formally recorded
Projected to benefit in 1-3 years		Not formally recorded

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced Leadership skills
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Creativity
- Enhanced Critical thinking
- Enhanced Problem solving
- Enhanced collaboration beyond the university

Benefits to Staff

- Enhanced Communication skills
- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Enhanced Creativity

What was the most meaningful benefit?

"
The fact that we have seen students, staff, and locals, all respect the space and not damage it in any way, even the animals respect the space and have not damaged things. The permanence is the most meaningful impact so far.
"

Integrating Sustainability Education into SETU Programmes: Exploring Students' Vision

South East Technological University

Education for Sustainability

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Aoife Kelly, Ronan O' Brien, Olivia Podgorska, Christina O' Reilly, Laura Izai, Aisha Lawal Usman, Ella (Changxin) Ren, Nadia Adbulal, Evelyn Cooper, Sarah Byrne, Miruna Teodorescu, Laura Cunningham, Caoimhe Naessens, Hanan Frih
- **Staff partner(s):** <u>Elaine Mullan</u>, Ailish O'Brien

Keyword(s):
Survey, Sustainability

Resource category:
Surveys & Research

Fellowship Project Description

Aim

Enable students to use mixed research methods to gather information about what students, across all SETU campuses, think sustainability should look like in SETU, what actions are required to make this happen, and what role(s) students can play in ensuring this happens.

Key activities

- Students and staff co-designed a survey to explore students' attitudes to sustainability, and their experience of sustainability at SETU, in the services (canteens, transport etc.).
- Students were involved in planning and promoting the data collection from late September to early March.
- Students also collected some additional qualitative feedback on the issues therein.

Outputs & Outcomes

- Survey results indicate that:
  - Students are interested in, motivated by and critical of the lack of sustainability in some areas of SETU.
  - Most have not covered sustainability-related issues in their programmes.
  - Most believed that SETU was not doing enough to limit its negative environmental impacts.
- The results have been presented at three events:
  - <u>The Sustainability in the Arts festival</u> (April 10th)
  - N-TUTTOR showcase event in Croke Park (17th April)
  - '100+ Years of the Irish State (1922-2024) | Identity, Creativity, Culture, Sustainability' conference in Waterford (May 1st).

Number of students & staff impacted

Partners		14 students 2 staff
Benefitted to date		300 students 2 staff
Projected to benefit in 1-3 years		300 students 2 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Problem solving

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Enhanced skills in Teamwork and Organisation

What was the most meaningful benefit?

" Communication between campuses; staff & students collaboration. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Ensure structure for paying students in a timely manner exist BEFORE the project begins - or are even possible.
2. Use students that are available to be involved for an entire year. We used 3rd year students who went on placement in semester 2.
3. Build-in time for in-person meeting.

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Education for Sustainability

Knowledge Graphs for Campus Sustainability

Technological University Dublin

DUBLIN — OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH / TECHNOLOGICAL UNIVERSITY DUBLIN

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Rosemary Bowser, Khushboo Jayan
- **Staff partner(s):** Bojan Bozic

Keyword(s):
Sustainability, Knowledge Graph

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim
Provide a knowledge graph powered mobile app for students to facilitate learning about on-campus sustainability issues, actions and initiatives and explore use cases for the Semantic Web module.

Objectives

- Create a mobile app for students for learning about on-campus sustainability issues, actions and initiatives (Education for sustainability).
- Use cases for the Semantic Web module (Knowledge Graph).
- Use Semantic Web technologies in learning (Universal Design for Learning).
- Student projects in the module (CA) based on use cases (Academic Integrity and Assessment).
- Integrate accessibility of information, inform students about equality and diversity in learning and create an inclusive way of sharing information (Equality, Diversity and Inclusion).

Outputs & Outcomes

- Due to changes in student partner availability and technical developments, we refocused to developing a knowledge graph and materials for the module.
- The project also investigate how to integrate accessibility of information, inform students about equality and diversity in learning by integrating toots from mastodon.
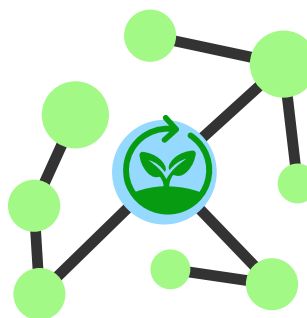
Number of students & staff impacted

Partners		2 students 1 staff
Benefitted to date		2 students 1 Staff
Projected to benefit in 1-3 years		30 students 3 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Problem solving, Creativity and Critical thinking

Benefits to Staff

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills Teamwork, Problem solving and Critical thinking

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1 Try to involve as many potential users as possible.
2 Keep a dynamic plan of alternatives should technical goals prove not achievable.
3 Implement close communication with all project partners.

What was the most meaningful benefit?

"
Collaboration with students on inputs for a taught module.
"

Language Learning: Understanding Students and Employers Needs at ATU and its Region

Atlantic Technological University

Education for Sustainability

Ollscoil Teicneolaíochta an Atlantaigh — Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Students from Heritage, Business, Law, Outdoor Education, Computing, Health & Nutrition, Agricultural Sciences, Counselling & Science
- **Staff partner(s):** Sarah Berthaud, Jacqueline Dempsey, Eloïse McGinty, Juan Manuel Real Espinosa

Keyword(s):
Survey, Modern languages

Resource category:
Surveys & research

Fellowship Project Description

Aim

This study aimed to assess the students' and employers' perspectives on language teaching and learning at the ATU.

Background

- At present, there is no clear coherent policy on the teaching and learning of modern languages at the ATU.

- The team wanted to assess the students' and employers' needs to be able to write a report to disseminate to ATU management as well as other TU and HE institutions. There are at present no monitoring tools for language provision in HE despite calls from the government to do so.

Outputs & Outcomes

- Surveyed students (n = 121) enrolled in a language module.

- Surveyed students (n = 454) who were not able to enroll in a language module.

- Surveyed employers in the region (n = 8).

- Provided tangible and scientific data for the management at ATU to implement a coherent approach re. language teaching and learning which may be used to inform student-centered improvements.

- Presented poster at N-TUTORR national fellowship showcase

Number of students & staff impacted

Partners	10 students 3 staff
Benefitted to date	4 staff
Projected to benefit in 1-3 years	300 students 30 staff

Key Insights

Benefits common to Students & Staff

- Enhanced collaboration within the university
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced engagement
- Increased confidence

Additional benefits for Staff

- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Leadership & Communication

What was the most meaningful benefit?

> " The fact that so many students took the time to partake in the surveys and were willing to be interviewed. There is demand for language teaching and learning and the ATU will have to take this into consideration going forward. There is demand from many programmes, not just the programme (business, tourism, etc.) usually associated with language learning and teaching. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

This was a great opportunity to work across ATU campuses and to engage with the student population. Definitely get involved and ask others if they want to participate.

My Business Degree Pathway

Munster Technological University

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Nicole Dowling, Veasceslav Sturojuc, Stephen O'Shea, Kornelia Cybul, Patrick Hegarty, Aaron Voss Whelan, Ciara LynchDunne, Meg O'Mahony
- **Staff partner(s):** Caroline O'Reilly, Trudie Murray

Keyword(s):
Business

Resource category:
Innovative teaching

Fellowship Project Description

Aim
Enhance understanding and use of a virtual degree pathway space for students of the programme.

Key activities

- Students acted as programme champions for a virtual degree pathway and delivered training to other students, highlighting its benefits, ease of use and value of the space as they progress through their degree.
- Provided students the opportunity to advise on their key areas of concern linked to their degree studies.
- Students designed a bespoke collaboration mechanism with the Department.
- Built an open dialogue between students, lecturing staff and management via the platform.

Outputs & Outcomes

- The Business degree student community benefitted significantly from the effective use of technology enhanced learning, increasing their professional and personal competences and confidence in the progression of their learning, engagement, and department support.
- This work ensures and encourages student collaboration and dialogue, provides information to the student community on the resources and supports available via a dedicated virtual space.
- This project embraced Education for Sustainable Development as an integral element of the SDG on quality education and will enable learners to have the mindset, specific knowledge, and skills to contribute to the SDG and positive societal change.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1 Ensure commitment from students from the outset using a detailed job description.
2 Student-initiated weekly updates on progress.
3 Interview process for applicants.

Number of students & staff impacted

Partners	13 students 8 staff
Benefitted to date	300 students 20 staff
Projected to benefit in 1-3 years	300 students 20 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management, Writing/literacy

" The Bachelor of Business degree student community will benefit from the project by **contributing to the effective use of technology enhanced learning**, increasing competence, confidence, passion, and creativity in the progression of their teaching, learning, assessment, engagement, research, organisational and operational support. "

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement

What was the most meaningful benefit?

" The engagement of the student community with their peers from the presentations and demonstrations of the value and use of the Degree Space. "

Purchasing Hydroponic Units to Grow Food on Campus

Munster Technological University

Education for Sustainability

MTU Ollscoil Teicneolaíochta na Mumhan — Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Danielle Slattery, Jane Moran
- **Staff partner(s):** Rachel Moloney, Breda O'Mahony
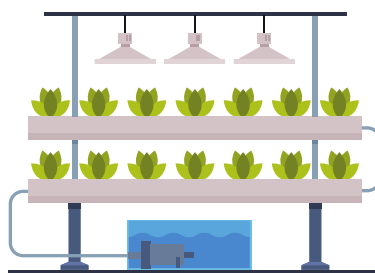
Keyword(s):
Equipment, Growing food

Resource category:
Physical resources & facilities

Fellowship Project Description

Aim

The project aimed to have both a direct and indirect effect on sustainable food education by using hydroponic units to grow food on campus.

Design requirements

- MTU students enrolled in both the PDEHE and Culinary Arts programmes and staff were trained in the use of the towers.
- An educational workshop was also completed by PDEHE students to learn how hydroponics can be integrated in the post-primary Home Economics classroom.
- The workshop outlined the usefulness of hydroponics as a tool in supporting a whole-school approach to sustainable education.

Outputs & Outcomes

- The Hydroponics towers facilitated the delivery of education surrounding sustainable food systems to a wide range of students and staff in the culinary department.
- Data collected post-educational hydroponic workshop to PDEHE students revealed 58% of those who attended were likely to use hydroponics as an educational tool in the Home Economics classroom.
- The project demonstrated growing food at a larger scale in urban areas is possible and is a useful tool to facilitate sustainable food education.

Number of students & staff impacted

Partners		3 students / 1 staff
Benefitted to date		30 students / 4 staff
Projected to benefit in 1-3 years		50 students / 10 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased confidence
- Enhanced Communication skills

Benefits to Staff

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Enhanced collaboration within the university

What was the most meaningful benefit?

"The value seen by the Tourism and Hospitality department in educating and supporting sustainable food production. This is most meaningful as they have now applied for further Hydroponics units with an aim to increase the food grown in these units and enhance the sustainability of the department and decrease food waste. This means there will be a greater impact on more students and staff.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Have a dedicated time to sit down and discuss the project, how it is doing and what changes should be made to achieve the aims.
2. Liaise with staff who are in the kitchen apart from the staff involved in the N-TUTORR project as these are the people who understand how much food is being wasted and could advise on what food to grow in the Hydroponic units to decrease this food waste.
3. Establish a method of recording the food waste avoided and the reduction in cost because of the food grown in the Hydroponic units.

Stepping Outside the Box: The Impact of Experiential Learning Beyond the Lecture Hall

Atlantic Technological University

Education for Sustainability

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Sarah Ennaqui, Laurence Corcoran, Sophia Blyth, Fiona Claffey, Megan Cummins, Matthew Reihill (Bachelor of Business Marketing & Sales Yr4 students)
- **Staff partner(s):** Mary McCormack, Gabriela Gliga

Keyword(s):
Professional networking

Resource category:
Events & workshops

Fellowship Project Description

Aim
Co-create and facilitate a half-day event to introduce students to a range of sustainability initiatives implemented by industry stakeholders.

Key activities

- Students co-created a half day event: 'Bridging Marketing and Sustainability for a Better Future' Marketing & Sales summit.

- Partner students managed key aspects of the event: MCing, running social media and registering attendees.

- Partner and attending students at the event:
  - Reflected on the scope of sustainability within marketing and sales strategy.
  - Examined the importance of sustainability for all industry stakeholders from consumers to the investor community.
  - Considered the challenges (marketing) practitioners face when implementing sustainable goals.

Outputs & Outcomes

- 112 undergraduate students on the Bachelor of Business in Marketing & Sales programme attended and engaged with speakers, lectures and student colleagues.

- Students were introduced to successful initiatives which have impacted positively for stakeholders.

- Students were exposed to sustainability initiatives from a number of perspectives - consumer attitudes and behaviours, sustainability and enterprise growth, marketing sustainable products - ethos over impressions, sustainability for a better future through the lens of a not for profit organisation.

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Ensure you allocate significant time for the organisation of such an event.
2. Students as partners very impactful.

Number of students & staff impacted

Partners		6 students 2 staff
Benefitted to date		112 students 8 staff
Projected to benefit in 1-3 years		Unknown 5 staff

Key Insights

Benefits to Students
- Enhanced engagement
- Increased sense of belonging to university/discipline/community
- Broader perspective on the theme of sustainability and personal professional development

Benefits to Staff
- Enhanced Teamwork
- Material gains e.g., co-author of publications, development of new materials etc.
- Greater connection with student cohort and industry partners

What was the most meaningful benefit?

Student engagement and positive feedback

> " I would like to highlight the importance of acknowledging and incentivising the dedication of lecturers who take the initiative to engage in extracurricular projects. Their involvement in these activities not only enriches the student experience but also enhances the reputation and academic environment of our University. Recognizing their efforts and providing appropriate incentives would serve as a meaningful way to encourage and sustain their valuable contributions. "

The Sustainathon: A Sustainable Consumption Challenge

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is <u>*underlined*</u>

- **Student partner(s):** Dhanushi Rodrigo (PhD student) & 3rd Year Bachelor of Business in Marketing & Sales: Lucia Balazova, Jack Blake, Roisin Brogan, Auguste Buliauskaite, Naoise Burke, Hazel Collins, Aaron Crowe, Katie Cunningham, Samanta Dobrenko, Kian Donohoe, Rebecca Dowler, Siofra Fitzgerald, Eoin Gavin, Naoise Judge, Aisling Kenny, Saoirse Kirby, Lauren Mc Intyre, Davina Mc Menamin, Hugh Moore, Eoin Mulreid, Oisin O Connor, Roy Olusola, Leanne Pinder, Joshua Ramirez, Jane Regan, Nafeesa Saif
- **Staff partner(s):** <u>Gabriela Gliga</u>

Keyword(s):
Big day events

Resource category:
Events & workshops

Number of students & staff impacted

Partners		24 students 1 staff
Benefitted to date		24 students 1 staff
Projected to benefit in 1-3 years		45 students 1 staff

Fellowship Project Description

Aim Facilitate a challenge-based learning intervention to actively engage students with the idea of sustainable comsumption.

Key activities

- During a full day off-campus workshop students worked in groups to develop an Integrated Marketing Campaign idea which aimed to increase awareness and encourage action around one aspect of sustainable consumption.
- The day concluded with an award ceremony for 3 winning teams (the student presentations were assessed based on 3 main criteria: best messaging, creativity and interactivity with the target audience).
- The event was part of a Consumer Behaviour Module, which integrates the U.N. Sustainable Development Goals into the curriculum, with a focus on the UN Goal #12: Responsible/Sustainable Consumption.

Outputs & Outcomes

- The Sustainathon enabled students to become more empowered to be community engaged, ethically conscious, professionally competent, and ultimately lifelong sustainability advocates.
- Participating students rated their off-campus learning experience as excellent or very good (100%).
- Participating students strongly agreed/agreed that the experience contributed to their learning around sustainability (95%).
- The event provided an improved learning experience for students and real and meaningful engagement with the idea of sustainable consumption.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Enhanced Problem solving, Creativity, Critical thinking & Time management

Benefits to Staff

- Enhanced collaboration beyond the university
- Enhanced engagement
- Enhanced skills in Problem solving, Creativity,Critical thinking & Organisation

What was the most meaningful benefit?

"The increased sustainability awareness among students regarding their own consumption habits. This is significant because it has the potential to drive long-term behavioral shifts towards more sustainable consumption. Empowering students with personally relevant knowledge about the environmental impact of consumption fosters a sense of agency and responsibility in addressing these challenges."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Make it relevant (to their life), fun and interactive to achieve real and meaningful student participation.
2. Be prepared to invest time before, during and after the event (there is a lot of administrative work involved).
3. Enjoy the moments where you see students being really 'fully engaged and present'.

Tik Tok for the Sustainable Development Goals

Education for Sustainability

Dundalk Institute of Technology

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [1]Ebunoluwa Akano, [2]Samuel Perpetuo Rodrigues, [2]Caoimhe Sheridan, [2]Clodagh King, [2]Ebunoluwa Akano, [2]Remember Roger Adjei
- **Staff partner(s):** [1]*Caroline Gilleran Stephens*, [1]Suzanne Linnane, [2]Eamon Mullen, [2]Leanna Morgan, [1]Hammond Antwi Sarpong, [1]Siobhan McCarthy, [1]Stephanie Woods

[1]Active partner, [2]Previously involved.

Keyword(s):
Sustainability goals

Resource category:
Digital resources & platforms

Number of students & staff impacted

Partners		8 students 7 staff
Benefitted to date		81 students 7 Staff
Projected to benefit in 1-3 years		90 students 7 staff

Fellowship Project Description

Aim
Harness student and staff creativity through a collaborative partnership to ensure that students acquire the knowledge necessary and take responsibility to promote the 17 Sustainable Development Goals (SDGs).

" Climate change is a global challenge, and the 17 Sustainable Development Goals (SDGs) have marked a way forward. As educators we have a role in contributing towards the achievement of the SDGs. "

Key activities

- Students participated in a group project, an assessment for learning that communicated the SDGs to both their peers and their wider communities in a creative and innovative manner by using the short video platform Tik Tok.

Outputs & Outcomes

- Some of the potential benefits to students which were investigated included:
  - Enhanced motivations and engagement with their learning
  - Taking responsibility for their own learning
  - An increase in the understanding of diverse perspectives
  - An enhanced learning environment
  - Enhanced student-staff relationships
  - Development of a range of graduate attributes including leadership skills, higher level thinking, team work and interpersonal communication.

Key Insights

Benefits to Students

- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased confidence
- Enhanced skills in Communication, Teamwork & Creativity

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced Teamwork
- Enhanced Active listening

What was the most meaningful benefit?

" The collaboration between students and staff and knowledge and sharing of experiences. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

Be flexible and listen to the students.

University Greenhouse

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [2]Noemie Daiva Hubner, [2]Grace Acedo, [1]Danny Strutt, [1]Tony Geraghty
- **Staff partner(s):** [1]Davy Walsh, [2]Kevin O'Callaghan, [2]Allan McGee

[1]Active partner, [2]Previously involved.

Keyword(s):
Outdoor spaces, Growing Food

Resource category:
Physical resources & facilities

Fellowship Project Description

Aim To create a university greenhouse so students and staff can grow food.

Key activities

- Students and staff worked together to sourced and erect a greenhouse on their campus community.

- Created raised beds, and started to grow fruits and vegetables.
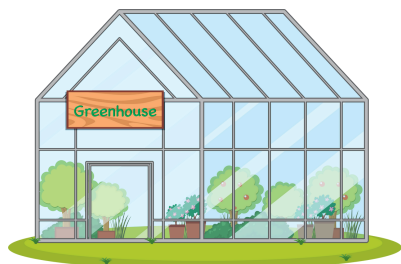
Outputs & Outcomes

- The greenhouse is up and running and currently growing lettuce, rocket, spinach, beans, peas, cucumbers, courgettes, tomatoes, and peppers as well as starting winter veg like leeks and cabbage.
- The real impact will likely be felt this coming September when students will get to see a fully working greenhouse. We were late getting irrigation and beds in place so some student have yet to see a full cycle of growth.
- An unintended impact is the ability to store summer harvest and provide some food to students who cannot afford to eat probably during the academic year.

Actionable Strategies

Challenges & Solutions

Challenge: Sourcing a suitable location for the Greenhouse. **Solution:** Support from Building & Estates.

Challenge: Running out of funding to purchase more materials. **Solution:** Upcycling existing materials.

What lessons would you share with others embarking on a student-staff partnership project?

1) Discuss your project with as many people as possible.
2) If possible try and have a small team of dedicated people that share the same passion/ goals.
3) Share workload with students.

Number of students & staff impacted

Partners		2 students 3 staff
Benefitted to date		30 students 6 staff
Projected to benefit in 1-3 years		50 students 10 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Leadership, Problem solving, Creativity, Critical thinking, Time management

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement;
- Increased motivation for learning;
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Leadership, Creativity, Critical thinking, Time management

What was the most meaningful benefit?

"The biggest impact is that students get to grow and eat their own food. This is meaningful today given that problems with climate and food scarcity and reliability.

Academic Integrity & Assessment

Transforming
Learning

"A Robot Ate My Homework!": A Student-Led Approach Towards Finding Solutions to the Emergence of AI Engines in Third Level Education

Academic Integrity and Assessment

Ollscoil Teicneolaíochta an Atlantaigh — Atlantic Technological University

Atlantic Technological University

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Undergraduate students in the Department of Sport, Exercise & Nutrition at ATU Galway (20 students)
- **Staff partner(s):** <u>Robert Mooney</u>

Keyword(s):
Survey, Chat GPT

Resource category:
Surveys & research

Number of students & staff impacted

Partners		20 students 1 staff
Benefitted to date		840 students 17 staff
Projected to benefit in 1-3 years		354 students 17 staff

Fellowship Project Description

Aim — Determine the extent to which AI engines are used by students within the ATU, and for what purposes.

Key activities

- In total, 20 undergraduate students from the School of Science & Computing collaborated on the project, aiding the development of the survey, pilot testing, roll out and analysis of findings.

- An anonymous online survey was distributed by email to students across all ATU campuses. In total, 65 responses were received, representing an 8% response rate.

Outputs & Outcomes

- 75% of respondents stating that they had used an AI engine during their third level education.
- ChatGPT was found to be the most commonly used (60%) tool.
- Reasons to use such tools included generate work for assessments, as a study tool and to aid academic endeavours.
- The results of this study provide an important insight to the perceptions and practices of current undergraduate students at ATU and can help decision making my management when formulating policy on the integration of AI into educational settings. The student voice is very important as policy makers evolve educational practices to face these technological advances.
- '<u>What happens when plagiarism goes digital?</u>' (Irish Times)

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching & learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Teamwork, Leadership, Creativity

Benefits to Staff

- Enhanced engagement
- Increased value of understanding in teaching & learning
- Enhanced skills in Teamwork, Creativity & Critical thinking

What was the most meaningful benefit?

" Gaining a better understanding of how to integrate AI into future teaching and learning. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Keep the aims simple and specific.
2. Listen to the students and respond to them.
3. Meet in person, not online.

Exploring the Potential of Computer-Based Assessments in Accounting at Tertiary Level

Technological University of the Shannon

Fellowship Project Context
Project Lead is underlined

- **Student partner(s):** Oisín Gately, Tikambechi Mwalughali, Lucy Sheridan, Kacper Gawalkiewicz
- **Staff partner(s):** Orlaith Kelly, Luke Fannon, Brendan McLarney, Tao Cui
- **Industry Partner(s):** Gerry Fahy, PAT Business School

Keyword(s):
Computer based assessment, Accounting

Resource category:
Innovating teaching

Number of students & staff impacted

Partners		11 students 6 staff
Benefitted to date		34 students 4 staff
Projected to benefit in 1-3 years		35 students 5 staff

Fellowship Project Description

Aim
Explore the potential of computer-based assessments within an undergraduate accounting programme and align accounting education at tertiary level with industry and professional accountancy body standards, while also offering students an authentic learning experience which solidified their digital skills.

Key activities

- Students were taught the published accounts topic from their Financial Accounting 2 module within a computer laboratory setting over a six-week period.
- The continuous assessment for that module comprised a published accounts question which was completed digitally using MS Excel and uploaded via Moodle during a supervised in-house assessment.
- Students (27) were surveyed on their experience with a small group selected to take part in a group interview.
- Two student leaders, Kacper and Lucy, worked in partnership with the project team to offer a voice to student participants in sharing their lived experience of the innovative intervention feeding back real-time data to the team.
- Two postgraduate students, Oisin and Tikambechi, assisted the project team throughout the data collection and analysis process.

Outputs & Outcomes

- Participants appreciated the importance of computer-based assessments for accounting graduates.

- The computer-based learning experience augmented perceived MS Excel skills levels among participants and resulted in increased confidence levels among students when using MS Excel.

- A majority of participants indicated that they enjoyed the computer-based learning and they appreciated the importance of computer-based exams for accounting graduates.

> " This was a very enjoyable experience for us as staff members on the N-TUTORR project. The opportunity to partner with students was invaluable in terms of the insights we gained. "

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Increased confidence
- Enhanced skills in Communication, Teamwork, Leadership, problem solving, Creativity, Critical thinking, Organisation, Active listening, Time management and Writing/Literacy

Additional benefit to staff

- Material gains e.g., co-author of publications, development of new materials etc.

What was the most meaningful benefit?

> " The development of the computer-based learning and assessment intervention itself was a meaningful impact as it offered an opportunity to pilot a new type of assessment delivery with students. Assessment of this type has not been offered before to students within the university for accounting modules. Furthermore, the partnership process between staff and students offered a valuable opportunity to obtain student feedback in real-time which impacted positively on the final intervention, while also leading to the empowerment of students. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Sometimes it is hard to identify how one might involve students in a project. However, do not be afraid of a partnership approach with students. We found that students embraced the opportunity to be involved, once they knew that their opinion is being listened to and is valued.
2. Build in feedback mechanisms within a project so that you can assess the success of the project and possibly achieve a publication from it.
3. Give responsibility to students within the project team (eg data collection, conference presentation to engage and empower them. Two of the students on our project team relished the opportunity to present at the N-TUTORR National Conference.

Machine vs Machine: Large Language Models (LLMs) in Applied Machine Learning High-Stakes Open-Book Exams

Technological University Dublin

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Csanad Alattyanyi, Jorge Jimenez Garcia, Anthony Kuznetsov, Conrad Marais, Cianan Nicolai, Andrzej Zero
- **Staff partner(s):** <u>Keith Quille</u>, Ciarán O'Leary, Róisín Faherty, Keith Nolan, Damian Gordon, Markus Hofmann, Svetlana Hensman, Miriam Harte, Brett Becker (UCD)

Keyword(s):
Quasi-experimental design, AI

Resource category:
Surveys & Research

Number of students & staff impacted

Partners		6 students 8 staff
Benefitted to date		6 students 8 staff
Projected to benefit in 1-3 years		The entire faculty

Fellowship Project Description

Aim — Identify the strengths and weaknesses of using generative AI in final-year Machine Learning exams.

Key activities

- Examined the performance of LLMs in responding to a range of exam questions, including proctored closed and open book questions spanning various levels of blooms taxonomy.
- Compared LLM-generated exam answers with actual student submissions.
- Evaluated the efficacy of LLM detectors by directly inputting LLM-generated responses.

Outputs & Outcomes

- Students and staff acted as co-researchers in this research study
- Co-produced a journal paper: http://dx.doi.org/10.6018/red.603001
- Co-produced a poster at ACM ITiCSE: https://doi.org/10.1145/3649405.3659514
- Co-produced a workshop on statistical data science for EUT+: https://www.upct.es/ibvupct/WorkshopIBV.php

Paper   Poster   Workshop

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Teamwork

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning

What was the most meaningful benefit?

" Working with the students by a long shot, the staff-student partnership resulted in deeper and richer results. Students are why we are here, but often they feel a device between them and the lecturers, this breaks this divide, provides equal ownership, and this resulted in a fantastic project, a journal paper, a poster and a workshop!!! What more could you ask, these students now have some academic work on their resume. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Publish, your story is worth telling!! And the value it brings for the writing, telling the story and for students is simply amazing!
2. Get your finances sorted earlier!
3. Make sure it is fun for all!

Promoting Academic Integrity in the Context of Disruptive Technologies

Technological University of the Shannon

Academic Integrity and Assessment

TUS

Fellowship Project Context

Project Lead is <u>underlined</u>

- **Student partner(s):** Erin Mc Neill, Brian O'Keeffe, Alzbeta Barisova, Maurice Barry
- **Staff partner(s):** <u>Lisa O'Rourke Scott</u>, Sarah O'Toole, Alan Carr

Keyword(s):
Assessment, Chat GPT, Psychology

Resource category:
Guidelines & Toolkits

Fellowship Project Description

Aim — Redesign a psychology assessment using AI and linked to academic integrity.

Key activities

- The advent of Chat GPT and other forms of AI tools has raised concerns in the academic community in relation to learning and teaching as well as academic integrity.
- We explored the impact on, and potential for use of, Chat GPT as a tool for learning and teaching in undergraduate psychology.
- We assessed how this tool impacts on research and academic integrity and explored potential for learning and teaching in psychology education.

Outputs & Outcomes

- Analysed findings from assessment pilots and how they enhance research integrity in the context of AI.

- Enhanced student ownership of assessment process and of research integrity.

- Integrated disruptive technologies into assessment on the module.

> " We learned a lot about how disruptive technologies work and how they can enhance performance "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Start small and choose partners carefully.
2. Don't try and achieve too much - the time goes really quickly.
3. Allow student partners to shine - they are equal partners in the process.

Number of students & staff impacted

Partners		4 students 3 staff
Benefitted to date		4 students 3 staff
Projected to benefit in 1-3 years		50 students 1 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Organisation, Writing/Literacy

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork & leadership

What was the most meaningful benefit?

> " The inclusion of students in a collaborative research project was enjoyable. It was wonderful to see how well students can perform when they are active equal partners in a project. "

Redesigning Year 1 Chemistry Tutorials Using a Partnership Approach

Academic Integrity and Assessment

Technological University Dublin

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Sumana Amir, Ladan Mahdi, Alexa Magallones, Liadain McSweeney, Eileen Foley, Sarah Rogers
- **Staff partner(s):** Claire McDonnell, Sarah Rawe, Gavin Sewell

Keyword(s):
STEM, Chemistry

Resource category:
Innovative teaching

Fellowship Project Description

Aim   Collaborate in the redesign of year 1 chemistry tutorials to enhance engagement and improve attendance.

Key activities

- Gathered feedback from previous year 1 students on what was effective and what could be improved in tutorial provision.
- Developed and trialed online pre- and post-tutorial activities as well as low stakes assessment
- Implemented the following revisions:
  - Use of regular and structured feedback on progress to allow students to consolidate their learning.
  - Use of escape room puzzles and polling app quizzes – collaboration, interactivity and gamification were identified as critical design aspects.
  - New post-tutorial online quiz.
  - Show how tutorial problems align to past exam questions.
- Co-designed and administered an evaluation survey with tutorial students.

Outputs & Outcomes

- This year, attendance did not fall off as had happened before the redesign.
- Many students surveyed described enjoying the tutorials ('engaging', 'fun', 'unique', 'interactive').
- All tutorial staff (11) showed an increased interest and engagement, and a desire to discuss their teaching experiences in informal verbal feedback.
- Co-developed a range of chemistry escape room puzzles.
- Presented on Redesigning First Year Tutorials Given at N-TUTORR April 2024 Showcase.
- Presented at Chemistry Education Conference on Students' Perspectives on Redesigned First Year Chemistry Tutorials.

Escape room puzzles

N-TUTORR Showcase

Chemistry Education Conference

Number of students & staff impacted

Partners		11 students 6 staff
Benefitted to date		256 students 11 staff
Projected to benefit in 1-3 years		250 students 10 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication skills, Teamwork, Creativity, Organisation, Active listening, Time management

What was the most meaningful benefit?

"The importance of the affective domain in learning and teaching became very apparent during the implementation and from the evidence gathered afterwards. The team approach used provided a sense of a shared experience and tutors discussed each week's activities with each other giving a sense of a community of practice."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Take the time to gather perspectives from student partners at the outset – listen carefully and check back to be sure you have interpreted things correctly.
2. Build in flexibility (online interaction, work spread out over period of time) and, as students gain confidence, encourage them to suggest their own ideas and give them time and space to pursue them. Provide regular check-ins so that students can ask questions and identify issues / areas they are unsure about.
3. Communicate clearly to colleagues what you are doing and why. Where relevant, ask for their input.

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Simulation in Nursing Programmes

Dundalk Institute of Technology

DUNDALK
INSTITUTE OF TECHNOLOGY

Fellowship Project Context   *Project Lead is underlined*

- **Student partner(s):** Kirsten Murray, Robyn Sullivan, Orla Sheridan, Anna Hughes, Joanne Woods, Faith Olufemi-Ojo, Jade Mc Faul, Sandra Amadi, Immaculate Izunyon, Luke Copeland, Ellen Tester, Katie Anderson, Zoe Nelson
- **Staff partner(s):** <u>Ann Everitt-Reynolds</u>, Madeline Colwell, Joe Treacy, Elizabeth Murphy, Siobhan Agnew Wills, Patricia Suresh

Keyword(s):
Healthcare; Nursing

Resource category:
Innovative teaching

Fellowship Project Description

Aim   Generate recommendations and resources to enhance learning of clinical skills are approached on all undergraduate nursing programmes.

Number of students & staff impacted

Partners		11 students 6 staff
Benefitted to date		12 students 6 staff
Projected to benefit in 1-3 years		20 students 170 staff

Key Insights

Key activities

- Co-created an agreement that explicitly outlines the mechanics of what is expected for managing project meetings to build trust.
- Made collaborative decisions on how to best capture data on approaches to teaching and learning from nurses and staff.
- Reviewed information on the approaches to the teaching and learning of clinical skills from the perspectives of staff and students.

> " Students felt listened to and empowered to make changes that would impact on learning clinical skills. "

Outputs & Outcomes

- Produced recommendations on alternative approaches or immediate changes to clinical sessions to improve teaching practices.
- Disseminated recommendations to all relevant stakeholders.
- The Head of Department will be asked to bring findings to programme boards and discuss how the students' perspective would be incorporated into the programmatic review process, assessment planning and future programme development.
- Designed resources by students for students that would enhance and support students in the development of clinical skills.

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Active listening, Organisation, Time management,

Additional benefits to Students

- Enhanced Critical Thinking skills

Actionable Strategies

Challenge: Students had clinical placements at different times during the semester and had time constraints towards the end of the semester. **Solution:** We organised hybrid meetings (face to face and on TEAMS) to accommodate those on placement and uploaded meetings on Teams. Students created a Whats App Group for communication and agreeing on decisions so that they could be brought back to the wider team. We also used shared documents on Teams for reviewing documents/resources to give individual input, again this was useful particularly towards the end of the project where time was limited, it expediated the process.

What lessons would you share with others embarking on a student-staff partnership project?

1. Spend time to build effective partnership based on mutual respect is essential.
2. Effective communication enables the team to work towards a common goal and successfully complete the project.
3. Encourage and support students to showcase the outcomes of the collaborative project.

What was the most meaningful benefit?

> " Student enthusiasm about developing meaningful resources to enhance future learning. Students expressed an interest in continuing with and building on this partnership approach, with plans to recruit other students to the working group next academic year. "

The Co-Creating of a Journal Club and Workshops for Postgraduate Research Students to Promote Academic Integrity and Assist in Assessment

Dundalk Institute of Technology

Academic Integrity and Assessment

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Clare Carvill, Lane Galvin
- **Staff partner(s):** Áine Mc Hugh, Anita Byrne

Keyword(s):
Community engagement, Journal club

Resource category:
Events & workshops

Fellowship Project Description

Aim Co-create journal club workshops tailored for postgraduate students' needs.

Key activities

- Ran structured monthly postgraduate student-led workshops lasting 2 hours.
- Workshop topics:
  - Writing for publication part one
  - Writing for publication part two
  - Conferences selecting and preparing an abstract
  - Preparing a conference paper and poster
  - Full day writing workshop with Prof Sarah Moore University of Limerick
  - Using social media to promote your research and career

Outputs & Outcomes

- The students involved reported they were more connected to other students because they were in contact with them organizing the journal clubs and it gave them an appreciation for what research other students were undertaking, they enjoyed the community of practice the project set up.

- The experience has informed the 2 academic staff that they want to continue with the activities but online.

Actionable Strategies

Challenges & Solutions

Challenge: The students had planned events face to face to help develop links, but some students even with advanced notice of dates did not want to engage face to face only online. **Solution:** They then offered the sessions online hybrid style to those that could not attend face to face.

What lessons would you share with others embarking on a student-staff partnership project?

1. Encourage the students to take the lead as they know what they need
2. Support the students in the projects
3. Trust the students

Number of students & staff impacted

Partners		2 students 2 staff
Benefitted to date		15 students 5 staff
Projected to benefit in 1-3 years		5 students 5 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Active listening, Organisation, Time management, Writing/Literacy

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced skills in Communication, Teamwork, Organisation, Time management

What was the most meaningful benefit?

"Students having a community of practice to work with and meet with while undertaking their own research. It was as transformative a project for the academic staff as for the students.

Triangulation Of Assessment Students, Tutors, Educator, Engagement (TOASTEE)

Academic Integrity and Assessment

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh — Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Year 1,2,3,4 Early Childhood Education and Care students (ECEC)
- **Staff partner(s):** Dr Rita Melia, Mary Skillington, Joanne Doherty, Louise Kilbane, Dr Elaine Mc Hugh

Keyword(s):
Assessment strategy

Resource category:
Guidelines & Tooklits

Fellowship Project Description

Aim

Develop an assessment strategy for the triangulation of assessment for the BA Early Childhood Education and Care (ECEC) programme on the Galway and Mayo campuses.
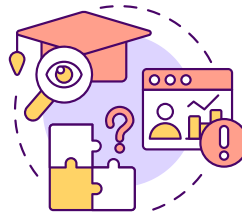
Key activities

- Carried out programmatic review.
- Reviewed requirements as outlined by Professional Awards Criteria for Initial Professional Education.
- Co-created and piloted assessment documents.
- Used the new assessment tool to assess student placement 2023 -2024.
- Conducted 3 focus groups with students and manager of ECEC setting.
- Facilitated 2 CPD workshops one in Galway and one in Mayo where students invited their ECEC mentors (97 delegates attended).

> " Having input by the placement supervisor has been invaluable and has made the process much more collaborative and much more of a partnership approach. "

Outputs & Outcomes

- Co-developed and piloted a new evidence-based assessment strategy, associated documentation and marking scheme for years 1-4 of the BA ECEC programme.
- Purchased 101 sweatshirts with ATU/N-TUTORR logo for practice placement students as a thank you to reward student work.
- Students invited their placement mentors and staff to a CPD networking event in Galway and Mayo and presented them with ATU branded materials, bag, coffee cup, decals.
- Currently establishing a community of practice for ATU placement mentors in collaboration with, lecturers, students and Galway Childcare Committee.

Number of students & staff impacted

Partners		9 students / 10 staff
Benefitted to date		111 students / 6 staff
Projected to benefit in 1-3 years		120 students / 8 staff

Key Insights

Benefits shared by Staff & Students

- Enhanced collaboration within the university
- Increased motivation for learning
- Enhanced engagement
- Enhanced skills in Teamwork, Organisation and Critical thinking
- Increased value of understanding in teaching and learning
- Enhanced collaboration beyond the university
- Increased confidence

Additional benefits to students

- Enhanced skills in Leadership
- Increased recognition of students' professional roles as Early Years educators. Recognition by Early Years placement mentors of the value of having ATU students on placement as potential staff.
- Fair and transparent collaborative assessment processes.
- Empowerment of BA ECEC students in linking theory to practice in collaboration with Early Years provider mentors.

What was the most meaningful benefit?

> " This N-TUTORR project has transformed the way we coordinate practice placement and assessment of practice placement, on the BA ECEC programme. ATU students are empowered and recognised for their important contribution in supporting quality ECEC provision in placement settings. "

Actionable Strategies

Working in partnership and collaboration with Early Years providers who facilitate quality placement settings for ATU ECEC students is an essential component in students' professional learning and development. Building on this partnership relationship through development of communities of practice will further enhance students practice placement experiences and learning.

What lessons would you share with others embarking on a student-staff partnership project?

1. Check out the policy requirements first.
2. Listen to concerns from students and educators.
3. Follow the lead of the other partners to work in collaboration.

Universal Design for Learning

Building an Educational Toolkit to Promote Engagement in Molecular Biology

Atlantic Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [1]Jamie Clarke, [1]Christopher Golden, [2]Ciara Casey, [1]Dan Casey
- **Staff partner(s):** [1]Mary Heneghan, [1]Eva Campion

[1]Active partner, [2]Previously involved.

Keyword(s):
Molecular biology toolkit

Resource category:
Guidelines & toolkits

Fellowship Project Description

Aim

Develop a molecular biology educational toolkit that supports multiple options of content delivery, assessment, and feedback.

Key activities

- Student partners developed and tested multiple teaching activities for each core concept that will appeal to a wider range of learners.
- Students proposed alternative assessments based on the new modes of content delivery which were further developed by academic staff to ensure academic integrity.
- New delivery modes delivered by academic staff to the next cohort of second year undergraduate students.
- Impact was captured using a combinational approach integrating quantitative and qualitative methods.

Outputs & Outcomes

- Molecular biology toolkit that uses a diverse array of resources (e.g. lego, lolly pop sticks, pipe-cleaners etc.) and focuses on 5 core molecular competencies: (1) DNA Structure, (2) DNA Replication, (3) DNA sizing, (4) Polymerase Chain Reaction and (5) Restriction digestion.
- Enhances the learning experience by allowing students to visualise complex topics in a hands-on approach.
- Manuscript describing the work is in preparation.
- Presented the work as a poster at N-TUTORR National Showcase.

Number of students & staff impacted

Partners		3 students 2 staff
Benefitted to date		33 students 22 staff
Projected to benefit in 1-3 years		60 students 62 staff

Key Insights

Benefits common to Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication skills, Teamwork, Leadership, Creativity, Critical thinking & Organisation

Additional benefits to Students

- Enhanced skills in Critical thinking and Organisation

What was the most meaningful benefit?

" The significant enhancement of students' learning experiences and understanding of molecular biology concepts through active engagement in classroom activities. Quotes like " I thought the different activities like the Lego made the lessons more fun and engaging" and "Interactive activities were good as they helped me concentrate and understand materials better. "Prevented me zoning out" were generally reflective of the overall class opinion. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. **Flexibility Works-** we advised the students to work on the project when they had time. We are happy that this approach worked well as we feel it respected their schedules and reduced stress, leading to higher quality contributions and sustained engagement with the project.

2. **Making use of collaborative tools** is effective to keep everyone informed and engaged. For example, we used a WhatsApp group in order to share photos and project updates. This group fostered a sense of community and teamwork, as all members could easily share their progress, celebrate success, and address any issues as they arose.

3. **There is a lot to be learned from the student partners**, who provided valuable insights from their perspective (as previous learners on this module). This firsthand experience with the material can highlight potential issues and help to formulate effective solutions that might not be apparent from the academic's perspective.

Collaborating for Change Using UDL

Technological University Dublin

Universal Design for Learning (UDL)

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Claire Dunne, Ellen Bolger, Jackie Hennessy, Robert Gabi Deliu, Selen Cabek
- **Staff partner(s):** Dr Mairead Seymour

Keyword(s):
Writing skills, Postgraduate students

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim — Improve the learning experience for students by designing an e-resource to enhance in-class teaching on proposal writing.

Background

- Designed the draft e-resource on proposal writing.

- Students applied the e-resource in practice when writing their research proposals.

- Held collaborative discussion between the lecturer and the student team members on their experiences of using the resource, their insights on learning and practical application, and their perspectives on future improvements.

- Implemented improvements to enhance the quality and pedagogical value of the e-resource.

Outputs & Outcomes

- Co-created an electronic resource for taught postgraduate students to use when writing their research proposals as preparation for their MA dissertation.

- In line with UDL principles that seek to meet different learner requirements, the resource is available to students in text format with clickable links, and in audio-visual format.

Number of students & staff impacted

Partners		5 students 1 staff
Benefitted to date		29 students 1 staff
Projected to benefit in 1-3 years		30 students 3 staff

Key Insights

Benefits to Student

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Critical thinking, Organisation and Time management

Benefits to Staff

- Enhanced engagement
- Enhanced collaboration beyond the university
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Critical thinking, Organisation and Active listening

What was the most meaningful benefit?

"The connection between learning design and learners' perspectives is the most meaningful. This is because the design is embedded in the learner experience and application in practice."

Actionable Strategies

Challenges & Solutions

Challenge: Students were not as engaged as initially envisaged and found it challenging initially
Solution: Students developed and grew over project, and project leads learn an "invaluable lesson" that "meaningful partnership does not have to be liner or consistently balanced for success. We can be leaders and contributors at different stages of the partnership"

What lessons would you share with others embarking on a student-staff partnership project?

1. Clarity of purpose.
2. Active listening.
3. Build in systemic structures to support the engagement of less engaged or seldom heard students.

Connections – An Entrepreneurial Initiative

Atlantic Technological University

Ollscoil Teicneolaíochta an Atlantaigh
Atlantic Technological University

Fellowship Project Context

Project Leads are underlined

- **Student partner(s):** Darragh Grehan, Belinda Mc Partland, Conor White, Shannon Bowman
- **Staff partner(s):** Cathy O'Kelly, Mairead McCann

Keyword(s):
Professional networking, Entrepreneurship

Resource category:
Events & workshops

Fellowship Project Description

Aim
To bring together students and staff from different disciplines across ATU to attend guest lectures, engage in teamwork and develop networking skills with peers, lecturers & industry practitioners.

Key activities

- Through a university-wide society (The Venture Network), the project team encouraged collaboration and innovation between entrepreneurial students and staff at ATU Sligo.
- Hosted a number of Q&A events with practitioners and industry professionals.
- Ran a team-based business competition.

Outputs & Outcomes

- Facilitated network and collaboration between ATU staff and students, and practitioners and professionals from industry.
- Winners of the N-TUTORR funded business competition invested their winnings into their business idea; further developing their entrepreneurial potential.
- Enhanced teaching by providing examples of current practice in industry in response to ever changing environmental challenges.
- We presented our work at the Jisc Change Agents Network Conference 2024.

Actionable Strategies

Challenges & Solutions

Challenge: Difficulty navigating new policies and procedures including management of Health & Safety requirements for events. **Solution:** Collaborated with colleagues in other departments such as Finance and Administration.

Challenge: Communication was difficult to ensure engagement across the university.
Solution: Used internal networks to promote events / activities.

Challenge: Time constraints – all work was completed on a voluntary basis.
Solution: Formed a committed and high-performing team.

What lessons would you share with others embarking on a student-staff partnership project?

1. Use funds to buy out time – this is a huge commitment on a voluntary basis.
2. Build activities into assessments if possible to encourage engagement.
3. Secure faculty support for activities.

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		255 students 10 staff
Projected to benefit in 1-3 years		300 students 15 staff

Key Insights

Benefits to Staff & Students

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Teamwork, Leadership skills, Problem solving, Creativity, Critical thinking, Organisation skills, Active listening, Time management
- Enhanced engagement with the Students' Union and The Venture Network Student Society

Benefits unique to Students

- Enhanced Communication skills, Leadership, Problem solving, Writing/Literacy
- New Friendships

What was the most meaningful benefit?

"Student partners were provided with real experience of a working environment. They worked as colleagues alongside the staff partners to bring the project to fruition. They gained great insight into the level of commitment required to bring a successful project to completion."

Digital Safety Outreach Project to Students with Intellectual Disability

Dún Laoghaire Institute of Art. Design & Technology

Fellowship Project Context
Project Lead is <u>underlined</u>

- **Student partner(s):** AnaMarija Kuran, Cormac Lawlor, Natasha Clora, Fionn Doorley, Carla Francello, Denise Greene, Klara Gyarmath, Sarah Healy, Amelia Herbaczewska, Nicoleta Jingan, Anamarija Kuran, Cormac Lalor, Cian Mooney, Robert Moran, Ruairi O'Sullivan, Meabh Reid, Niamh Whelan
- **Staff partner(s):** <u>Marian McDonnell</u>

Keyword(s):
Community engagement, Outreach

Resource category:
Events & Workshops

Fellowship Project Description

Aim
IADT psychology students to organise outreach activities to under-represented students with intellectual disability (ID) in the community.
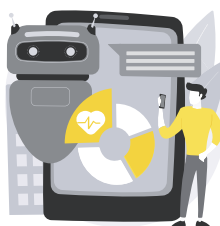
Key activities

- Psychology students created digital multimedia materials about Digital Wellbeing.
- A series of interactive workshops were conducted on Digital Wellbeing, at IADT with a total of 11 participants from WALK services for adults with ID.
- All participants were associated with a local service provider for PwID based in Dublin.
- Observations and surveys were collected and participants attended focus groups.
- Psychology students were observers and helpers in these sessions and made very valuable contributions.

Outputs & Outcomes

- Main findings from empathy workshop indicated some young adults with ID are proficient at playing games on smart devices and are present on popular social media sites (WhatsApp, Youtube, Facebook), which further confirms the need for the content and user testing with this group.
- Usability observations were high (easy to very easy use). High engagement with the games and videos with people in them are favoured.
- Psychology students benefited greatly from participation and aim to organise similar outreach activities in the future.

Number of students & staff impacted

Partners		15 students 1 staff
Benefitted to date		65 students 12 staff
Projected to benefit in 1-3 years		65 students 12 staff

Key Insights

Benefits common to Students & Staff

- Enhanced collaboration within the university
- Enhanced collaboration beyond the university
- Enhanced engagement
- Increased motivation for learning
- Increased confidence
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Teamwork, Leadership, Problem solving, Creativity, Communication, Organisation, Critical thinking, Active listening, Time management, Writing/Literacy

Additional benefits to Staff

- Increased value of understanding in teaching and learning

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Implement real partnership with students in how funds are spent.
2. Communication.
3. Praise and encouragement for all contribution.

" It was a highly rewarding and energising experience in many aspects. As one speaker said in Croke Park, 'education is a story about people'. This project was all about people: IADT psychology students creating educational materials and facilitating outreach workshops, young adults with intellectual disability attending these cybersafety workshops and the grateful staff members seeing the impact on all. "

What was the most meaningful benefit?

" The overall sense of wellbeing and feel good factor that came from the student /staff partnership that benefited others in the community. "

Embodying a Trauma-Informed Universal Design for Learning in Social Care Pedagogy

Technological University of the Shannon

Universal Design for Learning (UDL)

TUS

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [2]Philippa Meagher, [2]Rebecca Kenny Challis, [2]Aine Mc Carthy, [1]Sinead O'Callaghan, [1]Teresa Carney, [1]Danny Crotty,[1]Ciara Glasheen, [1]Aimee Slattery,[1]Emma Hayes
- **Staff partner(s):** [1]<u>Emma Aherne</u>, [1]Catherine-Ann O'Connell, [2]Justine O'Brien

[1]Active partner, [2]Previously involved.

Keyword(s):
Healthcare; Trauma-informed approach

Resource category:
Innovating teaching

Number of students & staff impacted

Partners — 4 students / 2 staff

Benefitted to date — 50 students / 10 staff

Fellowship Project Description

Aim
Develop insights into a Trauma-informed UDL approach to social care pedagogy which models effective social care practice.

Background

- All our social care students undergo 4 years of Personal Development as part of their studies, promoting self-care and self-awareness and acceptance.
- Social Care Workers work with a range of people of all ages with neurodiversity or trauma histories. The students requested sensory materials to support their growth as practitioners.
- Students and staff met regularly to plan each aspect of the project.
- Student groups chose what sensory items they wanted to purchase.
- Personal development weekly groups and lectures implemented the use of the equipment and gained feedback on their effectiveness.

Outputs & Outcomes

- We purchased a variety of sensory items: giant beanbags, yoga balls and mats, musical instruments, art equipment, fidgets and much more.

- Students report feeling more: engaged, regulated, safe, creative, participated more, felt they had more choice and voice in the process of personal development.

- We presented our approach at the national Social Care Ireland Conference 2024.

- Access our conference slides: <u>Embodying a Trauma-Informed Universal Design for Learning in Social Care Pedagogy</u>

Key Insights

Benefits common to Students & Staff

- Enhanced collaboration beyond the university
- Enhanced collaboration within the university
- Increased sense of belonging to university/discipline/community
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Active listening, Time management, Writing/Literacy

What was the most meaningful benefit?

"The whole experience was deeply impactful, for us as educators and as students. It has given us all the above and more. It has developed collaboration, trust, communication, practice, engagement. Developed presenting skills with us presenting in a number of forums, ending in a national conference."

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Work together openly and collaboratively from the very start.
2. Trust the students, they are amazing, their ideas, their input-let them lead.
3. Both students and lecturers learn and grow, go for it.

IHTM-Total Immersion Gingerbread Challenge

Technological University Dublin

Fellowship Project Context

Project Leads are underlined

- **Student partner(s):** Rachel Daly, Jarade Nassor, Stefan Vanaga, Beti Boicu
- **Staff partner(s):** Ursula Donovan, Owen McFadden

Keyword(s):
Tourism, Gingerbread house

Resource category:
Innovating Teaching

Fellowship Project Description

Aim

Bring together students to collaborate, learn, and showcase their skills in a hands-on and culturally diverse setting, preparing them for the demands of the hospitality and tourism industry.

Key activities

- The project implemented UDL framework which emphasises flexibility and inclusivity in educational goals and activities.
- Students collaborated in teams to design and build pre-planned gingerbread houses.
- Each team incorporated elements from different cultures into their designs.
- The completed gingerbread houses were presented to external judges on the same day of completion.
- Provided students with a tangible experience of real-world challenges and opportunities they may encounter in their professional journeys.

Outputs & Outcomes

- Enhanced motivation and engagement by allowing students to demonstrate learning in a creative and practical manner.
- Fostered intercultural understanding and teamwork, essential skills for future careers in hospitality and tourism.
- Encouraged problem-solving and decision-making skills.
- The Gingerbread Challenge is now an embedded component of the module (Critical Skills Development) delivered as part of semester one of the IHTM Programme.

Number of students & staff impacted

Partners		4 students 2 staff
Benefitted to date		20 students 2 staff
Projected to benefit in 1-3 years		2 students 30 staff

Key Insights

Benefits to Students

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased confidence
- Enhanced Teamwork
- Enhanced Problem solving
- Enhanced Creativity
- Enhanced Critical thinking
- Enhanced Time management

Benefits to Staff

- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased confidence
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Teamwork
- Enhanced Creativity
- Enhanced Communication skills

What was the most meaningful benefit?

" The challenge offered flexibility and accommodations to ensure that all students could participate and succeed. This included providing additional support and resources for students with diverse needs, such as extra time or assistance with physical tasks. "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. **Clear communication:** From the onset, establish clear lines of communication and set realistic expectations.

2. **Alignment of values and goals:** Make sure that everyone shares a common vision for the project and agrees on the objectives.

3. **Flexibility and Adaptability:** Despite careful planning, projects often encounter unexpected challenges or changes along the way. Be prepared to adjust strategies, reallocate resources, or pivot direction if needed to overcome obstacles and stay on course towards achieving the project's goals.

MTU Digital Badge for Students in Universal Design for Learning

Munster Technological University

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** [1]Rani Wheeza, [2]Marte-Therese Rasmussen Huggard, [2]Amy Moriarty,[1]Caren Karamagi,[2]Assam Ghesheyan
- **Staff partner(s):** [2]Aileen Kennedy, [1]Jackie Gallagher,[1]Margaret Finch,[1]Lisa Langan

[1]Active partner, [2]Previously involved.

Keyword(s):
Digital badge, Facilitator training

Resource category:
Digital resources & platforms

Fellowship Project Description

Aim Co-create a digital badge for students in Universal Design for Learning (UDL).

Background

- UDL has become a key pedagogical approach used in education systems that seek to promote inclusive and equitable education.
- To date, limited work has been done on optimizing student understanding of UDL and how they can access and engage with inclusive strategies and approaches in their own learning.
- We aimed to co-create a UDL digital badge that focuses on exploring UDL and its potential to enrich students' learning experiences and ownership of the application of UDL frameworks.

Outputs & Outcomes

Two digital badges have been successfully co-created:

UDL for Students Digital Badge
- Self-paced online module and an in-person workshop.
- The online module: Unit 1 (Introduction) and Units 2-4 explore each of the UDL principles.
- Workshop: Explores UDL informed strategies that students may use to assist them in their engagement with academia.

UDL Student Facilitator Digital Badge
- Follow-on from the UDL for Students Digital Badge.
- Enables leaners to mentor peers as they engage with the UDL Student Badge and explore embedding some UDL-informed strategies in their academic endeavours.

Number of students & staff impacted

Partners		5 students 3 staff
Benefitted to date		5 students 1 staff
Projected to benefit in 1-3 years		20 students 5 staff

Key Insights

Benefits common to Students & Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced skills in Communication, Teamwork, Leadership, Problem solving, Creativity, Critical thinking, Active listening

Additional benefits to Students

- Enhanced collaboration beyond the university
- Increased confidence
- Enhanced skills in Writing/Literacy

What was the most meaningful benefit?

" The opportunity enabled to utilise student voice in the design of digital badge content, format and delivery – ensuring material developed is informed by those it is targeted at.
Students Perspectives "I have an insight into the strengths and weaknesses in my college's procedures, in respect of UDL, and I plan to advocate for myself and my classmates in creating an environment where procedures are standard across the board and accessible to all". "

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Embrace the opportunity - it allows to utilize student voice in informing practice.
2. Flexibility is required in ensuring each of the student fellows have opportunities to engage with the project.
3. In working with students, the teas, coffees and snacks provided were really appreciated by all - enabling time to connect, aside from project work - enabling the development of a sense of community - imperative to the success of the project.

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Raising Awareness of the Importance of Feedback to Student Learning

South East Technological University

Universal Design for Learning (UDL)

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Elizabeth Mahon, Ronan O'Brien, Aoife Kelly
- **Staff partner(s):** Aisling Hennessy

Keyword(s):
Feedback, Videos

Resource category:
Digital resources & Platforms

Number of students & staff impacted

Partners — 3 students 1 staff

Benefitted to date — 6 students 4 staff

Fellowship Project Description

Aim
Bring awareness to the importance of quality, timely and understandable feedback for student learning.

Key activities

- We interviewed, on camera, students and lecturers in the Business Department on the SETU Wexford Campus in relation to their practices and experiences regarding feedback.

Outputs & Outcomes

- We have created mini videos for use by both students and lecturers to assist them in understanding the value of quality, timely and understandable feedback.

- We plan to keep the conversation about feedback on the agenda and creating opportunities for students and lecturers to share their experiences of it.

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Enhanced Teamwork
- Enhanced Creativity

Benefits to Staff

- Enhanced collaboration within the university
- Enhanced engagement
- Increased value of understanding in teaching and learning
- Increased motivation for learning
- Enhanced Teamwork
- Enhanced Creativity

Actionable Strategies

What lessons would you share with others embarking on a student-staff partnership project?

1. Set out a schedule for meetings of the group well in advance. The semesters fly by and lecturers and students are very busy.

2. If the students are involved in creating the aims and objectives of the project and it is something that they are themselves interested in then it will not be difficult to motivate them to complete it.

3. Get to know the N-TUTORR Co-ordinators within your Institution - their help is invaluable.

What was the most meaningful benefit?

"The most meaningful impact of the partnership so far was the reflection of students and lecturers within the business department of the Wexford Campus of the SETU on various aspects of feedback through the creation of the mini videos."

Redesign of the Faculty of Film, Art + Creative Technologies Module with the Student Voice

Dún Laoghaire Institute of Art. Design & Technology

Universal Design for Learning (UDL)

Institute of Art, Design + Technology Dún Laoghaire

Fellowship Project Context

Project Lead is underlined

- **Student partner(s):** Olamide Akintemi, Shauna Mc Carthy Reid, Jessica Doyle, India Heath, Rachel Werner, Lara Rosello Peres, Lea Stern, Ethan Taylor, Jasmim Lobos, Jennifer Reynolds
- **Staff partner(s):** Louise Glynn

Keyword(s):
Arts, Film

Resource category:
Innovative teaching

Fellowship Project Description

Aim   To improve the module and embed Universal Design for Learning.

Key activities

- Carried out focus group of students, one from each programme in the faculty.
- Students completed courses and received Digital Badges in the areas of Academic Integrity, Universal Design for Learning, Sustainability and Employability.
- Students gave feedback on those courses and highlighted the most important points for me to use in the presentations for this years cohort.
- I also surveyed the outgoing and incoming students of the module before commencement to see how students felt about the individual N-TUTORR themes, whether they thought they were important.

Outputs & Outcomes

- Student partners created digital artefacts to describe their programmes to improve the responses to one of the learning outcomes that students felt hadn't been met as well as the others last year.
- The module improved, but there is work to be done to improve it further. I will run the module for the first 6 weeks of Term 1 this year rather than the last 6 weeks of Term 1, to improve engagement.

Number of students & staff impacted

Partners		10 students 10 staff
Benefitted to date		400 students 10 staff
Projected to benefit in 1-3 years		400 students 10 staff

Key Insights

Benefits to Students

- Enhanced collaboration within the university
- Increased motivation for learning
- Increased sense of belonging to university/discipline/community
- Enhanced Teamwork
- Enhanced Creativity

Benefits to Staff

- Enhanced collaboration within the university
- Material gains e.g., co-author of publications, development of new materials etc.
- Enhanced Leadership skills
- Enhanced Organisation skills

Actionable Strategies

Challenges & Solutions

Challenge: Some students didn't engage as much as others with the module since they felt like it had nothing to do with their subject area. **Solution:** Next year I will give more context on the importance of UDL. I will also put the students into small groups to get them to engage with each other more throughout the module. I also want to try to make the sessions more interactive, with Quizzes etc.

What lessons would you share with others embarking on a student-staff partnership project?

1. Smaller teams, 10 students was probably too much to manage, trying to get 10 people in the same place at the same time was a challenge.
2. Hybrid working was good and inclusive.
3. Don't take it personally if students don't engage, just do your best!

What was the most meaningful benefit?

"Some students really engaged with the module and created lovely Digital artefacts. Thank you for organising. It was a really good experience for me and pushed me to do more!"

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