

Students as Partners in Innovation and Change Fellowship Programme Guide

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Transforming Learning

PARTNER INSTITUTES



175

Fellowship Projects in **5** Technological Universities and **2** Institutes of Technology

Projects in this flipbook are presented as one of the following:

Cycle 1 projects

fellowships awarded funding in March 2023

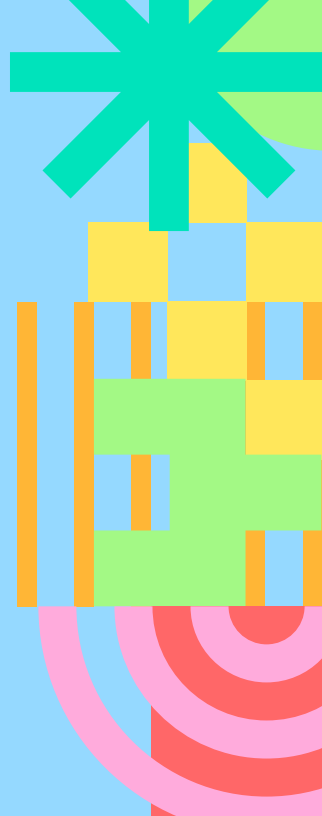
Cycle 2 projects

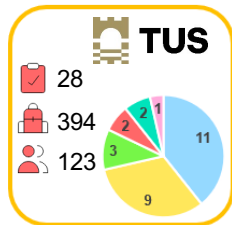
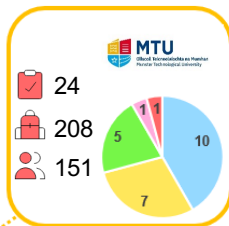
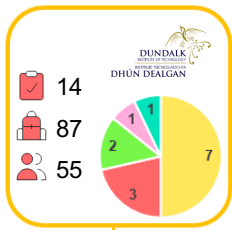
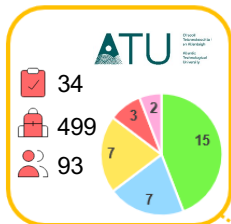
fellowships awarded funding in May 2024

Extended projects

Cycle 1 fellowships awarded top-up funding in May 2024

The flipbook of fellowships was published on 15 November 2024.

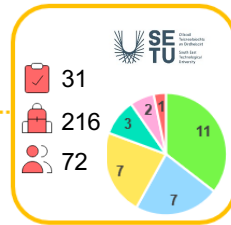




175 Students as Partners
Innovation & Change
 fellowships

Themes

- Education for Sustainability (58)
- Equality, Diversity & Inclusion (EDI) (45)
- Digital Transformation in Teaching & Learning (39)
- Universal Design for Learning (UDL) (13)
- Academic Integrity & Assessment (12)
- Employability (8)

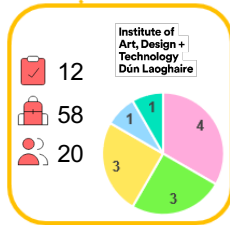
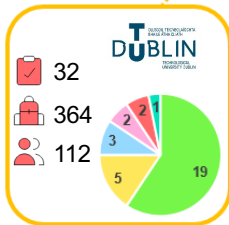


175
 Fellowships

***1826**
 Student Partners

***626**
 Academic staff Partners

>€650,000
 in funding



Funded by the European Union
 NextGenerationEU



Transforming Learning

*Estimated figures as of 06.11.2024

Contents *(grouped by theme)*

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Academic Integrity & Assessment Fellowships





Transforming Learning



Coláiste Teicneolaíochta an Atlántaigh
Atlantic Technological University

“A robot ate my homework!”: A student led approach towards finding solutions to the emergence of essay mills and AI technology in academic writing

Student Partner(s): Undergraduate students in the Department of Sport, Exercise & Nutrition at ATU Galway (20 students)

Staff Partner(s): Robert Mooney

Undergraduate and postgraduate students at ATU and beyond are assigned academic writing tasks frequently as part of their assessment schedules. In recent years, the use of essay mills by students has expanded rapidly in Ireland. These essay mills involve students paying a company to write an essay for them, through a network of freelance writers worldwide. Moreover, recent technological advances in artificial intelligence (AI) have seen the emergence of automatic, software derived, academic writing services that students have now started to exploit in great numbers. Detection of this form of cheating and plagiarism is extremely difficult and time-consuming for academic staff, and often difficult to prove.

This aim of this project is to develop novel, student led solutions to combat the emergence and increased use of essay mills and artificial intelligence (AI) engines by students for completing academic writing tasks. By empowering ATU students to come up with their own solutions to this growing problem, it is hoped to lead to long lasting behaviour change and help to maintain the academic integrity of assessment strategies into the future.

Project lead

Robert Mooney

Fellowship theme

Academic Integrity & Assessment

Cycle 1 project



Perceptions and Realities: MTU Students' Take on Academic Misconduct Reporting Tools

Student Partner(s): 16 MTU Students

Staff Partner(s): Violeta Morari, Angela Wright

This proposed project is informed by the student survey and focus group data collected and analysed during Semester 1, 2023/2024. During the survey, a majority (58%) of students in MTU indicated that they would like to see the development of an Academic Misconduct Reporting Tool.

The project aim is to develop a deeper understanding of students' views on a possible Academic Misconduct Reporting Policy and Reporting Tool, particularly: anonymous reports, possible issues.

Project lead

Violeta Morari

Fellowship theme

Academic Integrity & Assessment



Transforming Learning

The co-creating of a Journal Club and workshops for postgraduate research students to promote academic integrity and assist in assessment

Student Partner(s): Clare Carvill, Lane Galvin

Staff Partner(s): Áine Mc Hugh, Anita Byrne

This initiative will assist our postgraduate research students to improve their academic writing, critical thinking and guide them in disseminating their research while working collaboratively with their peers and academic staff while underpinning the Fellowship theme of Academic Integrity in their activities.

While our postgraduate students examine diverse topics, they all fall under the health and science umbrella where commonalities in research processes exist. Engagement with a journal club can promote and deepen the postgraduate students' knowledge and critical thinking (Carragher and Brereton 2022).

The workshop strand proposes to support the postgraduate students' academic writing skill and confidence through exposure to academic writers and reviewers for journals and conferences.

Project lead

Áine Mc Hugh

Fellowship theme

Academic Integrity & Assessment



Can Artificial Intelligence Complete My Assignment? A Student Led Initiative to Stress Test the Academic Integrity of 3rd Level Course Work Using AI

Student Partner(s): Pavol Pakes, Wesley Demaine, Conor Walsh, Alex Byrne, Patricia Amarachi Njoku, Tom Kennedy, Lin Maogeng, Munashe Mangwiro, Leonardo Vukovic, Kanyapatra Singkon, Kevin Ebarmamiegbor, Liam Quinn, Senan Casey, Craig Fenlon, Vladyslav Abakumov, Emma Lye, Ivan Olefirov
Staff Partner(s): Aidan Duane

Significant advances have been made in generative Artificial Intelligence (AI) in recent years.

Tests at the University of Pennsylvania's Wharton (2023), revealed that ChatGPT outperformed students on the Operations Management module on their prestigious MBA, receiving a B to B- grade.

This student-driven study explored the ramifications of AI for academic integrity by stress testing assessments, essays, projects, and assignments examined previously during 2020-2022.

The AI generated tests were administered by students, and the solutions were submitted to academic staff for grading and commentary, ensuring an appropriate benchmarking test to assess AI challenges for academic integrity.

Project lead

Aidan Duane

Fellowship theme

Academic Integrity & Assessment



Transforming Learning

Understanding the value and practice of Academic Integrity in professional nursing and midwifery undergraduate programmes

Student Partner(s): Tara Costello, Jade Gorham, Jessica Murray, Kamile Salamanaviciute, Lindsey Adie, Michelle Agbolade- David, Victoria Dada

Staff Partner(s): Joe Treacy, Ann Everitt Reynolds, Madeline Colwell, Elizabeth Murphy, John McDonald, Briege King, Jean Carragher, Patricia Larkin

This project's focus is to explore students, lecturers and academic support staffs' understanding of the value and practice of Academic Integrity in nursing and midwifery undergraduate programmes.

There is sufficient evidence that academic integrity presents challenges to both students and staff however these issues may be understood and experienced differently by both parties. This student - staff partnership will generate obtainable recommendations, some of these will be immediately actionable, e.g., review of the usefulness of student resources, review aspects of assessment (staff consistency in messaging).

Cycle 1 project

Project lead

Joe Treacy

Fellowship theme

Academic Integrity & Assessment



Triangulation Of Assessment Students, Tutors, Educators, Engagement (TOASTEE)

Student Partner(s): ¹BA Early Childhood Education and Care students years 1-4 Galway & Mayo campus (105 students)

Staff Partner(s): ¹Rita Melia, ¹Mary Skillington, ¹Joanne Doherty, ²Caithriona Ryan

¹Active partner, ²Previously involved.

Students undertaking the BA Early Childhood Education and Care programme in ATU Galway City and Mayo are required by the Professional Awards Criteria for Initial Professional Education (DES 2019) to complete a minimum of 35% duration of the overall duration of the programme on practice placement. The aim of this project is to facilitate two seminars for students and practice placement mentors. These professional development seminars will support a greater understanding of the value and importance of quality early childhood education and care provision and the importance of quality practice placement experiences for students.

Extended project

Project lead

Rita Melia

Fellowship theme

Academic Integrity & Assessment



Exploring the potential of computer-based assessments in Accounting at tertiary level

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

This project will explore the potential of Computer Based Exams (CBE) within an undergraduate accounting programme, by incorporating a CBE within a financial accounting module as part of the continuous assessment for that module.

Both graduate and industry feedback to the accounting programme team within TUS Athlone have consistently highlighted the importance of graduates having strong spreadsheet and computer skills.

The project team will collaborate with PAT Business School to introduce students to CBEs, which will support completion and success in professional accounting exams in the long-term, while also providing them with digital workplace skills. In addition, this will align module assessment with industry standards and professional accountancy bodies.

Project lead

Orlaith Kelly

Fellowship theme

Academic Integrity & Assessment



Simulation in Nursing

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): Ann Everitt-Reynolds, Madeline Colwell, Joe Treacy, Elizabeth Murphy, Siobhan Agnew Wills, Patricia Suresh

As we look towards increasing simulation within our nursing programmes this project provides opportunities for meaningful student-staff engagement and authentic dialogue to share opinions and experiences of simulation.

In line with the theme of Academic Integrity, the key outcomes of this project are:

1. To review how clinical skills are approached on all undergraduate nursing programmes to enhance learning from the perspective of students
2. To generate recommendations, some will be immediately actionable e.g., changes to clinical skills experiences for students
3. Other recommendations may be implemented as part of the programmatic review process
4. Design resources by students for students that would enhance and support students in the development of clinical skills

Project lead

Ann Everitt
Reynolds

Fellowship theme

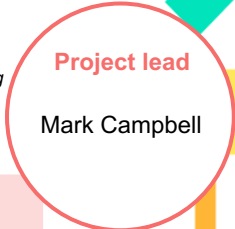
Academic
Integrity &
Assessment



Student Entrepreneurship SIG

Student Partner(s): BSc in Computing and Digital Media Y3(22 students), BSc in Computing and Digital Media Y4 (10 students), BEng in Mechanical Engineering Product Design Specialisation Y4(18 students), BEng in Manufacturing Engineering Design Y4 (14 students)

Staff Partner(s): Mark Campbell, Eevanne Mccarron, David Keary



Across the 9 ATU campuses, entrepreneurship modules give students an appreciation for theoretical Entrepreneurship. This learning rarely extends to beyond the classroom and there is a significant gap in student experience in terms of real-world entrepreneurial activity.

We want to bring ATU staff, students, innovation centres and external industry mentors interested in participating in entrepreneurship under a special interest group and to build-in the start-up business model into the assessment of how entrepreneurship is taught across ATU through a range of entrepreneurship activities.

Cycle 1 project



Academic Integrity (School of Enterprise Computing and Digital Transformation)

Student Partner(s): Csanad Alattyanyi, Jorge Jimenez Garcia, Anthony Kuznetsov, Conrad Marais, Cianan Nicolai, Andrzej Zero

Staff Partner(s): Keith Quille, Ciarán O'Leary, Róisín Faherty, Keith Nolan, Damian Gordon, Markus Hofmann, Svetlana Hensman, Miriam Harte

External Staff Partner: Brett Becker (UCD)

This project will develop a set of guidelines for staff and students on the use of ChatGPT and other Large Language Models in higher education. Importantly, these guidelines will be compiled based on evidence collected from a study carried out for the most part by undergraduate students, who will be supported by artificial intelligence researchers and educational researchers in the Faculty of Computing, Digital and Data in Technological University Dublin.

In addition, to foster student confidence in embarking on applied (tangible) research, a secondary outcome will be the submission of the study to an ACM computing education conference.

Cycle 1 project

Project lead

Keith Quille

Fellowship theme

Academic Integrity & Assessment



Transforming
Learning



TUS



Promoting academic integrity in the context of disruptive technologies

Student Partners: Erin Mc Neill, Brian O'Keeffe, Alzbeta Barisova, Maurice Barry

Staff Partners: Lisa O'Rourke Scott, Sarah O'Toole, Alan Carr

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.

This project, involving a collaboration between academic staff and undergraduate students on the BSc in Applied Psychology at TUS Midwest, will explore the impact on, and potential for use of, Chat GPT as a tool for learning and teaching in undergraduate psychology.

It will assess how this tool impacts on research integrity and explore potential for learning and teaching in psychology education.

Project lead

Lisa O'Rourke
Scott

**Fellowship
theme**

Academic
Integrity &
Assessment

Cycle 1 project



Transforming Learning

Redesigning Year 1 Chemistry Tutorials Using a Partnership Approach

Student Partner(s): Sumana Amir, Ladan Mahdi, Alexa Magallones, Liadain McSweeney, Eileen Foley, Sarah Rogers

Staff Partner(s): Claire McDonnell, Sarah Rawe, Gavin Sewell

Our motivation is that the current year 1 chemistry tutorial format is not achieving its potential. It will be redesigned in partnership with students to develop (i) low stakes assessments used during tutorials that facilitate provision of feedback and encourage participation and learner collaboration and (ii) online pre- and post-tutorial supports and activities. It is anticipated that the in-class activities will include escape room puzzles and polls/quizzes.

The process will begin with gathering feedback from students who completed year 1 in 2022-23 on what is effective and what could be improved. Input from student partners, academic staff and learners will be incorporated on an ongoing basis.

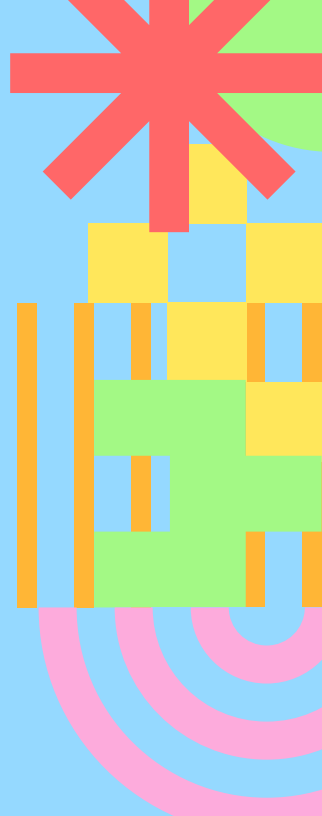
Project lead

Claire McDonnell

Fellowship theme

Academic Integrity & Assessment

Digital Transformation in Teaching & Learning Fellowships





Digitalised rehabilitation programmes

Student Partner(s): Year 3 Athletic Rehabilitation Therapy students (22 students)

Staff Partner(s): Lynn Allen, Michael O Donohoue, Marese Gilhooly, Anna Postawa, Chris Coombs

As part of the BSc (Hons) Athletic and Rehabilitation Therapy programme in TUS Athlone, our students gain clinical hands-on experience in our student-led clinic, supervised by Certified Athletic Therapists and Chartered Physiotherapists. The Athletic Therapy students assess, diagnose, treat and implement rehabilitation programs for staff, students, collegiate athletes and local external sporting clubs and organisations. This is a fully operational clinic, providing students the opportunity to put their theoretical and practical skills into practice.

Many patients struggle to adhere to their home exercise rehabilitation programs. The aim of the project is to create and produce a digital suite of exercise prescription videos that athletic therapy students and clinicians can use with their patients in our clinic. This will allow all students to be actively involved in producing and tailoring individualised and specific digitalised videos for their patient's rehabilitation and injury management. This will provide students a unique way to be co-creators of their learning, aid in their digital literacy, and develop a very useful and meaningful resource for patients.

Project lead

Ms Lynn Allen

Fellowship theme

Digital Transformation in Teaching & Learning



Implementing and evaluating project-based learning (PBL) in undergraduate introductory statistics modules at ATU Sligo – A Pilot Study

Student Partner(s): Lauren Gilroy, David Burke, Jagoda Skender

Staff Partner(s): Akinlolu Akande, Syam Kumar, David Obada

Most, if not all, programmes at the undergraduate level have recognized statistics as a necessary component required for data collection, organization, analysis, and interpretation in our data driven society. This project will implement and evaluate Project Based Learning (PBL) method in two introductory statistics modules in the School of Science, ATU Sligo.

PBL will use real-world projects pertinent to the students' course of study to improve their learning experiences and boost their motivation and interest in the study of statistics. The implementation of PBL will lead to the development of a collection of targeted, practical, and long-term resources for projects that teach statistics, support innovation in current teaching techniques, and inform best practices in teaching and learning.

Cycle 1 project

Project lead

Akinlolu Akande

Fellowship theme

Digital Transformation in Teaching & Learning



Enhancing Team Assessment with Tuckman's Model and SPARKPLUS software

Student Partner(s): ²Caren Karamagi, ²Michael Vieira, ¹Christian Ethan Mugisa Karamagi, ¹Jia Chyen Queek, ¹Gearoid Costello, ¹Jamie Ladden

Staff Partner (s): ¹Cathal Geary

¹Active partner, ²Previously involved.

This project continues from last year's N-TUTORR project, led by students. The goal is still to make grading fairer in team projects by combining Tuckman's Model with the SPARKPLUS peer-assessment tool. This will help improve team communication and performance.

SPARKPLUS is an online tool that lets students give each other anonymous feedback on group projects. It can be set up to use Tuckman's Model, which helps teams understand how they work together. This encourages students to think about how their team is doing, helps solve any problems, and improves how well the team works together.

Extended project

Project lead

Cathal Geary

Fellowship theme

Digital
Transformation in
Teaching &
Learning



Digital Transformation in Teaching of Authentic Forensic Science Casework: Utilising community-based learning and UDL pedagogies

Student Partner(s): Aoife Brennan Grennan, Joshua Gallon

Staff Partner(s): Geraldine Dowling

ATU Sligo will enhance its forensic curriculum by introducing digital resources that provide access to analytical techniques not previously available at the institution. These resources will include a variety of spectra and databases, enabling students to remotely share and analyse authentic forensic casework from global professionals.

In collaboration with the International Alliance of Clinical and Forensic Toxicologists (IACFT), students will contribute to creating content and sharing peer-reviewed casework for the IACFT website and its global digital magazine, the IACFT Gazette, which disseminates forensic data worldwide. The IACFT aims to publish a digital magazine which students will contribute to its design and creation, using real forensic data from Switzerland and USA, as part of their fourth-year research thesis. The magazine will also feature peer-reviewed forensic casework from professionals in Argentina, UK, and Italy.

Extended project

Project lead

Geraldine Dowling

Fellowship theme

Digital Transformation in Teaching & Learning



Exploring tools to help focused attention on study material: An exploratory experimental study

Student Partner(s): Anamarija Kuran, Cormac Lalor, Joe Eustace, Natasha Cloran

Staff Partner(s): John Greaney, Marian McDonnell

Students have many competing demands on their attention, and this project investigated the potential of different methods for helping students manage their focus. We looked at how to help students to engage in a 'flow' a state of deep immersion. The flow state is associated with increased creativity and enjoyment and can help buffer students against the siren calls of distraction. Although all students benefit from periods of focused attention, there are many who have difficulties in attending to study material. This can have a significant impact on learning since sustained attention is a critical cognitive ability for engaging with education.

This project looked at the utility of several tools for engaging in flow and managing distraction. The following evidence-based tools were used: the 'pomodoro technique' in conjunction with 'implementation intentions' and writing down distractions. The effectiveness of these techniques was explored during an experiment in a naturalistic class setting where students read a paper on reflection. The initial results of the study will be presented at the National Conference and Showcase.

Cycle 1 project

Project lead

John Greaney

Fellowship theme

Digital Transformation in Teaching and Learning



Development of a digital badge to enable flexible, independent learning of animal cell culture techniques

Student Partner(s): Pooja Verma, Helen Herbert, Kris Odowd, Christopher Golden

Staff Partner (s): Roisin Atcheson, Eva Campion, Tony McCabe, Siobhan OConnor

Meaningful integration of digital training tools in teaching has the potential to improve accessibility, flexibility, and to foster learning in an inclusive, empowering manner. This project will develop a digital badge to guide students through best practice animal cell culture techniques, using virtual tools to facilitate self-paced learning.

The overarching aim of this work is to provide a platform for online learning that will complement and add value to existing courses. The resource materials will include systems of assessment and feedback which will be embedded into the Virtual Learning Environment (VLE) and allow tracking to pinpoint student progress and achievement.

Cycle 1 project

Project lead

Roisin Atcheson,
Eva Campion

Fellowship
theme

Digital
Transformation in
Teaching &
Learning



Transforming Learning



Reconnect Peer to Peer

Student Partner(s): Alexandru Oltean, Adam Asare, Chinaza O, Caoimhe Moore

Staff Partner (s): Oonagh O'Brien, Catherine Murphy, Ted Scully, Colin Manning

Reconnect is an MTU wellbeing workshop currently delivered by academic staff to students. The workshop was developed in response to findings in published research in MTU, where 70% of students assessed their physical and mental health as negatively affected by their internet use.

Reconnect gives students an opportunity to reflect on the research findings on the links between wellbeing and technology use and their own digital habits, thus creating awareness. In the workshop students are empowered with the tiny habits model, to enable those who choose to, to make positive changes to their habits.

Students and staff collaborate to develop and deliver a Reconnect training program for students so that they become facilitators of Reconnect. This has enabled Reconnect to be delivered by students to students in a peer-to-peer engagement.

Cycle 1 project

Project lead

Oonagh O'Brien

Fellowship theme

Digital Transformation in Teaching & Learning



Digitalised Clinical Patient Medical Records

Student Partner(s): Year 3 students of the BSc Hons in Athletic Rehabilitation Therapy (22 students)

Staff Partner(s): Lynn Allen, Michael Donohoe, Marese Gilhooly, Anna Postawa

As part of the BSc (Hons) Athletic and Rehabilitation Therapy programme in TUS Athlone, our students gain clinical hands-on experience in our student-led clinic, supervised by Certified Athletic Therapists and Chartered Physiotherapists. During the athletic therapy students assess, diagnose, treat and implement rehabilitation programs for staff, students, collegiate athletes and local external sporting clubs and organisations. This is a fully operational clinic, providing students the opportunity to practice professional skills in a clinical environment, on real-life patients.

We aim for our students' experience in the clinic to be as similar as possible to a real-world practice, in order to make sure they develop all core educational competencies and that they are confident in utilising them independently upon graduation.

Project lead

Ms Lynn Allen

Fellowship theme

Digital Transformation in Teaching & Learning





Digital Onboarding Process Streamlining

Student Partner(s): Monika Dukarska, River James

Staff Partner (s): Laura Rafferty, Susan Horgan, Colin O'Brien

First impressions matter and one of the first impressions the students get is the onboarding process which sets the tone for the future relationship.

Here are some of our project achievements so far:

1. Ran a number of student focus groups across schools/departments and North/South Campus.
2. Designed a custom Canvas module that pulls together information from various sources into one place, using data from focus groups.
3. Got BSR approval to integrate Atomic Search into Canvas on a 6-month trial beginning Academic Year 2024. This will add a search feature to the Canvas dashboard and modules.

Project lead
Laura Rafferty

Fellowship theme
Digital Transformation in Teaching & Learning

Cycle 1 project



Trialling visual learning techniques for practical construction stage solutions

Student Partner(s): Students of Y4 BSc. (Hons) Construction Project Management (11 students)

Staff Partner(s): Maria Holmes, Daniel Clarke Hagan

The project has established a new approach to learning in the area of digital construction, converting the existing process from mainly written, theoretical and demonstrative in nature to a very hands-on application of software and technology including virtual reality. The project involves practical workshops and assignments to facilitate a student-led experience in providing modern day problem solving for modern day construction issues.

New classroom resources secured through the N-TUTORR initiative combined with a redesign of the pedagogical approach have been fundamental to providing students with a more modern and inclusive learning environment. The intended outcome is the enhancement of the student experience beyond the static learning environment, so skills learned in the classroom can be brought forward to the industry to have a transformative affect with a focus on Sustainable Development Goals.

A white circular callout bubble with a blue border, containing the text 'Project lead' and the names 'Maria Holmes, Daniel Clarke Hagan'.

Project lead
Maria Holmes,
Daniel Clarke
Hagan

A white circular callout bubble with a blue border, containing the text 'Fellowship theme' and 'Digital Transformation in Teaching & Learning'.

Fellowship theme
Digital
Transformation in
Teaching &
Learning

Cycle 1 project





Supporting students develop a bespoke e-portfolio using the platform “Portfolium” incorporating the principles of Universal Design, to help all our students

Student Partner(s): Nodhlaig McCarthy, Shannon Morrissey

Staff Partner (s): Thomas Broderick, Eimear Kelly, Darragh Coakley

This fellowship project will allow a group of students to collaborate with both lecturing and technical staff within the University to achieve the following:

1. Create a step-by-step interactive manual, developed using the principles of Universal Design, to help all students develop a bespoke e-portfolio using the platform “Portfolium”.
2. Support fellow students with specific e- portfolio examples on “Portfolium” relevant to our course so our students can share their work with potential placement settings and employers.

Cycle 1 project

Project lead

Nodhlaig McCarthy,
Shannon Morrissey

Fellowship theme

Digital
Transformation in
Teaching &
Learning



Integrating 3d Printing and Scanning into Studio-Based and User-Centred Learning

Student Partner(s): *Ming Ho Choy; Illia Densenko; Conor Doyle; Kristyna Drdova; Jacob Foszczrej; Ryan Freeman; Ciaran Kinsella; Patricie Koci; Gemma Lanigan;*

Roisin McGrath; Merlin Seeling

Staff Partner(s): *Eamonn Curtis*

This fellowship integrates 3D printing and digital scanning into studio-based learning for third-year Product Design students participating in the Universal Design Challenge (UDC). Working in small groups, students will use rapid prototyping to iterate design concepts, improving both physical and mechanical fidelity throughout a 12-week project. They will conduct usability testing and gather feedback from users to refine their prototypes. Unlike traditional approaches where 3D printing is used only at the project's end, students will have ongoing access to mid-spec 3D printers and scanners, allowing them to explore designs at every stage.

This hands-on experience enhances design skills, fosters creativity, and encourages students to take ownership of the tools, including their maintenance and service.

Project lead

Eamonn Curtis

Fellowship theme

Digital Transformation in Teaching & Learning



BIS Placement Interviews Exemplars

Student Partner(s): Aoife Harte, Hollie Forde, Harry Buskiewicz, Rebecca Walsh, Darragh O'Leary

Staff Partner (s): Denise McSweeney, Catherine Murphy, Caitriona Horgan, Shane Cronin

This project developed reusable videos simulating actors performing at various levels of proficiency, in BIS placement interviews. The co-creation of exemplars involved students and staff collaboratively designing and portraying sample answers to interview questions.

Students "performed" in the role of interviewees and interviews represented examples of both poorly and well delivered answers.

Second year BIS students were shown the videos and asked to critique the answers given by the actors in each video.

There was a marked improvement in confidence levels of students in understanding the requirements and expectations for successful placement applications.

Cycle 1 project

Project lead

Denise
McSweeney,
Catherine Murphy

Fellowship
theme

Digital
Transformation in
Teaching &
Learning



Fostering Engagement through Virtual Worlds

Student Partner(s): Frank Donnellan, Eoin Fennessy

Staff Partner(s): Neill Wylie, Christa de Brún, Colm Dunphy

This project builds upon the SETU community's learnings from pandemic by acquiring a paid version of Gathertown so that it can be integrated in SETU modules where student online interaction takes place in order to facilitate digital transformation in our community.

It has involved a broad audience, encompassing students and staff from the fields of Education, Humanities and Computing in a collaborative environment, where the opportunity to participate and influence has enhanced the ability of all partners to navigate decision-making processes and develop a sense of responsibility.

Acquiring a paid version of Gathertown includes multiple benefits including access of up to 500 participants, Outlook integration, advanced map editing, meeting recordings, Slack integration, space design assistance and onboarding and a massive number of pre-generated virtual environments to choose from as well as dedicated customer support.

Project lead

Neill Wylie

Fellowship theme

Digital Transformation in Teaching & Learning

Extended project





4th Year Digital Media E-Portfolio and Podcast Project

Student Partner(s): Minh Tran and Erica Odeje (students from B.Sc. in Computing & Digital Media Year 4)

Staff Partner(s): Annette Cosgrove

This project has enabled 4th year Digital Media students to develop a Website/SharePoint space (a sustainable space that can be used and updated into the future) where students can access relevant resources (guest/graduate talks, etc.) and build their own personal e-portfolio from a modern e-portfolio tool. This site will also contain a podcast series of past graduates' interviews.

The project is being expanded to create a resource for the new Graduate Work Placement module, using a similar template to existing materials. This initiative aims to build on the successful resources from the Year 4 portal, providing additional support for Year 3 students in the same programme. It will involve collaboration with 4th-year students and incorporate feedback from 3rd-year students.

Extended project

Project lead

Annette
Cosgrove

Fellowship
theme

Digital
Transformation in
Teaching &
Learning



Transforming Learning



TUS



Experimental Filmmaking Hub

Student Partner(s): Students from Year 4 Photography and Moving Image and Years 3 & 4 Print Contemporary Practice: Nina Achtelik, Marlena Walach Szejka, Sam Comerford, Bridie Delany-Costello, Lucy Sweeney, Conor Francis, Mia Manning, Andrea Moore

Staff Partner(s): Lorraine Neeson, Noelle Noonan, Robert Corrigan

Our proposal aims to establish a collaborative staff-student Experimental Filmmaking Hub as a creative space for the exploration, development and integration of a range of diverse approaches to the production, post-production and presentation of experimental filmmaking practices within the context of Fine Art.

There has been a recent world-wide resurgence of analogue lens-based practices, leading to a high level of demand amongst this current generation of art students to engage in more hands-on analogue lens-based techniques within workshops. The establishment of an experimental filmmaking hub will respond to and support this demand and will serve as a dynamic space for fostering creativity, experimentation and collaborative learning among students and staff within the art college.

The hub will not only enhance the creative skills and knowledge of participants but also contribute to a culture of experimentation and innovation. It will utilize the power of digital technologies to elevate experimental filmmaking, foster collaboration, and amplify the impact of their creative endeavors.

Project lead

Lorraine Neeson

Fellowship theme

Digital Transformation in Teaching & Learning

Cycle 2 project





Improving the student experience of asynchronous online Mathematics support through student staff partnership

Student Partner(s): Veaceslav Storojuc, Oonagh Nwankwo, Chelsea Jones

Staff Partner (s): Deirdre Casey, Julie Crowley, Declan Manning

The aim of this project is to improve student experience of the Asynchronous Maths support module 'Maths online'.

Previous research on our Asynchronous Maths supports has found that while the resources on the Maths support module are of high-quality students have difficulty finding the resources which are most relevant and timely for them. Research clearly highlighted the need to streamline the navigation within the module and make it easier for students to use.

Key outcome of this project includes a user experience report which will recommend changes to the design of the module. This in turn will lead to improved engagement and success for students in Mathematics modules.

Cycle 1 project

Project lead

Deirdre Casey

Fellowship theme

Digital Transformation in Teaching & Learning



A Digital Careers Information and Resource Screen

Student Partner(s): Erica Odeje, Christoph Brink, Ontiretse Ishmael

Staff Partner (s): Fiona O'Donnell, Sally Reidy

The aim of this project is to create a centralised digital Information screen, where all students can access information in relation to careers events, resources, job and placement opportunities, employer engagement and support services. The project will create a digitally enabled repository, resulting in a media centre for careers resources. It will add another method of how we communicate with students.

Students working on the project will get the opportunity to re-frame materials into student friendly terms, to be shared on the screen with the ATU Galway student body. Students will be actively engaged in the information being delivered from the Careers Service to their peers. They will work collaboratively with staff to design initiatives, developing skills such as leadership, creativity, time management, research, communication and marketing.

Project lead
Fiona O'Donnell

Fellowship theme
Digital Transformation in Teaching & Learning

Cycle 1 project





Transforming Learning



Exploring Human Interactions with Emerging Digital Technologies through Contemporary Drawing Practices to Develop new Educational Methodologies.

Student Partner(s): 8 Students from the Yr 4 Fine Art BA Hons programme, Lisa O'Sullivan, Ailbhe Reilly-Tuite

Staff Partner (s): Dr Helen Farrell, Juan Martinez, Inma Pavon, Aoife Claffey

This project will facilitate collaborative workshops and seminars with final year undergraduate BA fine art students and fine art postgraduates in MTU Crawford College of Art and Design (CCAD). By combining drawing practice and digital technologies we will initiate new opportunities for cross disciplinary collaboration and communication.

Students will be encouraged to investigate the possibilities that arise from the incorporation of emerging technologies that can, for example, track human bodily experiences and activities, with fine art drawing practice which is capable of capturing an immediate expression of human perception.

Project lead
Helen Farrell

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Fellowship theme
Digital Transformation in Teaching & Learning

A circular callout box with a blue border containing the text 'Fellowship theme' and 'Digital Transformation in Teaching & Learning'. It is positioned below the project lead callout box.

Cycle 2 project





Transforming Learning



My Stats One-Stop Shop - A resource-based portal for statistics support for students and staff

Student Partner(s): ¹Kristian Mallon, ¹Matthew Skerritt, ¹Tuhin Batra

Staff Partner (s): ¹Richéal Burns, ¹Padraig McGourty, ¹Martin O' Neill, ²Ellen McCabe, ¹Fionn Downes, ²Saritha Unnikrishnan

¹Active partner, ²Previously involved.

This project will deliver an open-access, resource-based portal focusing on statistics supports for beginners, available to all ATU staff and students, including both undergraduate and postgraduate learners. The project aims to co-design workshops with students and staff to evaluate their specific needs.

These workshops will focus on presenting prototype curricula and gathering feedback for content finalisation. The portal will feature separate sections for staff and student-related content. The finalised portal is scheduled for launch in September 2024, with a report on initial usage trends to be published in October 2024.

Extended project

Project lead

Richéal Burns

Fellowship theme

Digital Transformation in Teaching & Learning



Transforming Learning



MTU

Oilscóil Teicneolaíochta na Mumhan
Munster Technological University

Ar Scáth A Chéile a mhaireann na daoine/ In each other Shadow we exist

Student Partner(s): 50 4th Year Fine Art and Applied Art Students

Staff Partner (s): Sarah Morey, Kevin Tuohy, Sharon McCarthy, Trish Brennan, Eamon Maxwell, Marese Birmingham, Arts Office staff champions x60

This project aims to produce 4 inspiring and informative videos dealing with the subject of climate emergency. These videos will be responding to the work of four artists in conversation with internal experts across MTU and national/ international experts in the subject area of themes being explored.

Cycle 2 project

Project lead

Sarah Morey

Fellowship theme

Digital Transformation in Teaching & Learning



Transforming Learning



Co-design of a sustainable framework to integrate Capture the Flag (CtF) as part of the teaching, learning and assessment of an undergraduate computing programme

Student Partner(s): Andrew Currie, Daniel Vetrila, Peter Hyland

Staff Partner(s): Michael Gleeson

Capture the Flag (CtF), a blend of game-based and problem-based learning, allows students to engage in a series of challenges to solve a variety of computer-related problems. CtFs provide team based, hands-on learning experiences that allow students to explore new concepts, theories, and skills in a supportive environment.

This project originated from observations in academic, lab-based environment where student motivation issues were evident, juxtaposed with positive student engagement observed in non-academic, extracurricular CtF events. Key stages and aims of the Fellowship:

1. Initial study to explore student perceptions of learning, teaching assessment via CtF, in order to inform further research in the domain
2. Next step is to examine problem based learning and authentic assessment as experienced through CtF type exercises/events.
3. Final step is to incorporate this insight and form an inclusive student/lecturer team to co-design a sustainable framework to integrate CtF into an undergraduate computing programme.

Project lead

Michael Gleeson

Fellowship theme

Digital Transformation in Teaching & Learning

Extended project



Student-led development of digital career information resources for Physical Sciences

Student Partner(s): 8 students from 1st, 2nd, 3rd and 4th year Analytical Chemistry with Quality Assurance

Staff Partner (s): Donagh O'Mahony

The project will engage students, staff and alumni of the Department of Physical Sciences to develop an immersive learning environment to help students appreciate the diversity of career opportunities open to them in choosing courses in Instrumentation and Analytical Chemistry. Rather than using traditional print media (brochures, etc) for marketing purposes, the project aims to develop digital content to be used as promotional material while at the same time informing students of the heritage of their home department.

The project addresses the need to better inform current students about the career opportunities available to them at an early stage in their course.

Cycle 2 project

Project lead

Donagh O'Mahony

Fellowship theme

Digital Transformation in Teaching & Learning



An Enhanced Hybrid Learning Multimedia Installation

Student Partners: *Adeyemi James Afowowe, Rakesh Srivatsav Velluvayala*
Staff Partners: *David Leonard, Fiona McKie*

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

To achieve this a plug and play installation will be created in a designated classroom consisting of the following equipment:

- 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.

Project lead

David Leonard

Fellowship theme

Digital Transformation in Teaching & Learning



Digital Storytelling as a Reflective Process: Using DST to develop reflective thinking

Student Partner(s): Jessica Moore, Jomar Francis, Ciaran Frisby, Gleb Lykov,
Yoma Okakri

Staff Partner(s): Karolyn McDonnell

Digital Storytelling (DST) is a form of digital media production allowing people to create and share short stories online. The process of story work has an educational, reflective and often therapeutic effect on creators.

This project uses storywork to practice reflection as a personal and professional skill. Underutilised as a teaching methodology, DST facilitates focus, reflection and deeper learning.

Students are encouraged to deeply reflect on their personal experiences in a supportive environment and to learn digital skills. Their stories may be shared in a digital repository as a learning resource for other students.

Project lead

Karolyn
McDonnell

Fellowship
theme

Digital
Transformation in
Teaching &
Learning

Extended project



Enhancing students understanding, knowledge and skills of traditional SEO output compared with appropriated prompt AI (Chat GPT) output

Student Partner(s): 9 students from the MSc in Digital Marketing Level 9 Y5
Staff Partner(s): Dr Aisling Keenan

The outcome of this project is to enhance student's digital transformation skills of AI in digital marketing. Students will learn the skill of interacting with AI through appropriate prompts with AI tools such as Chat GPT and Jasper AI. Students will develop expertise with using clear searchable skills with using strong prompts for the purpose of achieving valuable content output.

Students will be abreast with the emerging AI trends that is happening in digital marketing today and for the future. With this authentic project, there are many benefits that students will receive, primarily problem solving and analytical skills with the digital transformation of SEO traditional outputs compared to AI outputs.

Project lead

Dr Aisling Keenan Gaylard

Fellowship theme

Digital Transformation in Teaching & Learning

Cycle 1 project



Student & Staff collaboration as part of Curriculum & Graphic design and Individual Project work

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

The project is improving collaboration quality, encouraging dialogue and discussion between staff and students.

It is allowing them to build trust and learn from each other with the help of educational infographic technology and in the context of 3D Printing and Additive Manufacturing.

The success of the project will mean that the learners can use infographic design successfully during the programme of study and as a skill for life and work, and the staff can experiment with the teaching strategies and learning activities in a more engaging and creative way.

All learners will have the same chance to participate in the project as part of recruitment and training and get individual help and support.

Project lead

Nataliya
Romanyatova

Fellowship theme

Digital
Transformation in
Teaching &
Learning

Extended project



Digital-enhanced learning for STEM & Math modules on TU Dublin's Foundation Programmes

Student Partner(s): ¹Marketing (20 students), ¹Biology (15 students), ¹Tourism and Hospitality (15 students), ¹Computer Science (25 students), ²Daria Khvatova, ²Anson Ling Guang Cheng, ²Tadhg Sheehan, ²Darragh Masterson, ²Khabiba Saikenova

Staff Partner(s): ¹Nevan Bermingham

¹Active partner, ²Previously involved.

The TU Dublin Foundation Programmes are a one-year programme designed to prepare and encourage greater participation in tertiary education by under-represented socioeconomic groups. International Foundation students (TU697 & TU698) tend to have language difficulties that can inhibit their learning and acculturation. Due to socio-economic disadvantage, acculturation, low prior education attainment and digital poverty, progress rates in the STEM and Math areas on these programmes have been historically poor.

This Digital Transformation in Teaching and Learning Fellowship project will digitally enhance the learning on these STEM modules by providing coding project kits and VR headsets for students to help them learn how to code and understand the principles of Electronic Engineering using immersive digital tools/devices.

Extended project

Project lead

Nevan Bermingham

Fellowship theme

Digital Transformation in Teaching & Learning



Transforming
Learning



TUS



Evaluating the use of Virtual Reality in Nurse Education using a collaborative approach

Student Partner(s): Cathal Claffey, Molly Comiskey Smith, Lisa Lamir, Heather Doyle, Sarah Reid

Staff Partner(s): Laura Dempsey, Geraldine McDermott, Des Cawley

This project aims to evaluate the use of Oxford Medical Simulations (OMS) VR in Nurse Education. Working with a student group and members of the lecturing staff, it will provide an opportunity to conduct a structured evaluation of the inclusion of VR in Nurse education.

Cycle 2 project

Project lead

Dr Laura
Dempsey

Fellowship
theme

Digital
Transformation in
Teaching &
Learning



The Social Butterfly-A Digital Transformation Initiative

Student Partner(s): Shauna Faith Kelly, Leah McHugh and Keicha Wall

Staff Partner(s): Dr Danielle Douglas, Máire O' Reilly, Jane McGrath and Laura Doyle

The proposal is for a student-led digital magazine for social care students at SETU Waterford, emphasizing student leadership in content creation and editorial management. Students will form part of the editorial board, co-author articles, and lead content creation, with workshops to enhance their skills in writing, editing, and digital production. The magazine will provide an opportunity for students to explore and understand social care topics through a new lens, using digital media to highlight contemporary issues and innovations.

The initiative aims to build a sense of community, promote peer learning, and enhance digital literacy through bi-monthly publications.

Cycle 2 project

Project lead

Danielle Douglas

Fellowship theme

Digital Transformation in Teaching & Learning



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

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

An Extended Induction programme enables students to learn about the supports and services available to them in Higher Education and acquire some of the knowledge and skills required to be successful in their studies.

Importantly, and unlike an Orientation programme, Extended Induction takes place over the first 4-7 weeks that a student is studying on their programme in Higher Education.

For this project, the Faculty of Computing, Digital and Data will develop an Extended Induction programme that meets the needs of its new students (at all levels) while making effective use of digital technology to engage and empower all participants.



Project lead

Ciarán O'Leary

Fellowship theme

Digital Transformation in Teaching & Learning



A Collaborative and Inclusive Hybrid Workspace for Agile Teams

Student Partner(s): MSc. in Applied Software Engineering 23/24 (25 students)

Staff Partner(s): Mary Giblin, Karol Fitzgerald, Sheila Fallon

The software industry employs Agile Methods to deliver complex products. Pre-pandemic Agile team members were typically co-located. The workflow, environment and technologies have evolved towards a hybrid model. Some team members now work from the office while others work remotely.

This project aims to provide and evaluate an inclusive hybrid workspace for software engineering students. State of the art technologies and software will both allow learners to collaborate on group activities in an effective and inclusive hybrid environment whilst eliminating linguistic barriers. The goal is to ensure that collaboration is easy, enjoyable, and immersive irrespective of each learners' physical location.

Project lead

Mary Giblin

Fellowship theme

Digital Transformation in Teaching & Learning



Dynamic Digital Heritage Tourism Expedition

Student Partner(s): BA in International Hospitality and Management: 4th year
Class of 2023/2024 (9 students)

Staff Partner(s): Owen McFadden, Aine Conaghan

The Digital-T-Student Module has incorporated innovative Blue-Sky-Thinking, in bringing 4th year students on an annual Dublin mountains hike, that ties into a Heritage Tourism Report, a dynamic digital presentation as well as personal & professional development outputs.

This Fellowship looks to push the boundaries of the keystone TDTS module, to further enhance the bridging between Academia and Career, by integrating the core philosophies of the module with a partially funded cultural expedition that will focus on the tenets of Inclusiveness, Digital learning as well as Sustainable Tourism in the Arts, Culture & Heritage.

This project looks to change the paradigm of the final year student environment by embodying & embracing heuristic methodologies with heuristic contemporaneous outputs.

Cycle 1 project

Project lead

Owen McFadden

Fellowship theme

Digital Transformation in Teaching & Learning



Transforming the Student Experience Through Learner Empowerment Via Discord

Student Partner(s): Alexander Ciszewicz, Denis Hardi, Dylan Pearson

Staff Partner(s): Mairead Dennehy

This project faces 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?'* After researching the possible media that student and staff could use to communicate in a controlled environment, we decided that 'Discord' would be the best fit for the project.

The goal of this project is to establish a reliable and safe environment for students as well as for staff.

Project lead

Alexander Ciszewicz

Fellowship theme

Digital Transformation in Teaching & Learning



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

Student Partners: Linards Urts, Zak Alahamd, Kirsty Fivey, Sarah O'Connell, Maria Hynes, Chantelle Middleton, Rahima Kalsoom, Diana Akenbor

Staff Partners: Diane Patterson, Eileen Lane, Karen Mealiff, Gilberto Bezerra

The requirement to combine academic training with practical skill development is one of the challenges of training pharmacy technicians. MyDispense, a virtual pharmacy environment with interactive dispensing stimulus is utilised in this situation. MyDispense helps students develop the professional pharmacy's skills, in a fast, safe, and virtual setting.

Qualified Pharmacy Technicians completing our BSc Pharmacy Technician level 7 and practicing in pharmacy will create scenarios for use by all our students. These students are at the heart of pharmacy practice and are best placed to design the scenarios under the supervision of a registered pharmacist.

Project lead

Diane Patterson

Fellowship theme

Digital Transformation in Teaching & Learning

Cycle 1 project



OPTIMISE: Partners in Design

Student Partner(s): 8 Students

Staff Partner(s): Fionnuala Brennan, Neill Wylie, Cathal Ryan

Moodle is a little confusing', 'Moodle is hard to navigate', 'Moodle is just frustrating to use'. This is recent student feedback from the Higher Certificate in Custodial Care (HCCC) and reflects staff sentiments at times too!

The HCCC is a two-year entry level programme for all Irish Recruit Prison Officers. Students are mature learners and non-traditional entrants to higher education with varied digital skills.

Staff and students on this project are working together to design a HCCC programme template for Moodle that makes it easier for staff to use as an enabling teaching tool, and students to use as an empowering learning tool.

Project lead

Fionnuala
Brennan

Fellowship
theme

Digital
Transformation in
Teaching &
Learning

Extended project



Transforming Learning



MTU

Oilscoll Teicneolaíochta na Mumhan
Munster Technological University

Co-creating a Computer-Based Mathematics Curriculum for Engineering Education

Student Partner(s): *Electrical & Electronic Engineering Y1 (40 students)*

Staff Partner (s): *Tom O'Mahony, Martin Hill*

This project proposes to engage students as curriculum co-creators to re-design the first-year mathematics curriculum for Electrical/Electronic Engineering students at MTU.

The project team included staff and students from the BEng in Electrical Eng. and the BEng in Electronic Eng. Electrical & Electronic Engineering students find the first year Maths curriculum at MTU particularly challenging and perhaps less engaging than other modules. This project focused on enhancing engagement by identifying and strengthening links between maths and other modules delivered in parallel, and by redesigning the maths module to make it more computer-based and project-based.

The lecturing team met once a week to explore connections between maths and other modules. Similarly, all first-year students were involved as curriculum co-creators to identify and explore connections between maths and other modules. The outcome is that the two first-year maths modules have been redesigned and one of the re-design curricula is being implemented this semester.

Project lead

Tom O'Mahony

Fellowship theme

Digital
Transformation in
Teaching &
Learning

Cycle 1 project



Transforming Learning



TUS



Enhance audio quality of the teaching and learning experience

Student Partner: Billy Shu Hieng Tie, William Morgan

Staff Partners: Shane Byrne

Since the onset of COVID-19, online education, seminars, and meetings have become the new standard, but issues such as low volume, muffled audio, and unpleasant audio persist. The project aim is to create a streamlined solution that improves the audio quality of speakers during an online class/meeting/seminar.

The project investigates the comparison of attention & performance of students under different audio quality settings, the time required for users to set-up the audio devices, and the customisation of all-in-1 audio toolbox that could be set-up instantly through plugging in an USB cable to the computer. This project seeks to elevate the digital teaching and learning experiences for educators and students, facilitating improved virtual communication and enhancing overall efficiency in our lives.

Project lead

Billy Shu Hieng Tie

Fellowship theme

Digital Transformation in Teaching & Learning

Cycle 1 project



Transforming
Learning



TUS



Amplifying SDG Awareness: Engaging Campus Community Through Audio-Visual Initiatives

Student Partner(s): Billy Shu Hieng Tie, William Morgan, Massimiliano Zanotto
Staff Partner(s): Shane Byrne

In our commitment to promoting the Sustainable Development Goals (SDGs) within our university community, we propose a comprehensive strategy to drive impactful engagement through the strategic deployment of professional audio equipment.

Our initiative seeks to amplify the reach and impact of SDGs messaging across campus. By leveraging immersive visuals, interactive workshops, and authentic storytelling, we aspire to ignite a collective commitment to sustainable development, driving tangible progress towards a brighter, more inclusive future.

Project lead

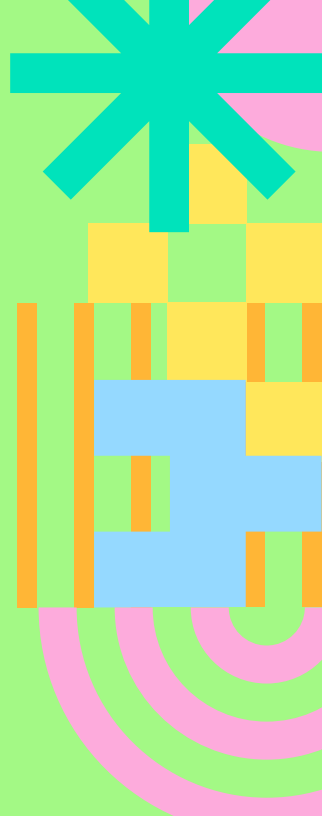
Billy Shu Hieng
Tie

Fellowship
theme

Digital
Transformation in
Teaching &
Learning

Cycle 2 project

Education for Sustainability Fellowships





The Good Guide to Creative Practice – Toolkit for Students

Student Partner(s): ¹Heitor Laforga de Araujo Monteiro, ²Claire Long, ²Evan Tobin

Staff Partner(s): ¹Hillary Kenna

¹Active partner, ²Previously involved.

Building on the success of the original Ethical Guide to Sustainable and Inclusive Practice for Students, this project aims to expand its reach by developing an interactive toolkit. The Good Guide received overwhelmingly positive feedback and will be distributed to all first-year students in September 2024. The next phase involves testing the interactive toolkit with IADT students and other students from Technological Universities (TU) across different year groups and programs.

The toolkit will be a valuable resource for students, providing guidance on ethical, sustainable, and inclusive practices. Its availability across the TU sector is expected to foster positive practices and contribute to creating a more responsible and inclusive learning environment.

Extended project

Project lead

Hilary Kenna

Fellowship theme

Education for Sustainability



Co-creation of Enactus supports and a digital badge with focus on creation of social impact projects

Student Partner(s): Sean Breen, Clara Fargas, Harsh Chandra, Givago Guimaraes, Keith Gore

Staff Partner(s): Dr Lucia Walsh, Paul O'Reilly

Enactus is the world's largest student-led and student-focused experiential learning initiative which connects 35 countries, 45,000 students, over 1,600 projects annually and 550 corporate partners.

Participating students use innovation and entrepreneurial skills to engage in activities that address the world's most pressing social and environmental problems. The entrepreneurial initiatives are directly connected with the UN SDGs with real positive impact locally.

The aim of this project seeks collaboration between the current student members of TU Dublin Enactus society, faculty advisors and TU Dublin GrowthHub to co-create a nurturing and supportive environment for creation and delivery of social enterprise projects which align with Enactus calendar. The project outcome will also include a digital badge that rewards those who participate in this experiential learning with a possibility of extra-curriculum university-wide module also being offered.

Project lead

Dr Lucia Walsh

Fellowship theme

Education for Sustainability



Transforming Learning



Coláiste Teicneolaíochta an Atlántaigh
Atlantic Technological University

Sustainathon (Sustainable Consumption on Our Campus)

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, Oisín O Connor, Roy Olusola, Leanne Pinder, Joshua Ramirez, Jane Regan, Nafeesa Saif*

Staff Partner(s): *Gabriela Gliga*

The Sustainathon is a challenge-based learning intervention which aims to facilitate students actively engaging with the idea of sustainable consumption. The event is 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.

The project moves beyond just 'teaching facts on sustainability' into involving the students in identifying issues and developing innovative solutions to sustainability challenges that affect them directly. The Sustainathon aims to help students become more empowered to be community engaged, ethically conscious, professionally competent, and ultimately lifelong sustainability advocates.

Cycle 1 project

Project lead

Gabriela Gliga

Fellowship theme

Education for Sustainability



Transforming
Learning



TUS



TUS Digital Creators: Encouraging digital media literacy and combating misinformation, disinformation, and hate speech spread on social media

Student Partner(s): Alex Corroon Slevin, Kayla Dibble, Niamh Tallon, Molly Carleton, Lorcan Withers, Avril Donegan, Eimear Walsh

Staff Partner(s): Aisling Keenan Gaylard

Recent decades have been marked by rapid technical transformations that have completely upended the ways people interact, communicate and access online information about the world. Yet these dramatic shifts have also had negative consequences that we are only beginning to confront, including the much-accelerated rate at which misinformation, disinformation, and hate speech spread (UN, 2024).

The purpose of this project is to educate and empower the DC to develop responsible leadership workshops/content on topics such as SM etiquette, polarisation of content on SM, responsible influencing, filter bubbles, media ethics, negative speech, wellbeing of users online, authenticity and inclusivity of community. How do students in online communities react to each other and what consequences does this have for organisations, users, and society as a whole. What are the effects of negative speech, misinformation and disinformation on society? And when is content considered meaningful?

Through the exchange with students, colleagues, and our partners, the DC themselves will be given the space to reflect on Sustainable Development Goals and will align our project activities to the United Nations SDGs and to do this, we will pay particular attention to the sustainability pillar of the goals (SDG3, SDG4, SDG16).

Project lead

Dr Aisling
Keenan Gaylard

Fellowship
theme

Education for
Sustainability

Cycle 2 project



Transforming Learning



Stepping outside the box: The impact of experiential learning beyond the lecture hall

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

This experiential event has the potential to positively impact both the student learning experience and teaching enhancement. By embedding module and programme learning outcomes within the theme of sustainability, students will have the opportunity to engage in active learning and develop transversal skills through a student-lecturer partnership.

This off-site experience is expected to enhance student engagement, confidence, and motivation, while also supporting their employability through extra-curricular activities. Additionally, the event will promote a sense of belonging to the ATU Marketing & Sales community/network and facilitate peer-to-peer learning and industry engagement. Overall, this event centered around sustainability has the potential to create a dynamic and immersive learning experience, for students and educators alike.

Cycle 1 project

Project lead

Mary McCormack

Fellowship theme

Education for Sustainability



Headspace: Wellness Training for Apprentice Wellbeing

Student Partner(s): Jack Sweeney, Emilie Roche

Staff Partner(s): Karolyn McDonnell

Jack and Emilie are PhD students with the National Centre for Men's Health in SETU, Kilkenny Road Campus, Carlow.

Their study – CAIRDE - is the largest research investigation ever conducted into mental health and suicide ideation of workers in the Irish construction industry.

Early findings suggest that our student apprentices might benefit from wellness supports to enhance their resilience and wellbeing.

A gap has also been identified to deliver targeted pastoral support for students and staff in our University.

An online course - Headspace – has been created for the suite of short courses/digital badges in the N-TUTORR My Digital Backpack. This course has been designed to support good mental health and wellness and offer signposting, guidance and advice to students and staff who may be experiencing stress or mental ill-health.

Project lead

Karolyn
McDonnell

Fellowship theme

Education for
Sustainability

Extended project



Biodiversity Pond

Student Partner(s): Danny Strut, Cormac Dulake

Staff Partner(s): Davy Walsh, Kevin O'Callaghan, Orla Prendergast

The Sense of Self Framework is an ongoing self-informing project which supports student in regulating their emotions with individualised strategies. In-person workshops provide an opportunity for hands on learning and networking, helping participants to build a community of peers and mentors. The use of Lego and additional sensory aids in these workshops will ensure a democratic and personalised way of starting conversations and sharing ideas. Students will be identifying strategies that will best serve them.

The use of Lego will allow participants to share their experiences, challenges, and strategies in a supportive and nurturing environment.

Cycle 2 project

Project lead

Davy Walsh

Fellowship theme

Education for Sustainability



Trail Map for the SDGs

Student Partner(s): ¹Ebunoluwa Akano, ²Samuel Perpetuo Rodrigues, ²Caoimhe Sheridan, ²Clodagh King, ²Ebunoluwa Akano, ²Remember Roger Adjei

Staff Partner(s): ¹Caroline Gilleran Stephens, ¹Suzanne Linnane, ²Eamon Mullen, ²Leanna Morgan, ¹Hammond Antwi Sarpong, ¹Siobhan McCarthy, ¹Stephanie Woods

¹Active partner, ²Previously involved.

Climate change is a global challenge, and the 17 Sustainable Development Goals (SDGs) have marked a way forward.

In the UNESCO Education for Sustainable Development roadmap #ESDfor2030, priority action area (PAA) 3 focuses on building the capacity of educators while PAA4 recognises young people as key actors in addressing sustainability challenges.

In this project, the aim is to produce an online interactive SDG Trail across campus.

Extended project

Project lead

Caroline Gilleran
Stephens

Fellowship
theme

Education for
Sustainability



Transforming Learning



Ollscoil
Technolaíochta
an Atlántaigh
Atlantic
Technological
University

Reimagining a Sustainable ATU Campus: Outdoor spaces for teaching, learning and belonging

Student Partner(s): Ryan Dempsey

Staff Partner(s): Therese Hume, Susan McDonnell, Yvonne Lang, Ruth Quinn, Dana Vasiloaica, Fiona Britton

The project aims to transform ATU Sligo into a sustainability-focused learning resource for students, staff, and the broader Sligo/NW region. It will utilise designated outdoor spaces to foster collaboration, social connections, and mental health. This will be achieved through consultative workshops, engaged learning opportunities, and the creation of an experimental garden/outdoor learning space. The activities will be designed to enhance sustainability competencies among staff and students, utilising established frameworks.

Cycle 2 project

Project leads

Therese Hume,
Susan McDonnell,
Yvonne Lang, Ruth
Quinn, Dana
Vasiloaica, Fiona
Britton

Fellowship theme

Education for
Sustainability



Promoting Biodiversity through the Creation of Wildflower Meadows on Campus and in the Local Community

Student Partner(s): Students of Year 4 BA in Advertising and Marketing Communications (30 students)

Staff Partner(s): Phil Anne Mulvaney, Hilda Burton, Gerard Stockil

The aim of this project is to promote biodiversity, through the creation of wildflower meadows on the TU Dublin campus and in the local community. Students will gain understanding of the importance of biodiversity and of protecting the local natural environment, and the role of County Councils and local community groups in taking care of our natural resources.

The project will involve collaboration between TU Dublin and the Local Community, with students designing the details of the project. It will provide a very enjoyable learning experience and enhance the amenity and recreational value of our campus and our local communities.

Cycle 1 project

Project lead

Phil Mulvaney

Fellowship theme

Education for Sustainability



Education for sustainable development and global impact in nursing

Student Partner(s): Kingsley Onuelu, Sinead Barrett, Daniel McKenna, Ciara Brosnan, Mohamad Ayoub

Staff Partner (s): Gerardina Harnett, Sabina O Connell, Agnes Sheehy

Implementing the United Nations Sustainable Development Goals (SDGs) and sustainability generally within the healthcare context are core areas of engagement and learning for nursing students.

This project will involve collaboration between students, their teachers at the MTU, international collaborators, and registered nurses within the associated partner healthcare services.

The aim of the first phase of the project is to broaden nursing students' and teachers' understanding of global health issues linked to the SDGs and how they are taught in other countries. In the second phase of the project the aim is to learn about healthcare sustainability initiatives that are linked to climate change within the local region.

This project will empower students with the knowledge, skills, values, and attitudes to think about, respond to, and lead healthcare sustainability challenges whether they are working in Ireland or elsewhere across the globe.

Project lead

Gerardina Harnett

Fellowship theme

Education for Sustainability



Mapping Radical Architectural Pedagogies

Student Partner(s): 16 Students from 4th Year BArch 2022-23 and 2023-24

Staff Partner(s): Miriam Delaney

A group of eight 4th year architecture students were awarded funding under the NTUTORR scheme for their Elective work on 'Radical Pedagogies for an Unknown Future'.

The group are mapping global examples of radical architecture pedagogies for the climate crisis. The students will present their work in progress at the AIARG conference 2023.

The funding award means the students' research can continue beyond the academic year and will be shared through an open-source website.

Project lead

Miriam Delaney

Fellowship theme

Education for Sustainability

Cycle 1 project



A Campus Living Lab towards Food Circularity

Student Partner(s): 95 students

Staff Partner(s): Jacinta Dalton, Anne Marie O' Shaughnessy, Joe Doayne, Cormac Handy

The project aims to establish an innovative eco-system of stakeholders focused on enhancing food production systems and reducing food waste at ATU Galway City, using a Living Lab approach. This initiative seeks to support Sustainable Development Goal 12.3, which promotes sustainable consumption and production patterns.

By tracking waste data over time in the canteen and culinary arts department, the project intends to provide actionable insights to foster more sustainable practices on campus.

Cycle 2 project

Project lead

Jacinta Dalton

Fellowship theme

Education for Sustainability



Integrating sustainability education into SETU programmes: exploring students' vision

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): Elaine Mullan, Ailish O'Brien

This project aimed to explore students' attitudes to sustainability, and their experience of sustainability at SETU, in the services (canteens, transport etc.) and in the programmes of study, across all SETU campuses, using an online survey.

The project was motivated by a lack of information about what sustainability content was covered in programmes, and whether and how students would like to receive such information. The survey was co-designed by two staff and six students, and during initial discussions we recognised the need to measure students understanding of the term sustainability, the value of sustainability education and action to them, and their perceptions of how sustainable are the services at SETU. An additional eight students helped promote completion of the survey and collected some additional qualitative feedback.

Early results show that students are interest 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, are interested in doing so and believe that an education in sustainability will help them in their career.

Project lead

Elaine Mullan

Fellowship theme

Education for Sustainability

Extended project



Get Closer to Nature

Student Partner(s): Cameron Ryan, Laoise Flanagan, Isabella O Connor

Staff Partner(s): Orla Prendergast, Davy Walsh, Stephen Hannon, Pauline Jordan, Mairead Cluskey

Research indicates that spending time in nature enhances appreciation for the natural world, which can encourage pro-environmental behaviors, such as protecting biodiversity. This project aims to provide students with extended experiences in natural woodland settings through full-day or overnight trips and guided creative activities designed to foster a deeper connection with nature.

Students will engage in simple fieldwork techniques to study biodiversity while adhering to Leave No Trace and sustainable camping practices, learning to limit their impact on delicate habitats. The activities will take place near ATU Mayo, including locations like Wild Nephin National Park and Moore Hall Forest Park. The initiative targets students from three campus programmes with the goal of inspiring a commitment to environmental conservation, aligning with David Attenborough's belief that personal experience in nature is crucial for fostering caring and protective attitudes toward it.

Project lead

Orla Prendergast

Fellowship theme

Education for Sustainability



The Inner Tasks of Sustainable Development: A Pecha Kucha Contribution

Student Partner(s): Emma Clear, Conor Crowley, Raymond Flaherty, Martin Flynn, Rose Hegarty-Boland, Nadine Hillen, Jeffrey Imrie, Aziz Jin, Cecily Maher, Karen O'Connor, Orla Power, Kay Quigley, Ben Quinlan, Charlie Said, Sean Savage
Staff Partner(s): Bernadette Flanagan, Noelia Molina, Niamh Brennan, Padraic Hurley, Michael O'Sullivan

Informed by the initiative at Lund University, Sweden entitled “Contemplative Sustainable Futures” <https://www.contemplative-sustainable-futures.com/> a suite of contemplative practices will be chosen from a variety of professional fields and/or wisdom traditions. The practices will assist in expanding self-awareness and consciousness of the depth dimensions of the current sustainability challenges.

Cycle 2 project

Project lead

Bernadette Flanagan

Fellowship theme

Education for Sustainability



Wellbeing Workshops: Academic and Professional Skills

Student Partner(s): Jessica Whyte, Ellen Pyke

Staff Partner(s): Nollaig Ní Chárthaigh, Paula Conroy

Wellbeing awareness and development are key components of student life at ATU. This project aims to create a series of student workshops covering various topics, including sleep, nutrition, self-confidence, physical activity, exam stress, emotional resilience, and anxiety. Aimed at helping first-year students manage the stresses of university life, these workshops will be presented by first-year Public Health and Nutrition students. The sessions will be recorded and included in the Academic and Professional Skills curriculum to benefit all first-year students at ATU.

Cycle 2 project

Project lead

Nollaig Ní Chárthaigh,
Paula Conroy

Fellowship theme

Education for Sustainability



Purchasing Hydroponic units to grow food on campus (Cork)

Student Partner(s): Danielle Slattery, Jane Moran

Staff Partner (s): Rachel Moloney, Breda O'Mahony

Learning that by 2050 we may not have enough food to feed the world's inhabitants sparked an interest to apply for this funding. The funding will be used to purchase hydroponics systems which is one novel way of growing food sustainably.

This funding would bring knowledge and skills back to our schools. This would create a ripple effect where we can then teach the future about sustainable and innovative actions.

Cycle 1 project

Project lead

Rachel Moloney

Fellowship theme

Education for Sustainability



Student Food Bank

Student Partner(s): Cormac Harte, Margaret Brophy
Staff Partner(s): Sally Reidy, Sarah O'Donovan, Jacinta Dalton

Project lead

Sally Reidy, Sarah O'Donovan, Jacinta Dalton

In 2021, Ireland had a national food poverty rate of 8.9% (SILC, 2021). In response, the ATU food pantry (Pobal Bia), in partnership with FoodCloud and the local community, will provide weekly food assistance to students facing challenges accessing nutritious food. The initiative will involve cooking and nutrition workshops and promote food waste management to foster a sustainable and inclusive campus, aligning with Sustainable Development Goals 1, 2, 3, and 12.

Fellowship theme

Education for Sustainability



The Mindful Kitchen: Creative Food Sustainability

Student Partner(s): Anissa Mokhtari, Natasha Czophor, Diana Garin, Safiyah Hosein (BA in Botanical Cuisine); Daire Callaghan, Carlos Paileo (BA in Culinary Arts)

Staff Partner(s): Annette Sweeney, Niall Hill, Vourneen Hennesy

The Mindful Kitchen Project at TU Dublin offers modules on 'Health and Wellbeing for Chefs'(2019) and Creativity & Social Gastronomy (2021). They focus on applied action and its impact on learning and future engagement with the topics in the workplace.

This fellowship will be used to co-create a new mindful-learning focused module, connecting chefs' creativity with engaged action to act with responsibility to embed sustainability best practice in a professional kitchen. Developing 'sustainability from within' and positive wellbeing is the starting point, promoting self-reflection for personal sustainability, empathy and applied learning. It seeks to empower action and foster a sustainability mindset.

Cycle 1 project

Project lead

Annette Sweeney

Fellowship theme

Education for Sustainability

Enhancing Student Learning Experiences in Midwifery using the DELTA Framework

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

Guided by the Fellowship theme of 'Education for Sustainability' this project will facilitate the team of midwifery students, clinical teachers and DkIT lecturers to progress five key learning enhancement priorities. These are:

1. Collaboratively craft a staff-student statement about what student engagement and student success means and how it might be enhanced
2. Adopt a structured approach to evaluation of teaching and learning
3. Design effective and efficient digital learning environments
4. Actively engage students more in curriculum design and identifying additional learning supports
5. Involve students in planning how best to deliver assessment feedback

Extended project

Project lead

Anita Byrne

Fellowship
theme

Education for
Sustainability



Transforming Learning

Institute of
Art, Design +
Technology
Dún Laoghaire

Researching and developing an ecological friendly Print studio to improve student accessibility

Student Partner(s): Moya Woods, Alice McQuail, Aveen McKernan, Bernadette Ryan

Staff Partner(s): Cora Cummins, Hanna Isseyeagh

The aim of this project is to set up a staff and student team to facilitate research into innovations in ecological non-toxic printmaking and to set up an ecologically friendly print studio.

The focus would be making improvements to the current studio at IADT, looking at ways to improve the accessibility of the studio while introducing new ways of working in a more environmentally friendly and sustainable fashion.

The outcomes will be a more sustainable print studio which is more environmentally friendly, with better accessibility, safer to use, therefore more accessible to a wider range of students.

Project lead

Cora Cummins

Fellowship
theme

Education for
Sustainability

Cycle 1 project

D.E.S.I.G.N your future - Design stands for: Design Engineered Sustainable Interactive Garments Network

Student Partner(s): 'Smart Glasses': Johann Guzman, David Torres Lopez, Paul Gonzalez; 'Mechanical Wings': John Divinagracia, Joyce Husemann; 'Light Up Head Piece': Lauren Maguire, Isabelle Adgie; 'Flex Sensor Gloves': Eoin Butler Kampf; 'Knitted Conductive Thread Gloves': Rebecca Murphy; 'Count Down Timer T-shirt': Kamenyezi Fabrice, Darragh Mc Cormack, Tomas Ramzy, Abdul Rahman; 'Inflatable Swimsuit': Mohammed Al Farsi, Peculiar Uzoatuegwu; 'Light Up Suit': Okechi Chijioke, Joel Kottooran Jose, Thomas Cooper
Staff Partner(s): Jane Hanratty, Mary Looby

This D.E.S.I.G.N your future project aims to create a unique fashioneering/wearable tech engineering experience for current students and to attract potential students. This initiative is based on creating an inclusive group collaboration project, where engineering design, meets innovation and sustainability. Lecturers together with a group of students will design and fabricate garments that will incorporate diverse and inclusive engineering concepts.

It is run as an extracurricular activity where the group meets once a week for 1 hour during a lunch break. At the end of the project the students are awarded STLR (student transformative learning record) digital badges based on the contribution level. The students will also demonstrate their designs at an end of year showcase. This project will encapsulate teamwork, creative thinking and the concept of infinite possibilities within engineering.

Cycle 1 project

Project lead

Jane Hanratty,
Mary Looby

Fellowship
theme

Education for
Sustainability



Green Microcapsule Development

Student Partner(s): *Miryam Castillo Espinosa, Eimear Larkin, Laurence Ho*

Staff Partner(s): *Tania Dey*

The use of microplastic in personal care products has been banned recently, as the accumulation of microplastic (plastic particles less than 5 mm) is a major concern to marine life and food chain.

Yet polymer micro-encapsulation is an effective method to promote the delivery and release of active ingredients without any degradation and oxidation, and finds use in various fields such as pharmaceuticals, cosmetics, foods and textiles.

This project developed a sustainable eco-friendly alternative of these microplastic beads utilizing microalgae derived alginate biopolymer.

The student partners gained their first hands-on research experience leading to publication.

Project lead

Tania Dey

Fellowship theme

Education for Sustainability

Cycle 1 project



Sustainability in Action

Student Partner(s): Zoe Nagle, Tuan Macdara O Maoildhia, Shauna Kirwan, Shannon Crawford, Sarah Murray, Roisin Mc Nulty, Michael Kelly, Katie Monaghan, Katey Hayes, James Mc Govern, Jack Linnane, Hannah Plummer, Gillian Donnellan, Erin Mc Cormack, Eric Downey, Eibhlin Fahey, Cian Connolly, Chloe Walsh, Brian Daly, Ava Culhane, Aoife Costello, Aoife Donnelly, Aoife Lally, Aoife Meere, Andrew Burke, Aaron Fenlon
Staff Partner(s): Ellis McNulty

A critical component of the National Strategy for Education and Training (NSTEP) 2022+ is sustainability in action which is a concept that emphasises the need for practical, measurable and effective steps towards achieving a sustainable future. It requires an understanding of the interconnectedness between economic, social and environmental aspects of human activity, and the need to balance these elements to contribute to a more sustainable and equitable world. It emphasises the need for a whole-system approach, outlining the importance of collaboration and innovation between all stakeholders, including lecturers, learners and industry partners.

A critical component of the assessment strategy will be designed to measure the progress of the SDG's and to identify areas for improvement, this will be brought to fruition through the collaboration of all stakeholders involved. Ultimately, Sustainability in Action's aim is to inspire and empower learners to become change agents for sustainability that will contribute to a more inclusive and sustainable society.

Cycle 1 project

Project lead

Ellis McNulty

Fellowship theme

Education for Sustainability



Transforming Learning



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

“My Business Degree Pathway – Education for a Sustainable learning environment.”

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

The aim of the project is to enhance understanding and use of a virtual degree pathway space for students of the Bachelor of Business (Hons) degree programme.

Students will deliver training to other students, highlighting its benefits, ease of use and value of the space as they progress through their degree.

The Business degree student community will benefit significantly from the effective use of technology enhanced learning, increasing their professional and personal competences and confidence in the progression of their learning, while engaging with department support.

Project lead

Caroline O'Reilly

Fellowship theme

Education for Sustainability

Cycle 1 project



Transforming
Learning



TUS



A community of practice (CoP) for Post Graduate Researchers

Student Partner(s): Jenna Barry, José Fernandes, Claudine Donnellan, Leonardo Galli Engle

Staff Partner(s): Niall Corcoran, Dr Jeff Buckley

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.

This project will establish a dedicated, online community of practice in which students can find social and intellectual support from their peers across the multicampus University. Training on joining and participating in the community will be provided, making learning more accessible and promoting the benefits of online engagement, where digital interventions can promote learning in a new and exciting way.

Project lead

Jenna Barry

Fellowship
theme

Education for
Sustainability

Cycle 1 project



Developing graduate attributes through the co-creation of a sustainable professional medical science conference

Student Partner(s): Harry Tobin, Emma Kelly, Aleksandra Janowicz, Conor Goggin

Staff Partner (s): Lesley Cotter, Fiona O' Halloran

The TIPToP (Transition in Progress to Professionalism) conference aims to develop transferable skills often called “graduate attributes” in the students of the BSc in Biomedical Science. Key activities would be as follows:

- Recruitment of students to the conference committee for TIPTOP 2024.
- Teambuilding to establish a trusting relationship between the peers and supporting staff.
- Organisation and execution of all aspects of the conference.
- Development of a student mentor role to support sustainability of the conference.

Cycle 1 project

Project lead

Lesley Cotter

Fellowship theme

Education for Sustainability



Empowering Students for Future Living

Student Partner(s): Eva Loli, Laura Duffy

Staff Partner(s): Kevin O'Callaghan

The project involves installing, operating, and researching a domestic sized biodigester in the Students' Union common area/kitchen on the ATU Mayo campus. The biodigester produces and collects biogas that can be utilised in a stove and will require 1.5kgs of material a day. The project will be established as a research piece recording of the type / weight of material input, in addition to the output and its variability. This engages students about resource conservation and provides opportunities for hands on engagement and activity which they may use post-graduation.

The project will involve students on the environmental management module from the BA in Outdoor Education and Leisure and the BA in History and Geography working collaboratively to manage and research the inputs/output of the biodigester and to publicise the project in collaboration with the Students' Union.

Project lead

Kevin
O'Callaghan

**Fellowship
theme**

Education for
Sustainability



Transforming
Learning



Empowering Students to become Champions of Education for Sustainability in ECEC

Student Partner(s): Taylor Armstrong (MA student), 4th Year Students on B.Ed. (Hons) in Montessori Education (19 students)

Staff Partner (s): Annie Cummins

This project will provide comprehensive resources to deepen students' understanding of the SDGs and their relevance to the Early Childhood Education and Care (ECEC) sector. In partnership with staff, students will map the SDGs across their undergraduate programme to help them make connections between module content and global issues. Building on the SDGs pillars, the students will work towards developing an educational resources kit on Education for Sustainability for the ECEC sector. At the end of the semester, the educational resources kit will be showcased and community ECEC partners will be invited to the launch.

It is envisaged that this project will enhance students' knowledge of sustainability and give them the practical tools to implement ESD in practice during their future careers.

Cycle 2 project

Project lead

Annie Cummins

Fellowship theme

Education for Sustainability



Transforming Learning



Education Enrichment through Digital Information on Native Trees species in SETU West Campus, Carriganore, Waterford

Student Partner(s): *Ewie Anggora, Peter Boland, Alexander Troy*

Staff Partner(s): *Tom Kent, Yvonne Grace*

SETU sport campus is one of the popular entrances to Waterford Greenway Walk. In this area, there are 30 species of Irish Native trees planted in 2021. This plot has created a biodiversity that did not exist before the trees were planted.

This plot of Irish Native Trees has a huge potential to be a living laboratory for Forestry and Land Management students. Not only they could learn about 30 species of Irish native trees and its anatomy in details, but also they will be able to learn about the soil and also the biodiversity created in the area.

Many experiments and research can be conducted in this area which later on can be updated and accessed by students. Labelling and Mapping would provide basic information on the native trees to the students. And digitising the detailed information and updates, includes images and videos, would be a great tool for the students to learn about the tree species, the pollinators and the biodiversity in the area.

Project lead

Ewie Anggora,
Peter Boland,
Tom Kent,
Yvonne Grace

Fellowship theme

Education for Sustainability

Extended project



Diversifying the Curriculum: The Literature of Family

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

The aims of this project are to revise the curriculum of a current third year module entitled The Literature of Family to include historically excluded stories from marginalized communities (because of dis/ability, race, sexuality or otherwise); to bring students' own cultures, languages, gender and perspectives into classrooms; to promote respect beyond tokenism; and to decolonize assessment by empowering students to demonstrate different forms of knowledge and expression.

Authentic staff-student partnership will be fostered through collaborative activities that ensure the principles of equity and inclusivity, not just for the working group, but for all future students of the English stream of the BA Arts programme at SETU.

Extended project

Project lead

Christa Debrun,
Jenny O'Connor

Fellowship
theme

Education for
Sustainability



Educational for Sustainable Development (ESD) for Arts and Humanities and Beyond

Student Partner(s): Martin Dillon

Staff Partner(s): Pat O'Connor, Brian Gormley, Margaret O'Donoghue

The project aims to develop a module that can be delivered across Arts and Humanities programmes at TU Dublin.

The module will be developed with the purpose of creating tools and processes enabling validated representation of skills, knowledge, attitudes, values and behaviours gained in Sustainability to enhance Education of Sustainable Development in arts and humanities and beyond.

Collaborating with staff and students, engaging with global citizenship concepts, sharing knowledge, values and attitudes and working to address key global challenges such as inequality; climate change; poverty; and health and wellness, guided by the themes of Social; Economic; and Environmental factors.

Project lead

Martin Dillon,
Pat O'Connor

**Fellowship
theme**

Education for
Sustainability

Cycle 1 project



Developing Ocean Literacy & Connections in Early Childhood Education

Student Partner(s): ¹3rd Year Students BA Early Childhood Education & Care Programme, ATU Galway City, ²Nicola Zoe Kelly, ²Lea Gueneugues, ²Funmilayo Akinwale, ²Mary Darcy, ²Andra-Marie Martin, ²Shannon Joyce, ²Destiny Facos Ogbemudia

Staff Partner(s): ²Caitriona Ryan, ¹Rita Melia, ¹Melissa Bonotto, ¹Louise Kilbane, ¹Mary Skillington

¹Active partner, ²Previously involved.

An outreach project with Galway Atlantaquaria, Galway Childcare Committee, two Early Years settings and Year 3 BA Early Childhood Education and Care students will be conducted, based on learning and reflections of the current programme. Key learning includes the importance of involving families in terms of building Ocean Literacy communities.

This project will extend further within the community by publicising and documenting the learning with the children and families. The aim is to raise awareness about the impact of these types of projects and most importantly capture the voice of the child, family, educator and student.

Extended project

Project lead

Rita Melia

Fellowship theme

Education for Sustainability



Transforming Learning



Flourish: Cacti & Succulent Exhibit

Student Partner(s): Carmel Ann Daly

Staff Partner(s): Cara Daly

This Fellowship aims to educate and increase awareness through the visual medium of a photographic exhibition to the student population of even a single family of plants and their sheer diversity and adaptations to their environment and the environmental threat of climate change to plants.

Cycle 2 project

Project lead

Carmel Ann Daly

Fellowship theme

Education for Sustainability



Enhancing Community Development and Youth Work Practice through Sustainable Skills and Development Education

Student Partner(s): Valerie Farrell, Thomas Larkin, Georgina Keogh

Staff Partner(s): Georgina Lawlor, Shirley Donegan

This project aims to enhance the student experience and promote the development of professional practice skills in the Community Development and Youth Work programme in TU Dublin. Overall, this project has the potential to enhance the knowledge and skills of the students and educators and to promote sustainable and reflective practices in the field of community development and youth work.

Both students and educators from the CDYW programme take part in a two-night residential trip to an outdoor education centre. This will allow students to engage in a range of activities that promote the development of professional practice skills with a focus on sustainable and developmental education.

The addition of talks from community development workers and youth workers working in local projects will further enrich the experience by making practical connections between the activities and professional practice. Students will have the opportunity to reflect on their learning and apply it to their fieldwork placements in preparatory fieldwork workshops.

Project lead

Georgina Lawlor

Fellowship theme

Education for Sustainability



**Transforming
Learning**



Making the Canteen more Sustainable: Waste, nutrition and cost

Student Partner(s): Jessica Whyte, Ellen Pyke

Staff Partner(s): Paula Conroy

Project lead

Paula Conroy

The rising cost of living necessitates the incorporation of sustainability into various aspects of life, particularly for students.

The fourth-year Public Health Nutrition students in ATU Galway City will design a health promotion package focusing on improving the sustainability of the canteen.

**Fellowship
theme**

Education for
Sustainability

Cycle 2 project



Growth Mindset - Sensory and Medicinal Herb Garden for Education for Sustainable Development

Student Partner(s): 6 students from Chemical and Biopharmaceutical Sciences, Horticulture and Culinary Arts

Staff Partner(s): Claire McDonnell, Sarah Rawe, James Fox

The aim is to establish a sensory and medicinal herb garden on the Grangegorman Campus and to pilot related activities that can be integrated into undergraduate programmes. These will include researching how to grow the herbs selected, preparing infographics for display planters and making bakery products and soap using the herbs. Staff and student partners from Chemistry, Horticulture and Culinary Arts will collaborate on the project.

The activities will be extra-curricular in this pilot and will then be incorporated into the curriculum. They will allow us to make learning outcomes on sustainable practices for soil transparent in related modules.

Cycle 2 project

Project lead

Claire McDonnell

Fellowship theme

Education for Sustainability



Transforming Learning



Promises of Tomorrow

Student Partner(s): Andrew Ryan, Laura Neville, David Herlihy, Mindaugas Naudziunas, Alex Rockett Power

Staff Partner(s): Hazel Farrell

Promises of Tomorrow is a visual and musical immersive experience inspired by the Sustainable Development Goals. Established in 2015 by members of the United Nations, these goals aim to eradicate poverty, find sustainable development solutions, and safeguard the entire global population's human rights by 2030. The underlying factor affecting the success of these aims being climate change.

The installation will consist of pre-recorded video and audio which will be played on a loop layered with a live performance element by music degree students. The aim is to create awareness of the SDGs through an engaging creative medium.

Cycle 2 project

Project lead

Hazel Farrell

Fellowship theme

Education for Sustainability



Rooted in Education: Plant beds for sustainable hands-on learning

Student Partner(s): Niamh Duggan; Nichola Thompson; John Donohue; David Murphy; Christopher Woodhouse; Sean Darcy; Susan Marshall; Marcelina Woszczyń; Niall O'Brien; Ben Cunningham; Jessica Power; Shane Bannon
Staff Partner(s): Cara Daly, Yvonne Grace, Eoghan Curran

The project aims to create 'family' plant beds on the SETU Waterford campus, featuring wild and ornamental plants from different families (e.g., Asteraceae, Brassicaceae, Fabaceae, Apiaceae). The primary goal is to enhance the practical learning experience for students in plant biology, horticulture therapy, and related courses by providing on-campus resources for plant identification. Planned activities include establishing five plant beds, serving as a living laboratory for students and promoting sustainability and biodiversity.

Proposed outcomes include improved student learning, practical experience in plant care, and creating a lasting resource for future students to foster environmental stewardship.

Cycle 2 project

Project lead

Cara Daly

Fellowship theme

Education for Sustainability



Agroforestry: a multifunctional sustainable Irish land use.

Student Partner(s): Brian McNally, Alex Troy, Ewie Anggoro, Bram Bakema.

Staff Partner(s): Tom Kent, Yvonne Grace, Adriene Booth, Maryam Fazlollahi Mohammadi, John Geraghty, Shane Scannell

This fellowship engages Land Science students and staff in developing an agroforestry demonstration site at SETU West Campus, Carriganore, while co-creating a field-based curriculum. Addressing the climate and biodiversity crises, agroforestry integrates trees into agricultural systems, enhancing biodiversity, pest management, and nutrient cycling, thus reducing reliance on artificial fertilisers. The project involves researching suitable agroforestry systems, sourcing materials, organising a SETU community event, and co-designing a practical curriculum component.

Findings will be disseminated through interpretive signage and digital resources on the SETU website. This initiative will establish a permanent site for education and research in sustainable land use in Ireland that can be accessed by students, staff and the wider public.

Cycle 2 project

Project lead

Tom Kent

Fellowship theme

Education for Sustainability



Improving the Water Quality & Enhancing the Environmental & Amenity Value of Local Urban Streams

Student Partner(s): Students of Year 1 & 2 BSc Electronic Engineering and BSc Pharma Science (34 students)

Staff Partner(s): Phil Anne Mulvaney, Maeve Scott, Martha Burton, Gerard Stockill

This project aims to improve the water quality and to enhance the environmental and amenity value of local streams on or near the TU Dublin Tallaght Campus. It comprises:

- (i) a citizen science project to examine levels of pollution, using a citizen science version of the Irish EPA Small Streams Risk Score (SSRS);
- (ii) a 'cleaning-up project' to remove litter from the streams and plant orchids, carried out in conjunction with local community groups; and
- (iii) a more scientifically advanced research project by Final Year Pharmaceutical Science students on water contamination, that will test the water for specific metals such as lead, BOD, COD and some high molecular weight organic contaminants. The project aligns with the Tallaght Village Tidy Towns project and the TU Dublin Green Campus application for Green Flag status.

Cycle 1 project

Project lead

Phil Mulvaney

Fellowship theme

Education for Sustainability



Knowledge Graphs for Campus Sustainability

Student Partner(s): Rosemary Bowser, Khushboo Jayan

Staff Partner(s): Bojan Bozic

This project will 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.

Furthermore, the project will investigate how to integrate accessibility of information, inform students about equality and diversity in learning and create an inclusive way of sharing information.

This will be achieved by integrating tools from mastodon which are sharing information on the topics and engage in active discussions about the issues and how they can be solved.

Project lead

Bojan Bozic

Fellowship theme

Education for Sustainability



A climate change atlas, recordings of climate change experiences by students of TU Dublin

Student Partner(s): Amber Thomas, Leonardo De Oliveira Alves

Staff Partner(s): Ken Boyle, Rebecca Flanagan

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

The project aims to gather stories of how climate change is now impacting on the lives of international students of TU Dublin where there are over 140 nations represented in the student body.

The project will create a collection of first-hand experiences from students that will be available online and in print. The project finishes with a launch of the atlas in the spring of 2024.

Project lead

Ken Boyle

Fellowship theme

Education for Sustainability



Early Engagement of the Sustainable Development Goals

Student Partner(s): *Martin Dillon, Erin Smith*
Staff Partner(s): *Liam McGlynn, Chris O'Ralaigh*

This programme has the potential to enhance education for sustainable development (ESD) and an earlier introduction to SD and the SDGs. Creating more awareness and links to the university approach to SD with individuals/groups, students, staff and placement/future work opportunities.

Education for sustainability is crucial in TUDublin as a university and an institution. It is essential because of the strategic Intent 2030, which focuses on creating a better planet through these three pillars 'People, Planet and Partnership.' These three pillars also align with three of the five pillars of the Sustainable Development Goals with the addition of 'Prosperity and Peace'.

Project lead

Martin Dillon

Fellowship theme

Education for Sustainability

Cycle 1 project



Student Bike to College Loan Scheme

Student Partner(s): *Isabella Oconnor, Cameron Ryan, Laoise Flanagan*

Staff Partner(s): *Orla Prendergast, Kevin Ocallaghan, Allan McGee*

This project aims to increase cycling among students through a small team of Student Cycling Ambassadors and through provision of bikes in ATU Mayo. The project will deliver two workshops on basic bike maintenance to encourage students to have the confidence to start cycling. In addition, there will be two workshops on cycling skills to encourage students with no experience of cycling to get involved. Essential equipment will be needed on campus to support students who participate in the scheme.

Extended project

Project lead

Orla Prendergast

Fellowship theme

Education for Sustainability



Sustainability for the Future

Student Partner(s): *Ozeias Rodrigues da Rocha*

Staff Partner(s): *Lucia Morales, Cormac McMahon*

Taking place in one of the poorest regions in the world, in the town of Turmalina in the Jequitinhonha valley, Brazil, the “Sustainability for the Future” project aims to reach 13 primary schools, disseminating knowledge about the SDGs to a target audience of 2,600 children.

The central idea of the project is to include topics on sustainability in the school curriculum and offer different activities on the subject for students.

With the support of NTUTORR, the project’s initial needs, such as teaching material and basic structure (chairs, tables, computers) will be supplied, launching the initial milestone of this transformative project.

Project lead

Ozeias Rodrigues
da Rocha

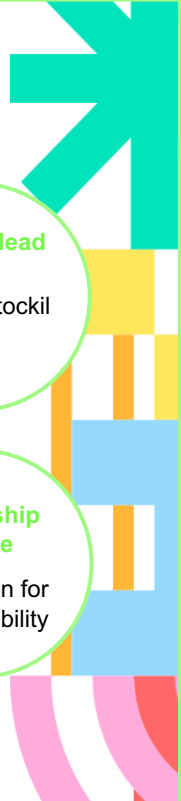
Fellowship theme

Education for
Sustainability

Cycle 1 project



Transforming Learning



Reducing Cigarette Butt and Vaping Waste in Tallaght Village and TUD Tallaght Campus

Student Partner(s): Bachelor of Arts (Honours) in Advertising and Marketing Communications, Green Campus Students (24 students)

Staff Partner(s): Gerard Stockil

Project lead

Gerard Stockil

Fellowship theme

Education for Sustainability

The project aim is reduction of cigarette butt and vaping waste in Tallaght Village / TU Dublin Tallaght Campus.

TU Dublin students will work with the local Tallaght Village Tidy Towns group, to identify and quantify the location of these waste, participate in clean-ups and propose, implement and evaluate solution(s) for reducing waste.

Students contribute competency areas from some areas such as engineering, marketing, science, arts, project management, advertising, business, video promotion, report production and other areas.

The detailed specification of the project will be determined by students under supervisor guidance.

The Tidy Town Group has worked with the National Learning Network, local schools, businesses and industry and the students may form links with these and other groups.

Cycle 1 project



Sustainability Internship Project for Healthy Campus at TU Dublin

Student Partner(s): Laura Kestell, Sarah Healy

Staff Partner(s): Dr Teresa Hurley, Dr Daniel McCartney

This project enables the Healthy Campus Project at TU Dublin support two internship students from the final year of the Public Health Nutrition Programme to implement sustainable, health and wellness initiatives across the University for staff and students.

TU Dublin and the wider community will benefit hugely from this “Living Lab” Project as it aligns with the Strategic Intent for the University of “People, Planet & Partnership, UN Sustainable Development Goals, and progresses International Healthy Campus Accreditation for TU Dublin which includes substantial environmental components.

Project lead

Dr Teresa Hurley

Fellowship theme

Education for Sustainability



Language Provision at the TUs: Perspectives from the ATU's Students and Local Employers

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

The project aims to collect the views and feedback from ATU students and local employers on current and future language provision by replicating a study previously conducted at SETU. To do so, an anonymous online survey will be disseminated to current ATU students (both enrolled & not enrolled in language courses) and local employers and will be followed up with interviews for 10 volunteers from each group.

The results will be used to inform future development of language curriculum at the ATU and will be compared to the results of other TUs.

Project lead
Sarah Berthaud

Fellowship theme
Education for Sustainability

Cycle 1 project





Transforming Learning



Finding funding to support your sustainable development project

Student Partner(s): *Blaithin Cullen; Niamh Dempsey; Daria Przytulska*

Staff Partner(s): *Ailish O'Brien*

This fellowship engages students on the Business Programme at SETU, Summerhill Campus, in leading a project as part of their Financial Management module, collaborating with staff and local organisations connected through the PPN network in Wexford. Students develop funding solutions as part of an Environmental, Social, and Governance (ESG) strategy tailored to the needs of the chosen organisation. The project identifies funding streams appropriate to the needs of the organisation and involves completing sample funding applications. Students gain valuable research and application-writing skills while supporting sustainability.

The project's outcomes include digital posters and case studies, offering teaching and learning resources that promote ESG strategies across campuses and benefit both students and staff.

Cycle 2 project

Project lead

Ailish O'Brien

Fellowship theme

Education for Sustainability



Engineering & Business Collaboration Formula Student

Student Partner(s): *Cian Ready, Jake Daly, Reece Doyle, Stephen Birney, Ronan Nestor, Luke Murray, Jenifer Dragomir, Mathew Donegan, Robert O'Connor, Shane Hawe, Becky Kavanagh, Liam Mayenco Vela, Roisin McKeon, Cameron Byrne, Katelyn O'Neill, James O'Connor, Sameer Amir, Robert F Lowry, Luke Kelly, Derek Devlin, Francesca Kennedy.*

Staff Partner(s): *Pasqueline Tierney, James Wright, Thomas Murray, Christine Nangle*

This comprehensive competition requiring students from different disciplines to collect, analyze, develop and action solutions on a sustainable engine design. This enhanced and active learning environment has multiple teaching and learning benefits including cooperation between engineering accounting and media students on research and solution design, technology skill development including the understanding of various analytical and scientific software elements, mathematical and scientific problem solving, critical thinking and effective communication. A key element of the preparation for competition and competition is the face-to-face defense of research design and business plan to exacting international judges. Formal assessment takes place of students in each discipline.

Involvement in this elite competition with other European and international universities aligns closely with TU Dublin's sustainability mission and the embedding of sustainability in a very measurable way into its curriculum across disciplines.

Cycle 2 project

Project lead

Pasqueline Tierney

Fellowship theme

Education for Sustainability



Circular Economies in Design Workshops

Student Partner(s): Cosmin Clopotaru, Aleksander Biegalski, Diarmuid Dunne, Patrycja Kukielka, Oisín King, Cathal O Malley, Minju Baik, Enya O'Brien, Tom Whitfield, Vlad Vavro, Ross Jones, Sarah Crilly, Oisín Hills.

Staff Partner(s): Keith Colton, Ceri Almrott, Ina O'Connor, Mark Ennis.

The "Circular Economies in Design Workshops" project at TU Dublin focuses on reducing and reusing plastic waste in Design & Engineering workshops. It aims to map plastic waste in two workshop spaces and recycle the plastic into useful products for university projects and workshops, using low-cost and open-source manufacturing tools.

This project not only engages participants in gathering, profiling, and recycling processes but also fosters hands-on learning that emphasises circular economy practices. Additionally, by finding educational applications for recycled materials, the project seeks to reduce the running costs of workshops and outreach initiatives.

Project lead

Keith Colton

Fellowship theme

Education for Sustainability

Cycle 2 project



Enhancing Sustainability in Microbiology Laboratory Practices

Student Partner(s): Madalina Burduv, Sharon Antonelli Brillhante

Staff Partner(s): Sylvia Healy, Eleana Dunne

The project seeks to improve sustainability in microbiology labs by engaging 3rd-year science students working with staff over a 5-week summer placement. The group will assess and enhance sustainability in medical and food microbiology practicals. Components include reviewing current practices, identifying resource-saving opportunities and creating two new practicals focusing on sustainability. Students will actively participate in data analysis and practical design, enriching their learning and fostering responsibility for sustainability.

The project targets tangible outcomes such as reduced resource usage, eco-friendly alternatives and innovative practicals, benefiting current students and promoting sustainability education across the university curriculum for future scientists.

Cycle 2 project

Project lead

Sylvia Healy

Fellowship theme

Education for Sustainability



University Greenhouse

Student Partner(s): ²Noemie Daiva Hubner, ²Grace Acedo, ¹Danny Strutt, ¹Tony Geraghty

Staff Partner(s): ¹Davy Walsh, ²Kevin O'Callaghan; ²Allan McGee

¹Active partner, ²Previously involved.

The plan is to build a university greenhouse so that students can grow and harvest fresh produce. The initiative brings together students from Outdoor Education, Social Care and Early Childhood Education and Care. With experienced students and staff, non-experienced growers can gain first-hand experience when it come to growing and managing food production. Once students realise how easy it is to grow their own food, the expectation is that they will grow their own and pass on the skills to others.

The goal is to provide year-round vegetable production for students, necessitating extra resources for outdoor raised beds and an electrical socket in the greenhouse.

Extended project

Project lead

Davy Walsh

Fellowship theme

Education for Sustainability



What A waste'- Student collaborative project

Student Partner(s): Joshua Curley, Kate Grant, Colin Hope, Conor Kehoe, Grace Lavin, Lucie Tiercelin.

Staff Partner(s): Emer Byrne, Miriam Delaney, Laura Carroll, Ciaran Molumby.

Only 6% of the employed population work within the construction industry yet a staggering 48% of all waste generated comes from this sector. By working in a cross disciplinary manner, architecture & property economics students will question the role the construction industry plays in climate change & sustainable practices.

Students will collaborate with the Demolition Take Down public installation and will research, record and disseminate this unique project tackling the core causes of demolition.

Led by lecturers Emer Byrne, Miriam Delaney, Laura Carroll & Ciaran Molumby, students across both programmes will explore together demolition waste through the lens of value, cultural, financial & carbon values.

Project lead

Emer Byrne

Fellowship theme

Education for Sustainability

Cycle 2 project



IADT Campus Student Garden

Student Partner(s): Eoin Hicks Smyth, Jessica Dunne, Livia Martin, Bryce Manoovaloo

Staff Partner(s): Jerome Counihan, Ciana Connolly

The main outlines of my project are to create a student garden on campus making sure that students learn useful skills while also producing alternative food sources that people are able to access over the course of the academic year.

Students will be coming to the garden for rest and relaxation but also to help grow various fruits and vegetables so that students are not entirely reliant on the canteen or expensive alternatives. We want to provide sustainable food growth for students to use over many years as well as a place for relaxation between classes.

Cycle 1 project

Project lead

Eoin Hicks Smyth

Fellowship theme

Education for Sustainability



Transforming
Learning



TUS



The digitalisation of the Net Zero Carbon Classroom. An OER

Student Partners: ²Y4 Strategic Implementation, for the concept development; Y2 HC in Culinary Arts; ²Y2 HC in Arts Bar Supervision; ²Y2 BA (Hons) in Culinary Entrepreneurship, ²Y1 Certificate in Culinary Skills for project implementation (over 60 students in total), ¹Culinary Arts Programme students (40 students)

Staff Partners: ¹Gayle Tarmey, ²Cormac Cloonan, ²Patrick Moloney and ²14 colleagues, ¹June O'Byrne

¹Active partner, ²Previously involved.

This phase of the fellowship will see the development of an app and interactive signage in the outdoor gardens and classroom to allow participants in the spaces to engage and interact with the app and tag the signage to learn more. The app will collect user data on approval and collate engagement figures that students and lecturers can use in research to demonstrate knowledge sharing and dissemination by quantifying engagement with the open educational resource on the digital platform .

Project lead

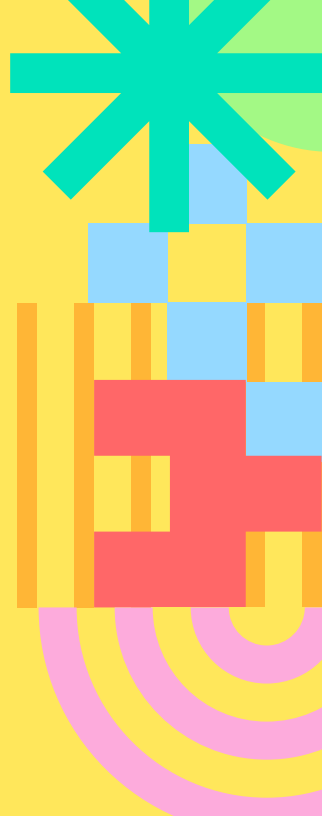
Gayle Tarmey

Fellowship
theme

Education for
Sustainability

Extended project

Equality, Diversity & Inclusion Fellowships





Amplifying Impact: Digital Resources for Enabling Transition to Higher Education

Student Partner(s): Richard Butler, Donna Hogan, David Doherty, Christina Haugh, Sandra Miller

Staff Partner(s): Anna Murphy, Dr Carolann Bargary, Nathan O'Connor

The project aims to enable capacity to continue to build on the success of our 'Enhancing EDI Principles through Digital Induction Resources' fellowship.

Through the student and staff partnership of our fellowship, many resources were identified that could be created to positively impact on the student experience and retention of students who undertake the Certificate in Transition to Higher Education programme. The Certificate in Transition to Higher Education programme provides a pathway for adults who experience social, economic and/or educational disadvantage to engage in a supportive and structured third-level academic foundation programme.

We will continue the effort of our strong partnership in creating additional resources which will add immense value to the work which has already been completed.

Project lead

Anna Murphy

Fellowship theme

Equality,
Diversity &
Inclusion

Extended project



Sense of Self: Student informed self-regulation

Student Partner(s): ¹Jamie Clarke, ¹Liam Coulson, ¹Rye Daly (Ryan), ¹Kate Dowling, ²Maria Casey, ²Jennifer Fitzgerald, ¹Racheal O Toole, ²Ryan Dempsey

Staff Partner(s): ¹Shelley Brady, ¹Catriona Fahey

¹Active partner, ²Previously involved.

The Sense of Self Framework is an ongoing self-informing project which supports student in regulating their emotions with individualised strategies. In-person workshops provide an opportunity for hands on learning and networking, helping participants to build a community of peers and mentors. The use of Lego and additional sensory aids in these workshops will ensure a democratic and personalised way of starting conversations and sharing ideas. Students will be identifying strategies that will best serve them. The use of Lego will allow participants to share their experiences, challenges, and strategies in a supportive and nurturing environment.

Project lead

Shelley Brady,
Catriona Fahey

Fellowship theme

Equality,
Diversity &
Inclusion

Extended project



SETU Includes U: 'Facilitating Friendships' Inauction for Year 1 Students

Student Partner(s): Christopher Bazando, Jordan Malone O'Brien, Aoife Dempsey, Karolina Grischenkovaite

Staff Partner(s): Ruth Maher, Claire O'Gorman, Jamie Hurley

Current Year 3 Applied Health Care (AHC) students partnered with faculty for induction of Year 1 nursing and healthcare students in a safe and fun environment, so that friendships could form and grow organically.

The induction programme enhanced the student experience and aimed to foster an inclusive, equal and diverse culture that can diffuse across university and societal levels.

A generic, reusable induction framework was co-designed by the project team, and this will be sustained by embedding the initiative in Year 3 of the AHC curriculum.

Students on the team will disseminate the work at conference level.

Project lead

Ruth Maher

Fellowship theme

Equality,
Diversity &
Inclusion



Increasing global and cultural awareness - developing student champions to increase participation in Crossing Borders Project

Student Partner(s): *Fiona Keane, Rhian Fitzgerald, Craig Doyle, Tatenda Gamanya*

Staff Partner(s): *Veronica Kelly, Patrick Morgan*

The aim is to develop students intercultural understanding and global awareness.

Crossing Borders is a programme developed by Georgia Southern University. This project was developed from a pilot project at SETU (Wexford Campus). It is based on Allport's (1954) Group Contact Theory.

The aim is to increase awareness and understanding of difference and 'other' in order to increase understanding.

Evidence suggests that increasing contact between groups leads to a reduction in prejudice and discrimination (Pettigrew and Tropp, 2011).

Project lead

Veronica Kelly

Fellowship theme

Equality,
Diversity &
Inclusion

Extended project



LEtGO of Stress

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

The LEtGO of Stress project utilises Lego to create both a Universally Design for Learning Experience for first-year engineering students and a stress-relieving campus-wide community health and wellbeing activity. Firstly, a design and inclusive instructions for recreating the campus in Lego will be created by engineering students. Then a fully accessible LEGO construction activity will be run with the whole student body to relieve stress, loneliness and anxiety supported by the engineering students. Finally, a roadmap will be co-produced with students for further activities which combine engineering projects with inclusive all-campus activities.

Cycle 1 project

Project lead

Ruth Quinn

Fellowship theme

Equality,
Diversity &
Inclusion

Co-creating a Playful Campus

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, Valerija Gornika, Wan Teng Low; Nuria Antonio, Aoife Byrne, Niamh Carragher, Sinead Duffy, Aine Greenan, 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, Nomasonto Mahlaba, Alicia Rice

Staff Partner(s): Isolde Gavin, Catherine O'Connor, Mary McSkeane, Caroline McDonnell, Sarah Brock, Jean Connolly, Eamon Cushnahan

Staff and students will co-design a playful outdoor space for use both during practical classes on Early Childhood Studies degrees and by the wider DkIT community. Students co-design an outdoor playful space using a 'students-as-partners' approach aligned to the EDI theme.

On completion of the project, one component of the design, namely an accessible, inclusive, playful shelter will be developed on campus. Students may develop their playful selves with their peers in this inviting, informal, accessible community space while experiencing the physical and mental health benefits of contact with nature.

Cycle 1 project

Project lead

Isolde Gavin

Fellowship
theme

Equality,
Diversity &
Inclusion



Enhancing the learner experience through the creation, design and delivery of a shared project between learners with Intellectual Disability and Social Care Students

Student Partner(s): Helen Agboola, Aoife Doran, Amber Duffin, Katie Fogarty, Isabel Keogh, Rosin Malone, Nicole Murphy, Ria Murphy Knox, Jessica Murray, Meadow Reddy, Emma Vaughan

Staff Partner(s): Noelle Reilly, Eileen Farrell, Denise Lyons, Majella Finnegan, Niall Harvey

This fellowship proposes the creation of a bespoke programme in partnership with a placement organisation, enabling social care students to co-create a college experience alongside service users with intellectual disabilities. Over several sessions in the first semester, both groups will collaborate on a project designed and delivered by the learners themselves, with facilitation from the programme team.

This initiative aims to equip both social care students and service users with the skills necessary to actively participate in their local community. By fostering inclusivity, the programme prepares social care graduates for work in the field of intellectual disabilities and promotes the inclusion of individuals with intellectual disabilities within the university setting.

Project lead

Noelle Reilly

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming Learning

Inclusive Assessment to Support First Year Students on Computing Programs

Student Partner(s): Gracie Chaudhary, Mariela Machuca, Sanidhya Pandey

Staff Partner(s): Martin McHugh

The objective of assessment in third level education is to determine a student's level of knowledge. However, what if a student has the requisite level of knowledge but cannot convey this knowledge via the assessment mode. Inclusive Assessment takes into consideration different types of learners in the classroom and offers them a "menu" of assessment modes to suit their abilities while still achieving the primary objective of the assessment.

This project, under the theme of EDI, focuses on assessments within computing modules to establish if they are suited to different learners, and if not, recommendations will be made as to how these could become more inclusive.

Project lead

Martin McHugh

Fellowship theme

Equality,
Diversity &
Inclusion

Extended project



Introduction of a Portable Reading Pen Borrowing Service in MTU Libraries

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

The aim of the project is to provide additional accessible resources to the MTU community, to enhance resources already available and to enable independent learning through working with our student partners. The project aligns to and delivers on MTU commitments in relation to equity of participation within the University.

Key activities included evaluating and sourcing the resources, training of staff, creating accessible training materials (infographic instructions and videos) the marketing and promotion of the service through social media, drop-in sessions, and participation in the EDI Roadshow and reviewing the service in collaboration with its users and identified partners.

The new service is now established on all campus libraries and is an essential part of the library's EDI services.

Project lead

Catherine O'Neill

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming Learning



#TryItAll

Student Partner(s): Louise Johnson, Andrea Murray, Kate Kelly, Cian Choy

Staff Partner(s): Bronagh McGrane, Derek Crilly, Ray McCabe, Aoife Gregory

The #TryItAll project aims to encourage and empower girls in our college to try out different sports through a four-week sports programme. Research shows that by teenage years half of the girls in sport in Ireland have dropped out. They are three times more likely to discontinue sport at this age than boys. Research also highlights that some of the benefits of sport are increased self-confidence, increased sense of wellbeing, less risk of diseases such as obesity, improved mental health.

In our college in the last academic year many of our female sports teams struggled to get the numbers for a team due to low participation rates. Across Ireland and the world this is a common problem and is as a result of lack of funding for females in sport. The project will provide a variety of sports activities for participants to experience, including but not limited to basketball, soccer, volleyball, Gaelic football etc. Through this programme, we hope to promote physical activity, confidence building, and teamwork among the girls in our college and also allow them to sample the wide range of sports on offer to students in the college and sign up to any sport at the end of the programme.

Cycle 2 project

Project lead

Bronagh
McGrane

Fellowship
theme

Equality,
Diversity &
Inclusion



'See me, be me': A paradigm for a Student-led transformation of the digital and built environment

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*

Many of our students in TU Dublin identify as Irish but often their lived experiences may also be shaped and influenced by a distinct cultural and linguistic heritage, that of their parents or grandparents. The aim of this project is to promote, celebrate and display this distinct identity. It seeks to empower students to create outputs that will benefit all partners in TU Dublin, through a dynamic visual representation and expression of their cross- and intercultural heritage and identity, by embedding it in sustainable representations of such on both the built and digital institutional landscape.

Cycle 1 project

Project lead

Geraldine Mitchell

Fellowship theme

Equality,
Diversity &
Inclusion



Empowering Women in Computing: Strengthening the Women in Technology Society and Support Network for Female Students

Student Partner(s): Kate Murphy, Abigail Murray, Amelia Hamulewicz, Anna Hrda, Caitlin Brennan, Dima Atiyeh, Emily Byrne, Katie Maher, Lay Hwang Koay, Lini Brennan, Maria Zafar, Marina Kolobova, Rachel O Connor, Sarah Sida, Veronika Syncakova

Staff Partner(s): Fiona Redmond, Aine Byrne

This project seeks to further establish and expand the Women in Technology Society within the Department of Computing (SETU Carlow campus), creating a dedicated support network for female students in computing. Through tailored initiatives, the project aims to encourage the participation of women in technology, retain existing students, and foster professional growth.

By leveraging the Women in Technology Society, this initiative will connect students with industry professionals, offer career support, and build a strong community. It reinforces SETU's commitment to narrowing the gender gap in computer science and empowering women to thrive in the tech industry.

Cycle 2 project

Project lead

Fiona Redmond

Fellowship theme

Equality,
Diversity &
Inclusion



Playing for Inclusion: Peer Support and Network Building thought Gameplay

Student Partner(s): Students of Y3 Graphic Design: Hazel Murray, Julia Pereira, Louise Kelly, Ivan Dmitrov

Staff Partner(s): Shirley Casey, Hilary Kenna

This project aims to develop, design & test a game-style toolkit to help students to peer network in an entertaining & inclusive manner.

To enhance the student experience by facilitating an activity where they get to know each other in an informal & engaging manner. Building peer support networks can help increase motivation, widen participation, learning & inclusion.

Students can gain voice agency, take advantage of their strengths & interests & create a safe space to make connections. Studies examined the effectiveness of using educational games in higher education & findings support their use to enrich students' learning experiences while improving competencies such as creativity & interpersonal skills.

Project lead

Shirley Casey

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming Learning



Enhancing the student experience through improved campus facilities

Student Partner(s): Oriana Byrnes, Patrick Kelly, Ciara McKenna, Amber Thomas

Staff Partner(s): Brian Jordan (TU Dublin Students Union President), Mary Scally (Students Union General Manager), Ciaran Stone (Estates Office), Deirdre Staunton (Head of Disability Service), Rachael Farrell (University Occupational Therapist), Roisin Murray (Learner Empowerment Lead), Heidi Kelly-Hogan (Sustainability Education and Engagement Lead)

University can be stressful and overwhelming for many students including neurodivergent and disabled students. Funding from the NTUTORR Fellowship will allow for the improvement of campus facilities across all three campuses with the likes of the implementation of more suitable seating areas and sensory rooms.

These spaces will provide a sanctuary away from the hustle and bustle of student life, allowing students to rest and re-centre in a versatile environment tailored to their needs. Improved facilities will be a collaborative effort between the student union, the disability office, the pastoral team, and the student body and will improve the student's well-being.

Project lead

Oriana Byrnes,
Patrick Kelly, Ciara
McKenna, Amber
Thomas

Fellowship theme

Equality,
Diversity &
Inclusion

Cycle 1 project



Creating an Equitable, Diverse and Inclusive Environment in Culinary Arts

Student Partner(s): *Timothy Drozd, Caitlyn Valerie, Thomas Edwards, Eabha Conroy, Sarah Barry*

Staff Partner(s): *Clare Gilsenan, Ann Flanagan*

The National Access Plan (2022-2028) states individuals should have equity of access to education irrespective of their socioeconomic background, ethnicity, gender, geographical location, disability or other circumstances (NAP, 2022, p.20). Yet despite this fact, the student population in higher education is still unrepresentative of wider Irish society.

The aim of this project is to introduce culinary arts education to under-represented groups in Galway City. It is planned to facilitate Culinary workshops for students from under-represented groups, with a view to encouraging these students to consider applying for a place in culinary arts at third level education. Our students will utilise the knowledge they have gleaned from the mentoring programme to lead out on the culinary workshops for these students.

Extended project



Project lead

Clare Gilsenan

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming
Learning



TUS



The development of digital educational resources to enhance the support of female athletes - a step towards bridging the gender gap in sport and health science

Student Partner(s): Sports Science with Exercise Physiology Y2 (20 students)

Staff Partner(s): Niamh Ní Chéilleachair, Ciarán O Cathain, Aoife Lane

Females are significantly underrepresented in sports science education and research, despite representing 49.5% of the world's population. In general, there is a lack of understanding of sex specific aspects of sport science, and it is widely accepted that sports scientists should have a greater understanding of the female athlete to better support them.

Through fostering a student-staff partnership using a collaborative approach, this project aims to digitise evidence-based educational material relating to female reproductive science to better support female athletes.

Project lead

Niamh Ní
Chéilleachair

Fellowship
theme

Equality,
Diversity &
Inclusion

Cycle 1 project



Transforming Learning



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

The Hurling Cú | An Cú Iomána (A universally designed performance of the skills of Hurling to Celtic music)

Student Partner(s): Esel A Acun, Heather O Mahony

Staff Partner (s): Catherine Carty

The Cú is a universally designed performance of the skills of Hurling to Celtic music. Featuring nods to both Cú Chulainn and warrior-queen Medb, signifying gender equality.

The project aligns with the EDI theme and involves collaboration and co-creation of outputs by MTU students, MTU UNESCO Chair staff, the Skills for Life group based in MTU Kerry and the GAA.

The students will develop digital assets to celebrate the intangible cultural heritage status awarded by UNESCO to Hurling in 2018.

The GAA asked the UNESCO Chair MTU to collaborate on inclusive Hurling, through movement and digital technology.

Project lead

Catherine Carty

**Fellowship
theme**

Equality,
Diversity &
Inclusion

Cycle 1 project



Team Tool – Promoting Group Skills & Inclusion for students

Student Partner(s): Morgan Lynch, Rachel Harvey

Staff Partner(s): Dr. Hannah Barton, Dr. Grainne Carroll

TeamTool is a digital workbook developed by students to promote group skills. Psychology students Rachel Harvey and Morgan Lynch used avatars to introduce students to the basics of group and teamwork. Working in groups is an important transferable skill that students need to develop and practice in college to prepare them for the workplace.

The e-learning authoring tool Articulate Rise will present the content developed for the TeamTool resource, which will help students understand group projects and how to be inclusive and respectful of all.

TeamTool 1 was funded initially by under the Local Enhancement project, and N-TUTORR has awarded funding to continue the development of this tool to the next iteration.

Project lead

Dr. Hannah Barton & Dr. Grainne Carroll

Fellowship theme

Equality,
Diversity &
Inclusion



Development of a Pilot Peer Led Wellness Cafe Model in a Third Level Setting

Student Partner(s): ¹Barry Breslin, ¹Craig Jennings, ¹Conor Dunne, ²Immanuel Chirwa, ¹Agni Paul, ¹Kevin Sweeney, ¹Brian Herron, ¹Melanie Baxter, ¹Joanne Steede, ¹Ciara Mc Laughlin, ²Jerry Drumm, ²Martyna Sikora, ²Eimear Kelly, ¹Aine Hatzer

Staff Partner(s): ¹Sharon Ferguson, ¹Sinead Campbell, ¹Ellis Boileau, ²Simone Haessler, ¹Sharon Mc Laughlin

¹Active partner, ²Previously involved.

In the context of student mental health, this project will explore the potential of a peer-led wellness café in creating a whole campus approach to mental health and wellbeing, as advocated in the National Student Mental Health and Suicide Prevention Framework 2020-2024 and in the Healthy Campus Framework. The project aims to implement a model across ATU campuses in partnership with local development groups, focusing on the recruitment, training, and retention of Peer Facilitators. Additionally, it will establish a regional peer network to assist with the implementation, monitoring, and evaluation of the model throughout ATU.

Extended project

Project lead

Sharon Ferguson

Fellowship theme

Equality, Diversity & Inclusion

Hearing and Sounding a Diverse Campus

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

Hearing and Sounding a Diverse Campus' looks at the DkIT campus through the lens of 'soundscapes', the sounds that populate our everyday lives and journeys. It will engage students and staff through a series of workshops, in which participants will reflect on their own experiences and consider ways in which sound and soundscapes are experienced differently by members of the campus community.

In line with the EDI theme, they will empower participants to create soundscape interventions for inclusivity and shared wellbeing. The workshops will culminate in a series of student-curated soundwalks, the development of a permanent quiet room, and an outdoor music festival in November 2023.

Cycle 1 project

Project lead

Kayla Rush

Fellowship
theme

Equality,
Diversity &
Inclusion



My Big Life Fix - Addressing access for people with disability to higher education campuses

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): John Balfe, Edward Lyons, Eoghan O'Shea, Billy House

This collaborative and exciting project involves the pairing of students in social care with design and architecture pedagogy on how they work together to create a future proposed inclusive campus in Wexford that is accessible for everyone including those with disabilities.

Students from the Professional Social Care course used the concept of 'My Big Life Fix' in approaching people with disability and asking what 'a day in a life' is like for them.

They then used these reflections to inform what a campus would look like in Wexford that is accessible for people with disability from the point of access, entry to a campus, and the daily life of a student through the lens of access to education and disability.

These reflections informed a design and architect project of a prototype University Campus using the 7 principles of universal design- Equitable use; Flexibility in Use; Simple and Intuitive Use; Perceptible Information; Tolerance for Error; Low Physical Effort; and Appropriate Size and Space for Approach and Use.

Project lead

John Balfe

Fellowship theme

Equality,
Diversity &
Inclusion

Extended project



Co-Designing LGBTQ+ Assets as Situated Practice

Student Partners: Niamh Twomey, Laureline (Charlie) Yris, AJ Shipley

Staff Partners: Gianna Tomasso, Glen O'Sullivan

The aim of this project is to further embed Equality, Diversity, and Inclusion (EDI) principles within our Situated Design Practice module for our MA Interdisciplinary Design programme. The project will be undertaken in collaboration with LSAD's Makerstation, and the LGBTQ+ Allies Staff Network. It will produce an incentive-based microlearning output aimed at TUS staff on the importance of allyship. Upon completion staff will be awarded a bespoke artefact for their desk space which will act as a tangible and clear indicator of active support and allyship.

Project lead

Gianna Tomasso

Fellowship theme

Equality,
Diversity &
Inclusion

Cycle 1 project



Access Single Subject 5 Credit Certificate – Building Social Connections

Student Partner(s): Marie Singleton, Catherine Sheehan

Staff Partner (s): Laura Coleman, Christine Nolan, Dr Judith Butler, Dr Annie Cummins, Dr Mary Galvin, Prof. Margaret Linehan

The MTU Cork Campus Access Service is collaborating with the School of Humanities to create, design and deliver a single subject 5 credit certificate called Building Social Connections, aimed at increasing and widening participation of underrepresented learners in Higher Education, as outlined in the National Access Plan (2022 – 2028).

This user centered designed module will be delivered primarily in the community. The module is created with Universal Design principles which includes an accessible assessment process. This pilot module may form the basis of an Access Foundation Programme in the future.

Cycle 1 project

Project lead

Laura Coleman,
Christine Nolan

Fellowship
theme

Equality,
Diversity &
Inclusion



The Poppintree Painting Project

Student Partner(s): Sofia Byrne, Lorraine Ene, Caoimhe Farrell, Eabha Maher, Alison McQuail

Staff Partner(s): Mark Joyce

A collaborative visual arts project in an Early Childhood Education setting. Pre-school children will work with 5 IADT art students using Visual Thinking Strategies to experience shape, geometry, colour & form.

To foster the development of fundamental mark making skills, hands-on manipulation, discovery & self-expression through art materials in the well-established Poppintree Early Childhood Centre, Ballymun, Dublin.

Large scale murals will be developed by the students from the collaborative workshops, enhancing the centres environment. The project aims to encourage emergent artists interest in collaborative arts, provide experience of the practical issues of curriculum design & delivery of visual arts in similar settings.

Project lead

Mark Joyce

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming Learning



Foundation of Success programme to enhance third level skills of scholarship – prototype testing

Student Partner(s): Lydia Sheehan, Jason Kitamirike, Kaitlyn A Cotey

Staff Partner (s): Una Moynihan, Ann O Connor, Aileen Kennedy, Margaret Finch

The project is the development process for a proposed new programme Foundation of Success, aiming to prepare people for positive engagement with HE educational experiences. It aims to build capacity in students who either lack learning efficacy or are uncertain about their preferred direction of HE studies.

The programme will be assistive to a range of third-level educational providers, as people who complete the course will arrive with a skill set that is suited to higher education learning. MTU students have been recruited to lead the piloting of prototype materials that have been developed as part of the project. These materials will be piloted with HE students in MTU Kerry and TY students in a local second level school.

Project lead

Úna Moynihan,
Ann O Connor

Fellowship theme

Equality,
Diversity &
Inclusion

Cycle 1 project



Building Belonging

Student Partner(s): Matthew Howe Doyle, Ella May Heeran, Orla Mulqueen

Staff Partner(s): Dr Éadaoin Slattery, Dr Catherine-Ann O'Connell

Understanding and fostering a sense of belonging among students is essential for their success, engagement, well-being and retention in college (Gopalan & Brady, 2019). Research has shown that a strong sense of belonging not only encourages students to avail of campus resources, supporting their learning experience, but may also promote well-being, improving their mental health (van der Zanden et al., 2018). This is particularly important at institutions like ours, which promote equal access to education among socially disadvantaged groups, including first-generation and racial-ethnic minority students. These groups often face unique challenges that can hinder their persistence and retention, with these challenges varying across social contexts and institutions (Murphy et al., 2020). Our project aims to address these issues by co-creating with students an inclusive environment to explore and identify mechanisms to enhance their sense of belonging. Through a participatory approach, we will establish a student advisory group comprising students on the TUS Midwest Applied Psychology programme. The group will work in conjunction with staff to co-create and guide the project, ensuring that student voices are central to its development.

Project lead

Dr. Éadaoin Slattery

Fellowship theme

Equality,
Diversity &
Inclusion



Developing an authentic inclusive library service through collaboration and student engagement

Student Partner(s): Yeats Library student engagement volunteers (14 students)

Staff Partner (s): Sinéad Kelly, Fiona Fox

The academic library plays a significant role in the development of a research skill set, transferable to the working world. Our diverse student demographic demands an inclusive library service accessible to all. Our role is to guide all students in the use of quality information resources and increase their engagement with the university.

Students will partner with staff to review and develop library supports. This collaboration will generate a library pathway for the future delivery of information seeking, evaluation and critical thinking skills in an inclusive library environment.

Cycle 1 project

Project lead

Sinéad Kelly,
Fiona Fox

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming Learning



TUS



TUS WEWRITE! Project

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

¹Active partner, ²Previously involved.

TUS aims to grow a culture of research and publications for all staff and students. A significant number of TUS staff are pursuing postgraduate research degrees outside of their normal work duties. They too would benefit significantly from increased practical supports to complete their research. As of this writing, TUS does not have a specific writing support centre for undergraduate or postgraduate students which most other HEIs have already developed. The traditional Irish universities offer regular writing bootcamps, retreats, and ongoing writing support services to students and staff.

The TUS WEWRITE! II project proposes to address these issues in productivity and academic confidence, using accessible, inclusive and sustainable methods. The project is built on the TUS WEWRITE! pilot which was funded by NTUTORR in 2023. For this version, the addition of a two-day writing retreat has been added to the structure, along with the writing workshops and online writing accountability sessions. Participants in TUS WEWRITE! II will gain the skills and knowledge needed to start writing support groups in their own faculties, departments or research institutes, making this project an intervention that will become part of the research culture at TUS.

Project lead

Jennifer Moran Stritch

Fellowship theme

Equality, Diversity & Inclusion

Extended project



Craft & Creativity: Community & Connections

Student Partner(s): ¹Abby Campbell, ¹Lotta Vainionpaa, ¹Aoife Murphy, ¹Nathan Sweeney, ¹Ava Manning, ¹Aimee Quinn, ¹Kiera Casey 2nd Years, ¹Celia Portillo Linan, ²Benjamin Holman, ²Sydney Sheehan, ²Donal O'Keeffe, ²Mollie Lynch, ²Lotta Vainionpaa, ²Maxine O'Neill, ²Niamh Cremin, ²Richie McDonnell,
Staff Partner (s): ¹Amy Prendergast, Dr. Trina Scott, ¹Irene O'Mara, ²Dara Collins

¹Active partner, ²Previously involved.

The project will be a series of workshops focused on the creativity and craft involved in theatre. The key aim of this project is to promote wellbeing and community through a series of creative workshops designed to excite and engage the students.

We envision that through these activities and opportunities, the students can learn to build the positive relationships, support and community that are key to both well-being and a fruitful professional career.

Extended project

Project lead

Amy Prendergast

Fellowship theme

Equality,
Diversity &
Inclusion



Tech Masterclass Series and Careers Bootcamp

Student Partner(s): Ryan Habis, Elizabeth Tuzhilina

Staff Partner(s): Fiona Lawless, Catherine Staunton, Adele Commins, Martin McHugh

Under the theme of EDI, this project aims to leverage, and strengthen, the partnership that exists between DkIT ACM Student Chapter, their Academic Heads and the Careers and Employability Centre, to empower the wider ICT-student community to start to envisage their future careers, build employability skills and pursue opportunities in the Tech sector.

Through an Industry-led Masterclass series, Graduate Conversations and a Careers Bootcamp, students will gain greater insight into the Tech industry and build professional skills to better prepare them for the workplace. Being student-led this project aims to be as inclusive as possible, bringing industry and careers directly to students.

Cycle 1 project

Project lead

Ryan Habis

Fellowship theme

Equality,
Diversity &
Inclusion



Transforming Learning



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

You Allwrite?

Student Partner(s): ¹Jenny Hickey, ¹Marian Murphy, ¹Carole Weed, ²Jane Lee, ¹Linh Le, ¹Billie-Lucas Horgan, ¹Christiyani Kabul, ¹Matthias Guggenbichler

Staff Partner (s): ¹Darragh Coakley, ¹Lauren Maher, ¹Jeremiah Spillane, ¹Sarah Pattinson, ¹Ruth Fox, ¹Pio Fenton, ¹Siobhán Kangataran, ¹Thomas Broderick, ¹Honor Carroll

¹Active partner, ²Previously involved.

This initiative will build upon the a highly successful existing student fellowship project which has led to the design, development, print and distribution of a mental health journal for Irish university students. The Journal has been established as an authentic resource within MTU in the counselling unit, student engagement office, students' union and which has also been disseminated to the Psychological Counsellors In Higher Education Ireland organisation (<https://www.pchei.ie/>) as well all N-TUTORR partners and other universities.

It is intended that students will be involved in the project through the use of a holistic co-creative approach, drawing upon a range of relevant practices including design thinking, cooperative design and student as co-creators in order to identify, design for and ultimately meet the needs of students.

Project lead

Darragh Coakley

Fellowship theme

Equality,
Diversity &
Inclusion

Extended project



Recognise, Reflect, Respond: Building belonging and inclusive cultures – a collaborative faculty approach

Student Partner(s): *Sadbh Downes, Bronagh McCabe, Amy Murray, Scott Dunne, Niamh Homan, Mark Lambe, Siriana Loughran, Aoife Daly, Kate Molloy, Nikki Murphy, Eilis (Bianca) Espina, Miriam Hurley, Sarah McEvilly, Ying Qi Tang*
Staff Partner(s): *Muireann O'Keeffe, Deirdre McGowan, Clare Bell, John Walsh, Niamh Ann Kelly, Mary Ann Bolger, Kevin Hora, Pat Hannon, Rory Mulligan*

The Faculty of Arts & Humanities is implementing a staff-student collaborative approach to build and develop a community of learners, teachers, mentors and fellows across all stakeholders and campuses of TU Dublin. We aim to foster relationships, nurturing a sense of belonging within an inclusive and diverse faculty.

- Podcast: A Faculty podcast will be engineered by media students
- Develop societies: Law students will be supported to re-establish the Intervarsity Court Moot and bring this to TU Dublin for the first time
- Peer-mentoring: Postgraduate Media students will mentor undergraduate Art students to coordinate the East Quad Graduate Show
- Teaching & Learning symposium: showcase projects and innovation, including the NTUTOR fellowship programme

Project lead

Muireann O'Keeffe

Fellowship theme

Equality,
Diversity &
Inclusion



Inclusion by Design: an intentionally designed and culturally inclusive innovative space, that will foster intercultural engagement and celebrate difference, diversity and cultural heterogeneity

Student Partner(s): Ronald Kayinga, Sarah Mohan, Anuluwao Akinsola

Staff Partner(s): Mary Nestor

Motivated by changes in the student demographics on campus, this project aims to redesign and refurbish a campus space to ensure that it is open, inclusive and fosters cultural competence amongst staff and students.

This co-created design will introduce new furniture with cultural prompts for conversation; a 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; other cultural and engagement prompts yet to be determined. It will integrate and celebrate our diversity and foster a culture of inquiry that will challenge an exclusionary definition of 'others'. The scope is limited to the engagement and redesign of the space and will not include the works required.

Project lead

Mary Nestor

Fellowship theme

Equality, Diversity & Inclusion



Development of a peer-to-peer mentoring system for female students in Mechanical Engineering

Student Partner(s): Chloe Brady, Mansi Vilas Jikar, Danielle Doggett

Staff Partner(s): Sinead Kelly

Studies have shown that peer-to-peer mentoring has long lasting positive impacts on female Engineering students, in terms of emotional wellbeing as well as academic success. This project proposes to develop a system of mentoring whereby 3rd and 4th year Mechanical Engineering students will mentor 1st year students. It is anticipated that mentors will assist mentees with the transition to third level education, provide advice and support on academic matters and assist with social integration.

The purpose of this project is to set up a pilot scheme within Mechanical Engineering that may eventually be rolled out across the whole School of Engineering. As the School of Engineering in DKIT has recently obtained a Bronze Athena Swan Award, it is hoped that this project will assist in continuing this work in supporting female engagement within Engineering.

Cycle 2 project

Project lead

Sinead Kelly

Fellowship theme

Equality,
Diversity &
Inclusion



Supporting Travellers in Higher Education

Student Partner(s): 18 Students

Staff Partner(s): Nicola McEntee, Rosemary Flynn

In collaboration with Forward Steps Family Resource Centre's Traveller Women's group, members of the Travelling community in Tullow, Co. Carlow commenced a Level 6 Certificate in Learning to Learn at third level with SETU Lifelong Learning Carlow in January 2023.

To support students in completing their academic assignments a five-week study group was facilitated in their centre through funding awarded through this N-TUTORR fellowship. This study group provided students with a safe facilitated space to support and guide them in completing their academic assignments in response to a need identified by the group through their engagement in reflective practice throughout the course.

In addition, the Fellowship funded a ceremony to award the women their certifications with individual photographs to remember the day.

Project lead

Nicola McEntee

Fellowship theme

Equality,
Diversity &
Inclusion

Cycle 1 project



Mechanical Engineering Induction

Student Partner(s): Adam Dolezal, Syeda Hasan, Emma Hutchinson, Tom Hakizinka Senga, Jerry Jose Vincent, Adeel Syed
Staff Partner(s): Peter Ryan, Dermot Clarke

The project aims to improve the induction process and overall 1st year experience for the Mechanical Engineering programmes, by integrating student partners in the development of the induction and not just the delivery. Ultimately, the aim is to increase inclusivity and the sense of belonging within the student group and hence increase retention of the students. It is hoped that the student partners will enable the development of engaging induction sessions.

A major focus of the project will be the development and delivery of an engineering-oriented group game/challenge-based induction workshop. Materials developed will also be utilised for course promotion.

Extended project

Project lead

Peter Ryan

Fellowship theme

Equality,
Diversity &
Inclusion



Sensory Awareness Resource Guide for Staff

Student Partner(s): Students registered with TUS Athlone Disability Support Services (3)

Staff Partner(s): Lisa Hanlon, Kathy Heavey

The world bombards us daily with bustling environments, vibrant sights, and resounding sounds. For some of us, these everyday experiences can quickly turn overwhelming, leading to a phenomenon known as sensory overload. When one or more of our senses become inundated, our brains struggle to cope with the flood of information. The college campus environment with busy canteen, bustling social spaces and full classrooms can tip the scales, leaving students feeling stressed, uncomfortable, and overwhelmed.

Processing everyday sensory information can be especially difficult for neurodiverse people. Any of their senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect how they feel and act and can have a profound effect on a person's life. There are things that you can do to help and often, small changes to the environment can make a difference. We aim to create resources including the Sensory Awareness Guide for Staff, provision of a Fidget Library and other advice for staff to support students with sensory needs.

Project lead

Lisa Hanlon

Fellowship theme

Equality,
Diversity &
Inclusion



Supporting Black and Brown Women on Professional Placement

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

This project aims to directly support and improve the experience of black and brown women on the programme professional social care practice on the South East Technological University (SETU), Kilkenny Rd. Campus, Carlow.

It will support their experiences on mandatory work placement.

The intersection of race and gender need to be specifically addressed within the social care sector which relies predominantly on women and increasingly women of African/Asian and South American descent to support the care sector in Ireland.

The key outcomes from this project include:

- A space for Black and Brown women to feel safe to discuss race and care roles.
- An opportunity for Black and Brown women to identify their needs on professional placement practice.
- A written document outlining the needs to be incorporated in placement documentation and modules that support placement preparation.

Cycle 1 project

Project lead

Eileen Farrell

Fellowship theme

Equality,
Diversity &
Inclusion



Movement Matters: Promoting Inclusivity and Participation in Physical Activities.

Student Partner(s): Niamh Kelly

Staff Partner(s): Clare McDermott, Fiona Skelly

The aim of this project is to help students further their understanding of how a range of physical activity (PA) and exercises can allow for increased attendance and adherence to PA and exercise amongst various populations, e.g. older adults, people with chronic illness. There are currently modules within the BSc (Hons) Physical Activity and Health Science and the BSc Exercise and Health Science Course at TUS Athlone that look at promoting health, exercise prescription and designing healthy lifestyle programmes and they include this for special and clinical populations.

I would like to provide support to these existing modules by emphasising the often-limited choices that are made available for these populations with regard to PA and exercise. The choices are often attending a general exercise class, the gym or going walking. This can be seen within the local area and across Ireland, particularly rural areas. These forms of exercise may not appeal to everyone. Developing and implementing additional non-traditional forms of exercise may allow for increased engagement among various populations. For example, dance, Tai Chi, boccia are all beneficial forms of PA and exercise but not often made available to everyone.

Project lead

Niamh Kelly

Fellowship theme

Equality,
Diversity &
Inclusion



Wheelchair Halloween Costumes for an inclusive celebration

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

Building on from the experience we have had to date of designing and building wheelchair costumes for children in LauraLynn Hospice, we plan to roll out the project to local secondary schools, where a competition will be held in transition year classes to design a wheelchair costume. Each school will be allocated 2 TUD student representatives (hopefully past students). We will also provide a package of materials to cover the manufacture of the costume models and the prizes for the winning entrant.

Our volunteering group, 3DAssist, in the School of Engineering, will then use these designs to develop a suite of costume designs that any child in a wheelchair can access through an open-source website, and in the case of the children in LauraLynn hospice, have been made for them for their annual Halloween Parade.

Extended project

Project lead

Robbie O'Connor

Fellowship theme

Equality,
Diversity &
Inclusion



Exploring the Student Voice: An Examination of the Participation & Experiences of Student Course Representatives in TUS

Student Partner(s): *First and Second Years Applied Psychology – approximately 85 students at the Moylish campus*

Staff Partner(s): *Frank Houghton*

Student participation on Course Boards is essential. It can greatly aid programme quality. However, the involvement of students on such Boards can potentially serve to further silence and disempower minority/ diverse students. This research aims to explore the profile of current student Course Board representatives. It will then seek to work with the minority students in such positions/ those wishing to become student Course Board Reps to explore their experiences.

The aims of this project are to explore, identify, and attempt to tackle the barriers faced by diverse students in participating in, contributing to, and sharing their perspectives in TUS Course Board processes.

Project lead

Frank Houghton

Fellowship theme

Equality,
Diversity &
Inclusion



Developing Your Skills as a Nutritionist

Student Partner(s): ²Jessica Bracken, ²Clodagh Lyons, ²Maria Knox, ¹Ellie O Callaghan, ¹Katlyn Connolly, ²Rachel Flynn, ²Lorraine Concannon, ¹Sarah Scully, ¹Aine Murphy, ¹Dara Hession, ¹Martyna Slowiak, ¹Silvia Touris Santorum, ²Roisin Cannon, ²Fatima Shafique, ¹Ciana Staunton, ¹Aisling Donnellan, ¹Elisha Kenny, ²Fatima Essid, ¹Ciara Gallagher, ¹Alice Cullnane, ²Anna Roche, ²Aaron Gordon, ¹Orla Madden

Staff Partner(s): ¹Dr Evelyn Hannon, ¹Dr Lisa Ryan, ¹Dr Paula Conroy, ¹Dr Karen Keane, ¹Nora Ni Fhlannagain, ¹Sarah O Donovan, ¹Emma Finnegan

¹Active partner, ²Previously involved.

In October 2023, a careers fair was organised at ATU Galway City for nutrition students and graduates to highlight various career opportunities following their degree. The project aims to organise 2-3 hybrid/online specialist webinars as follow-up events, focusing on topics that will support nutrition students and graduates in their careers, such as blog writing and creating engaging nutrition workshops.

Extended project

Project lead
Evelyn Hannon

Fellowship theme
Equality, Diversity & Inclusion





“Access2CS – Try me!”

Student Partner(s): ²Aaron Baggot, ²Andrea Heaney, ¹Fatima Badmos, ¹Kristina Leontjevait, ¹Suzanne Nolan.

Staff Partner(s): ²Marisa Llorens, ²Arthur Sloan, ¹Claudia Fernandez Rivera, ¹Neil O Sullivan, ¹Marisa Llorens Salvador

¹Active partner, ²Previously involved.

“Access2CS – Try me!” is a service aimed at improving access to Assistive Technology (AT) for registered Disability Support Services (DSS) students at TUDublin. Students, along with their AT officers, can schedule appointments to test AT devices before making any purchases.

This initiative is born out of the recognition of the challenges faced in accessing AT, including high costs, compatibility issues, and maintenance, and the essential need to effectively address user requirements. We want to make sure students can get what they need without any problems.

Extended project

Project lead

Claudia Fernandez Rivera

Fellowship theme

Equality, Diversity & Inclusion



To narrow the gender gap in STEM careers by empowering cisgender female undergraduates in sport and health sciences

Student Partner(s): Bernadette Cherianne Taim, Niamh Fogarty

Staff Partner(s): Aoife Lane, Ciarán Ó Catháin, Niamh Ní Chéilleachair

Women in sport go beyond the female athlete; they include sports scientists, academics, executives and more. The underrepresentation of women in sport parallels that of STEM fields at large. Therefore, this project aims to raise the profile of women in sport and narrow the gender gap in STEM careers by empowering undergraduate women in the Department of Sport and Health Sciences.

This project will provide undergraduate women with opportunities to connect with and be mentored by women thriving in STEM fields, as it sets out to improve the pipeline of women talent and leaders in sport and STEM careers.

Project lead

Bernadette
Cherianne Taim

Fellowship
theme

Equality,
Diversity &
Inclusion



Transforming Learning



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Access Single Subject Certificate - Creativity, Innovation and Teamwork

Student Partner(s): Catherine Sheehan, Kate O'Sullivan, Taylor Armstrong, Marie Singleton

Staff Partner (s): Laura Coleman, Christine Nolan, Prof. Margaret Linehan, Dr Judith Butler, Dr Annie Cummins

Developing from the Building Social Connections N-TUTORR fellowship, the Access Service in conjunction with the School of Humanities, aims to develop a new module which will be aimed at student cohorts who are traditionally under-represented at Higher Education, as outlined in the National Access Plan 2022-2028.

As a progression pathway, this project will aim to deliver a new 12-week module- a 5 ECTS Single Subject Certificate- with the hope that this will continue to allow us progress to the development of an Access Foundation Course in MTU, in addition to developing students' skills and knowledge to allow engagement with further lifelong learning opportunities.

Project lead

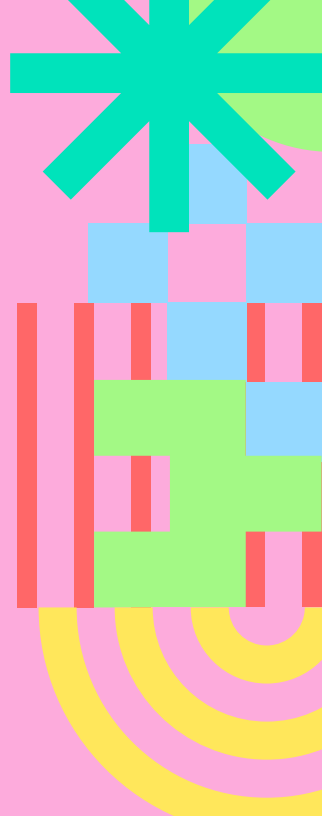
Laura Coleman,
Christine Nolan

Fellowship theme

Equality,
Diversity &
Inclusion

Cycle 2 project

Universal Design for Learning Fellowships





Transforming Learning

Institute of
Art, Design +
Technology
Dún Laoghaire

First-year Faculty of Film, Art & Creative Technologies (FFACT) Connect Module redesign

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*

The FFACT Connect module collaborative redesign project will involve focus groups with student researchers from each programme in the faculty who previously took this module.

Topics covered during the module included Equality, Diversity & Inclusion and Consent, Academic Integrity, Mental Health Awareness, Neurodiversity, Disability Awareness, Assistive Technology and Intro to the Library. Planned topics for 2023/24 will include N-TUTORR themes of Education for Sustainability, Digital Transformation in Teaching and Learning, Universal Design for Learning and Employability.

In addition, the focus groups will discuss module feedback. Finally, researchers will obtain digital badges in courses on the N-TUTORR themes, create digital content that module leads will use in future iterations, and present this content to incoming first-year students.

Cycle 1 project

Project lead

Louise Glynn

Fellowship theme

Universal Design for Learning

Building an educational toolkit to promote engagement in molecular biology

Student Partner(s): ¹Jamie Clarke, ¹Christopher Golden, ²Ciara Casey, ¹Dan Casey

Staff Partner(s): ¹Mary Heneghan, ¹Eva Campion

¹Active partner, ²Previously involved.

A molecular biology educational toolkit will be developed to improve content delivery, assessment, and feedback, centered on five key competencies: DNA Structure, DNA Replication, DNA Sizing, Polymerase Chain Reaction, and Restriction Digestion. The initiative will utilise Lego for creating 3D models to help visualise complex concepts, merging innovative and traditional teaching methods linked to laboratory experiments. Student partners will engage actively in the project, experiencing the positive effects of their contributions on learning, leading to a sense of achievement and opportunities for publication as co-authors.

The project aims to promote inclusion and support diverse learners by providing active learning experiences that help address educational barriers.

Extended project

Project lead

Mary Heneghan
Eva Campion

Fellowship
theme

Universal Design
for Learning



Transforming Learning



Collaborating for Change using Universal Design for Learning

Student Partner(s): Claire Dunne, Ellen Bolger, Jackie Hennessy, Robert Gabi Deliu, Selen Cabek

Staff Partner(s): Dr Mairead Seymour

This project will be a collaboration involving the lecturer and taught postgraduate students to create an e-learning resource on writing a dissertation research proposal.

The rationale for co-creating this resource is to provide enhanced learning guidance outside of formal lecture sessions.

The fellowship will utilize Universal Design for Learning (UDL) principles as the guiding framework to inform the design and implementation of this resource. UDL recognises the diversity of learners' needs and experiences.

By integrating UDL as the guiding philosophy in this project, learning will be designed to meet the multiplicity of students' needs and experiences.

Project lead

Dr Mairead Seymour

Fellowship theme

Universal Design for Learning

Cycle 1 project



Transforming Learning

Institute of
Art, Design +
Technology
Dún Laoghaire

Interdisciplinary Interactive Video Project

Student Partner(s): Cormac Lalor

Staff Partner(s): Dr. Marian McDonnell

This interdisciplinary project, a collaboration between the Departments of Technology and Psychology, and Film and Media, aims to create interactive videos that enhance student engagement. Inspired by feedback from students during the pandemic, who reported that videos and interactive interventions were highly effective tools, this initiative brings together psychology and film expertise to develop digital interventions in the form of interactive short films.

These films will simulate various challenges faced by students, demonstrate support options, and show outcomes based on user choices. The videos, which will be added to the Institute's HUB, are intended to improve student mental health and well-being while fostering empathy and engagement. Students are key partners in the project, helping to co-create content and scenarios, making it a meaningful, collaborative endeavor. The project not only encourages equity and inclusivity but also highlights the importance of co-creating processes between staff and students.

Cycle 2 project

Project lead

Dr. Marian
McDonnell

Fellowship
theme

Universal Design
for Learning

Connections: An Entrepreneurial Initiative

Student Partner(s): Darragh Grehan, Belinda Mc Partland, Conor White, Shannon Bowman

Staff Partner(s): Cathy O'Kelly, Mairead McCann

This project aims to bring students and staff from different disciplines across ATU together, with a UDL focus. Students will be encouraged to organise and attend guest lectures, form teams to compete in business competitions and develop their networking skills in a shared environment with peers, lecturers and industry practitioners.

This initiative will promote the benefits of external engagement in campus activities. A focus will be the facilitation of collaboration between entrepreneurs, external organisations and students of ATU. The aim is that such engagement will augment and optimize student success, thus strengthening the link between academic theory and practice.

Cycle 1 project

Project lead

Cathy O'Kelly,
Mairead McCann

Fellowship
theme

Universal Design for
Learning



Reflective Journaling Workshop

Student Partner(s): Blaine Freegrove, Alistair Rouvillois

Staff Partner(s): Niall Coghlan, Kayla Rush

This workshop aims to support students in completing reflective journals, an assessed component in several modules, including the Work Placement module. Currently, there is no formal forum to discuss expectations, content, or delivery methods for these journals.

The workshop will feature a round-table format, where lecturers outline requirements and strategies, and students discuss aspects like format, word count, and prompt questions. Year 3 students about to go on placement will attend, with Year 4 student partners contributing insights from their own experience.

Following the workshop, Year 4 partners will create exemplar journal entries demonstrating best practices. These will be posted to an online learning platform for reference by the current cohort and for future use in module delivery. Lecturers will formalize assessment criteria and compile best practices in the preferred format (video, app, or written).

The goal is to equip students with reflective skills, gather input on how to best support journal submissions, and provide high-quality exemplars for future cohorts.

Project lead

Niall Coghlan

Fellowship theme

Universal Design for Learning



Trauma informed UDL teaching and learning in higher education

Student Partners: ¹Danny Crotty, ¹Ciara Glasheen, ¹Aimee Slattery, ¹Emma Hayes, ²Philippa Meagher, ²Rebecca Kenny Challis, ²Aine Mc Carthy, ²Sinead O'Callaghan, ²Teresa Carney

Staff Partners: ¹Emma Aherne, ¹Catherine-Ann O'Connell, ²Justine O'Brien

¹Active partner, ²Previously involved.

This project will build on and extend the original fellowship project: *Embodying UDL in Social Care pedagogy*. The original project purchased resources to be used in teaching in Social Care. In this project we intend to engage with experts in the field who will use these resources in workshops with our students. Staff will also engage in a CPD session on embodied and experiential teaching and learning in higher education. We will continue to develop a resource and guidelines for multimodal trauma-informed UDL practice in HE.

This is a unique synthesis of UDL and trauma-informed pedagogy. Students will be core partners in all aspects of this project, from planning, designing and devising how this project evolves to the final dissemination of project outcomes.

Project lead

Emma Aherne

Fellowship theme

Universal Design for Learning

Extended project



Digital Safety outreach project to students with Intellectual Disability

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): Marian McDonnell

The aim of this project is for IADT psychology students to organize outreach activities to under-represented students with intellectual disability (ID) in the community. This project benefits the themes of Universal Design for Learning, Equality, Inclusion and Diversity and Digital Transformation.

Third year psychology students created digital multimedia materials about Digital Wellbeing. A series of interactive workshops were conducted on Digital Wellbeing, at IADT with participants from WALK services for adults with ID.

The participants were encouraged to talk about their experiences using social media apps and to engage with an eLearning application to learn more about safety online and digital citizenship. The initial results of the study will be presented at the National Conference and Showcase.

Project lead

Marian
McDonnell

Fellowship theme

Universal Design
for Learning



Transforming Learning



Peer Learning Network: Creating and engaging communities of practice for 1st Years

Student Partner(s): Caoimhe Mc Sweeney; Abigail Gaffney

Staff Partner(s): Corinne Power-O'Mahony

This fellowship fosters peer-led learning within the Bachelor of Business degree, creating a supportive space for first-year students to engage and develop communities of practice. Through 12 peer-driven events over a 12-week semester, led by student champions and supervised by the programme leader, students will build stronger peer connections, enhance independent learning skills, and improve class culture. These one-hour sessions focus on increasing student engagement and retention, laying the foundation for a lasting peer learning network throughout the four-year degree.

The events aim to boost collaboration and self-development, aligning with the values of innovation and peer support.

Cycle 2 project

Project lead

Corinne Power-O'Mahony

Fellowship theme

Universal Design for Learning

MTU Digital Badge for students in universal design for learning frameworks

Student Partner(s): ¹Rani Wheeza, ²Marte-Therese Rasmussen Huggard, ²Amy Moriarty, ¹Caren Karamagi, ²Assam Ghesheyana

Staff Partner(s): ²Aileen Kennedy, ¹Jackie Gallagher, ¹Margaret Finch, ²Lisa Langan

¹Active partner, ²Previously involved.

This project is a follow on from a previous N-TUTOR Fellowship in which 2 UDL for Students Digital Badge was co-created, with student fellows, that focused on exploring UDL and its potential to enrich their learning experiences and ownership of the application of UDL frameworks.

The focus of this fellowship is to develop learning opportunities and supports for the UDL student facilitators for the upcoming badge rollout. Developing training and promotional materials to support the project promotion.

Extended project

Project lead

²Aileen Kennedy
¹Jackie Gallagher

Fellowship theme

Universal Design
for Learning

'Re-imagining Student Support Services'

Student Partner(s): Clodagh Walsh, Kacper Jaroszynski, Tariq Horan

Staff Partner(s): Stefan Paz Berrios, Mohamed Cherbatji

- Develop a web app that follows principals of universal design and makes information easy to access and understand - "pertinent information easy to upload access and comprehend".
- Create a tool for support officers to easily edit and update the information they provide to students.
- Based on findings, create a content and design framework that can be used across the sector to simplify the information about student services, make it tailored for students and universally accessible.
- Based on project learnings, develop a framework used to simplify content for college students so that it is accessible and easy to comprehend.
- Research led by a team of students mentored by academic supervisors, collaborating with Student Support Officers to create a scalable and efficient digital service.
- Future work: develop a brand identity that streamlines IADT supports and allows for physical and digital awareness campaigns.

Project lead

Stefan Paz
Berrios

Fellowship theme

Universal Design
for Learning

Awareness campaign on importance of student engagement with feedback for student learning

Student Partner(s): Elizabeth Mahon, Ronan O'Brien, Aoife Kelly

Staff Partner(s): Aisling Hennessy

It is clear from literature that student engagement with quality feedback has a very important role to play in student learning. However not all learners or facilitators of learning understand the importance of feedback. The aim of our project is to bring awareness to the importance of giving and engaging with feedback.

There are a number of reasons why students do not engage with feedback such as their lack of feedback literacy, their emotional reaction to the feedback, their adoption of a closed mindset to improvement, lack of intrinsic motivation etc.

Our plan is to bring awareness to the importance of facilitators of learning giving and students engaging with good quality timely feedback through a series of mini videos.

Project lead

Aisling Hennessy

Fellowship theme

Universal Design
for Learning



Transforming Learning



IHTM1 - Total Immersion Gingerbread Challenge

Student Partner(s): Rachel Daly, Jarade Nassor, Stefan Vanaga (B.A. in International Hospitality & Tourism Management Y2); Beti Boicu (Graduate Partner)

Staff Partner(s): Ursula Donovan, Owen McFadden

As part of the Critical Skills Module in semester 1 of the International Hospitality and Tourism Programme students will demonstrate learning skills acquired from a range of semester one modules in an engaging and practical way, integrating both experience and theory.

The aim of this team-based project is to bring together students from diverse cultures and backgrounds to collaborate in achieving a shared goal of integrating an Irish tourism brand theme into the construction of a gingerbread (GB) house. The completed GB house will be showcased by the students to a live panel of external judges using a range of different mediums.

The projects will foster teamwork, communication, efficiency and intercultural understanding among the participants and help them to better understand the practical application of their learning. It will allow students to make choices and be responsible for their own learning.

Project lead

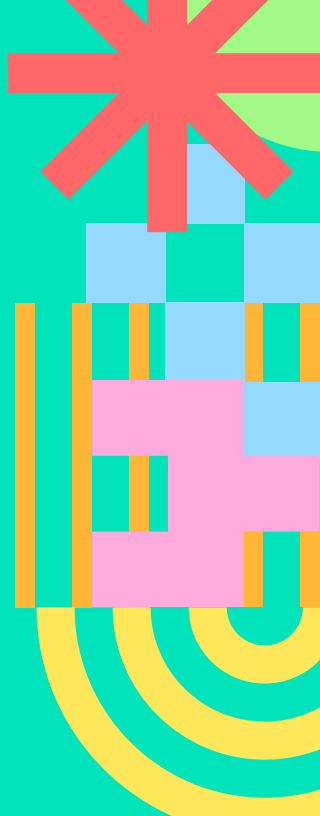
Ursula Donovan,
Owen McFadden

Fellowship theme

Universal Design
for Learning

Cycle 1 project

Employability Fellowships





Social Care Work interventions by students for students and practitioners

Student Partner(s): *Ntandoyenkosi Thembani, Siobhan O'Toole, Emma Dwane, Niamh Fox, Alannah Quinn, Patricia O'Connor, Rachel Hassett, Muzine Nzarro, Zainab Sholairn, Lauren Fogarty, Joann Flanagan, Rhys Fitzgerald, Aoife Cronin, Sophie-Anna Shelley*

Staff Partner(s): *Geraldine Maughan, Tracey Conroy, Justine O'Brien, Thomas O'Hara, Jackie Kearney, Valerie Noonan, Rebecca O'Donoghue, Lorraine Daly, Maureen Tierney*

This book is a compilation of social care work students' interventions with the clients they worked with during their practice education placement work. These interventions are the result of practice education placements supervised by the placement committee here at TUS Midwest and practice educators within the organisations that supervised the hands-on training of our social care work students. Our students worked with a diverse client group across the country. Addiction, Homelessness, Disability, Families, Young people and Domestic Violence are just some of the client groups that our students worked with during their 800-hour unpaid practice education.

Cycle 2 project

Project lead

Geraldine Maughan & Tracey Conroy

Fellowship theme

Employability



The Built Environment Challenge - A Multidisciplinary Sustainability Hackathon

Student Partner(s): 10 students from year 2 of BSc in Spatial Planning and Environmental Management

Staff Partner(s): Elaine Edmonds, Tracy Pickerall, Mike Haslam

Sustainability is everyone's responsibility and there's an opportunity to respond together. Creating the urban environment requires many disciplines, and the impacts of every discipline's decisions can be seen in the environment. With so many disciplines learning separately for their respective academic careers, the skills of multidisciplinary teamwork are difficult to build but needed immediately upon graduation. Sustainability is a shared language in the industry through which we can collaborate.

The Built Environment Hackathon will provide an opportunity for students to participate in a multidisciplinary team to tackle a sustainability challenge, learning from each other and creating innovative responses, presented to industry.

Project lead

Elaine Edmonds

Fellowship theme

Employability



SustainF1 TUS

Student Partner(s): Nathan Killane, Darragh O'Grady, Alyssa Hanley, Ethan Prichard-Ellis, Asher Daniel James Grant, Daniel Stephen Gammell, Evan Davern, Thomas Meagher, Ivans Kondratenko, Jowita Skubisz, Evan O Callaghan, Martyna Was, Laura Ivers, Konrad Kucharski, Thomas Brazill, Nathan Riordan, Jack O Grady, Krzysztof Kowalewski, Luke David Harrison

Staff Partner(s): Daniela Butan, Lisa Henihan, Sean Cunningham, Ciaran Oloughlin, Emma Kelly, Eoin Fitzgerald, Stephen Roughan, James McPhillips, Ailbe Burke, Patrick Walsh, Sean Conway, David McInerney, Jennifer Hennessy, Claire Meaney, Richard McEvoy, Miroslaw Mrzyglod, Robyn Doyle

The Fellowship project proposal will support the development and implementation of a Formula 1 Student Project in collaboration with academic staff and students at Technological University of the Shannon, Midwest. This project will involve the creation of an innovative programme, using upcycled materials and employing a diverse multicultural and interdisciplinary teamwork among students and academic staff. The project proposes to design a F1 car using upcycled materials, encouraging students to develop real practical engineering skills.

The Formula 1 Student project aims to combine the students' passion for motorsports with the commitment to sustainability and educational innovation. By utilizing upcycled materials, the project aims to demonstrate the feasibility and importance of sustainable practices within the field of Formula 1 engineering, while also providing the current 1st and 2nd Year students with a unique learning practical experience and a project with a viable structure that will be passed on to future cohorts of students.

Cycle 2 project

Project lead

Daniela Butan

Fellowship theme

Employability



Working in Biopharma – Alumni-Student Mentorship Programme

Student Partner(s): Zainab Saraki, Natasha Tembo, Celine Law, Yee Leng Kiew, Adaye Samuel, Miah Feighery, Christopher Byrne, Vaclav Uhlir, Alison Duffy, Sean Ayotade

Staff Partner(s): Sinead Loughran, Annmarie McHugh, Catherine Staunton

This Alumni-Student Mentorship project, tailored for final-year science students, aims to connect them with experienced alumni from the Life & Health Sciences LinkedIn group. The programme will match mentors and mentees based on career goals, interests and professional expertise, supporting students' career development and fostering networking opportunities. Spanning semester I 2024-2025, the mentorship programme will involve regular, structured interactions through virtual and in-person meetings. An orientation phase will provide mentors and mentees with resources like a mentorship handbook, goal-setting templates, communication guidelines and professional development best practices. The ultimate goal is to establish a lasting mentorship ecosystem that connects alumni with students, promotes industry success and advances a diverse and inclusive workforce.

Cycle 2 project

Project lead

Sinead Loughran

Fellowship theme

Employability



Six-bricks training

Student Partner(s): Aleksandra Gawronska, Ava Carroll, Chloe Ryan, Ava Davis Jeffares, Emma Fitzgerald, Caitriona Ryan, Danielle Lalor

Staff Partner(s): Lillian Byrne, Dawn Murphy, Claire Butterly, Carol Yelverton-Halpin, Dean McDonald, Tracy White

LEGO®/DUPLO® are a stable part of early years environments, therefore are accessible means to bring maths, physics, engineering, construction into creative and social play environments of young children in early learning services. The six bricks session delivered to full-time students on each of three campuses of the university using the 'plan, do, review' teaching method. This method supports embracing errors and challenges as learning opportunities, not points of correction or failure.

The method will enhance our graduates, inspire the minds of our youngest citizens, and realise national policy interest in increasing STEM and exploratory learning in early years education.

Project lead

Lillian Byrne

Fellowship theme

Employability



Supporting Employability in Social Care & Early Childcare Education Students with N-TUTOR

Student Partner(s): Claudia O'Neill, Emma Carton

Staff Partner(s): Siobhan Dermody

This fellowship enhances employability for social care and early childhood education students by offering targeted training opportunities based on student feedback. After gathering input from pre-placement seminars and supervisor training sessions, the fellowship provides essential certifications such as manual handling and pediatric first aid, all aimed at improving job readiness and securing relevant placements. Representatives from third- and fourth-year Level 7 and 8 groups will collaborate to identify specific training needs and help organise these sessions.

The project empowers students to gain practical skills while contributing to their professional development and career success in both fields.

Project lead

Siobhan Dermody

Fellowship
theme

Employability

Cycle 2 project



Transforming Learning

Institute of
Art, Design +
Technology
Dún Laoghaire

Digital Pathways – Using Student-Led Design to Solve Employer Skill Gaps

Student Partner(s): *Natasha Cloran, Anamarija Kuran*

Staff Partner(s): *Dr. John Greaney, Dawn O'Connor (Careers Officer)*

This project aims to address the crucial role of transferable skills in enhancing employability and supporting students in various aspects of their lives. A research-informed, user-centered design approach will be used to develop and evaluate a transferable skills digital badge, which will be launched by November 2024. The badge will offer students an achievable way to highlight skills early in the academic year and will be integrated into module assessments and timetables to encourage participation amongst the various courses.

By allowing lecturers to monitor progress and completion, the project aims to boost student engagement while providing a flexible tool for skills development. With the potential for wide applicability across different courses within the Institute and beyond, the transferable skills badge could become an essential part of student learning through the digital backpack initiative.

Project lead

Dr. John Greaney

Fellowship theme

Employability

Cycle 2 project



Early Childhood Placement Learning Resource Toolkits

Student Partner(s): *Abigail Sinnott; Laura Berry; Daniella Udre; Molly Geoghegan; Changxin Ren; Cliona Mc Cormack*

Staff Partner(s): *Claire Butterly, Louise Davidson, Dawn Murphy, Lillian Byrne*

This fellowship equips students with educational resources to borrow and use in their early childhood education and care placements. The student partners collaboratively design and assemble resource boxes and toolkits, including materials and activity guides, to use during their professional practice placements.

Through research, brainstorming, and feedback from peers and educators, students develop innovative tools that enhance their practice in real-world settings. The fellowship offers hands-on experience, boosts employability, and fosters professional networks within the early childhood sector. The project not only benefits students but also contributes to improving teaching resources for future educators.

Project lead

Claire Butterly

Fellowship theme

Employability

Cycle 2 project

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