

CENTRE FOR
TEACHING AND LEARNING

CTL ANNUAL REVIEW
2018/2019

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Centre for Teaching and Learning

Annual Review 2018/19

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Message from the Vice President Academic Affairs and Student Engagement

Welcome to the 2018/19 Annual Review of the Centre for Teaching and Learning (CTL).

The past academic year was marked by significant achievements for the Centre in the university, regionally and in the international arena. Funding was secured for two projects under the 2018 Higher Education Authority (HEA) Innovation and Transformation funding call that will make strategic contributions to transforming learning and teaching in UL. 'Enhancing Digital Capacity in Teaching and Learning', a collaborative project with the Irish University Alliance, directly responds to and shapes students' established and emerging learning practices and builds staff teaching capability. 'REAP – Regional Enterprise-Academic Partnership', a collaborative project with Limerick Institute of Technology and Mary Immaculate College, will engage practitioners in industry and business in designing and delivering online and blended learning.

CTL has grown its international reach and impact through a number of initiatives. Amongst others, it was successful in its bid to join a European University Association thematic peer group on internationalisation in learning and teaching alongside seven other European higher education institutions. CTL contributed to a 'digital learning readiness' index for each member state of the EU under the lead of the European Commission [Centre for European Policy Studies](#). This extensive research exercise focused on strategies, implementation and evaluation of digital education across all Irish education sectors.

Student engagement and success are keystones of CTL's work. With the piloting of a student leadership initiative, the Centre aims to mobilise students as academic mentors and role models for their peers and at the same time stimulate the acquisition of key transferable skills.

Dedicated and technology-enhanced learning support is provided by UL's five learner centres (ICT, Maths, Peer Support, Science and Writing). With their tailored advice and through ongoing research and innovation, the learning centres play an important role in improving student retention, progression and completion.

Forming and nurturing a vibrant community of practitioners lies at the heart of CTL's engagement. The *Teaching Excellence Awards* and *Conversations in the Consortium* are vital initiatives for sharing new ideas and insights and disseminating best practice that transform approaches, methods and instruments of teaching and learning. Fostering and recognising outstanding teaching also happens through the Graduate Diploma/MA in Teaching, Learning and Scholarship. Responding to the diverse learning needs of third-level teachers, the programme is delivered flexibly, both face-to-face and increasingly through blended modes across certificate, diploma and master's levels.

Following the externally led quality review of CTL in 2017/18 and its recommendations, the Centre underwent an internal review with the aim of consolidating its strengths and further growing its impact on widening participation in higher education and student success at UL. Outcomes of that review have informed the structural alignment of roles and responsibilities in the Centre with UL's emerging Strategic Plan and Academic Transformation Programme.

This fifth annual review affords me a welcome opportunity to thank all colleagues in CTL for their tremendous work and ongoing commitment to advancing teaching, enhancing learning and furthering an exceptional student experience in UL. A special thank you goes to the Acting Dean of Teaching and Learning, Dr Mary Fitzpatrick, for her stewardship and her efforts towards the recalibration of the Centre for Teaching and Learning over the past year. I wish the Centre continued vision, energy and inventiveness for shaping an inclusive culture of advanced learning in its many forms.

Professor Kerstin Mey

Vice President Academic Affairs and Student Engagement

Highlights 2018/19

AICUR

The sixth All-Ireland Conference of Undergraduate Research (AICUR) for student researchers was held at UL on 28 March 2019. This is an annual event for all disciplines.

Science Learning Centre

A total of 3,574 visits were made to the Science Learning Centre (SLC) during 2018/19 from students on 27 different programmes. The SLC works in collaboration with the Department of Physics on the SOPHia outreach project, which aims to increase the number of school students, especially females, taking physics at Senior Cycle. In 2018/19, the project leaders engaged with 550 school students and nine teachers and delivered workshops in Intel Shannon and NUI Galway (NUIG).

Mathematics Learning Centre

The level of student interaction with the Mathematics Learning Centre (MLC) in 2018/19 was high. The service recorded 7,844 contacts/attendances by students during the year: 4,190 attendances from 1,013 individuals in Semester 1 and 3,654 attendances from 1,009 individuals in Semester 2. MLC online videos on Sulis received 8,196 views as part of its on-demand support for students.

ICT Learning Centre

During 2018/19, the ICT Learning Centre (ICTLC) delivered more than 600 hours of various academic enrichment and intervention schemes and facilitated visits from 4,308 students, of whom more than 82% were first-year, second-year, graduate diploma or higher diploma students. The collaborative learning method of pair programming (PP) was delivered in both semesters in the Computer Science & Information Systems and Electronic & Computer Engineering departments' first-year programming labs. In total, 136 hours of pair programming support was delivered, which was more than twice that provided in the previous year.

Regional Peer-Supported Learning Centre

Regional Peer-Supported Learning Centre (PSLC) programmes provided support across both academic semesters to more than 1,600 accounting, computer programming and computer science students. Analysis shows that students who participated in the support schemes offered by the PSLC were more likely to achieve a C3 or higher grade than those who did not.

Regional Writing Centre

The Regional Writing Centre (RWC) co-directors devoted 425 hours to working with academic staff to develop 31 'Writing in Disciplines' activities designed to help integrate writing into modules. The work had an impact on 1,289 students (undergraduate and postgraduate) – a slight increase on last year. Fourteen peer tutors in academic writing facilitated 848 one-to-one peer-tutoring consultations for 578 students.

Teaching Excellence Awards

The UL Excellence in Teaching Awards scheme has three strands: (i) individual award; (ii) team award; and (iii) pedagogic support award.

The UL Excellence in Teaching Awards were won by Dr Colette Grey, Accounting & Finance (individual award); and Prof Conor Ryan, Computer Science & Information Systems, and his team: Atif, Aidan Murphy, Sarmad Ali, Sheraz Anjum, Dara Shayda, Muhammad Abubakar & Wayne Allen (team award). Dr Darina Slattery of the School of English, Irish and Communication won the Pedagogic Support Award.

Faculty individual award winners were Dr Ciara Breathnach, Arts, Humanities & Social Sciences; Dr Antonio Calderón, Education & Health Sciences; and Dr Michael P Ryan, Science & Engineering. Faculty team award winners were Dr Orla McCormack and Dr Raymond Lynch (both Education & Health Sciences).

The recipient of the Shannon Consortium Regional Teaching Excellence Award was Dr Fionnuala Tynan (Mary Immaculate College).

Teaching, Learning and Scholarship Programmes

During the year, 15 academic staff members enrolled on the Graduate Diploma in Teaching, Learning and Scholarship. Seven candidates from the previous cohort progressed to the MA in Teaching, Learning and Scholarship in Higher Education, the first three graduates from which were conferred in autumn 2018. Thirty-three instructors from the Garda College completed the Specialist Diploma in Teaching, Learning and Scholarship.

Continuing Professional Development (CPD)

The following formal, unaccredited CPD opportunities were offered in 2018/19: Student Evaluation of Teaching (SET), peer observation, portfolio development, Conversations in the Consortium, UL Talks, Introduction to Teaching at Higher Education workshop series and presentations by visiting speakers.

National Projects

CTL received funding for the following two projects under the 2018 Higher Education Authority (HEA) Innovation and Transformation funding call:

- Enhancing Digital Capacity in Teaching and Learning, a collaborative project with the Irish University Alliance
- REAP – Regional Enterprise-Academic Partnership, a collaborative project with Shannon Consortium partners. The aim of the project is to build capacity by engaging practitioners in designing and delivering online and blended learning.

CTL continues to collaborate with Shannon Consortium partners on the 2018-funded project entitled Professional Development Capacity Building in Higher Education: Extending Provision for National Impact through a Flexible Pathways Approach.

Technology Enhanced Learning

During 2018/19, 172 students participated in CPD relating to technology enhanced learning (TEL). It has been a busy year with a number of initiatives across campus and online.

CTL Staff

Dr Mary Fitzpatrick

Acting Dean, Teaching and Learning

Mary Fitzpatrick is Dean, Teaching and Learning (Acting) and leads academic continuing professional development within UL and regional teaching enhancement within the Shannon Consortium. Mary is course director of the Specialist Diploma in Teaching, Learning and Scholarship (National Training College, An Garda Síochána). She leads three modules on the Graduate Diploma in Teaching, Learning and Scholarship as well as supervising MA and PhD students. She is an elected member of the executive committees of the Educational Developers in Ireland Network (EDIN) and the Staff and Educational Development Association (SEDA). She is a member of the Chartered Institute of Personal Development (CIPD) and a Senior Fellow of SEDA and is the UL National Forum Associate. She is a member of the National Forum Professional Development Advisory Group, which works towards a professional development recognition model. Her research interests lie in learning and development, excellence in teaching and professional development in higher education. She has successfully led externally funded projects and has extensive consultancy experience in the area of human resource development in both the private and public sectors.

Maura Murphy

Manager

As Manager of CTL, Maura Murphy works closely with academic staff, heads of department and other key groups to champion and support excellence, innovation and enhancements in teaching and learning activities within UL and throughout the sector. Maura manages UL's unique First Seven Weeks programme, which is dedicated to helping first-year students adjust to third level from orientation week through the first seven weeks of semester. She is finance manager for CTL's Graduate Diploma/MA in Teaching, Learning and Scholarship. She is an associate member of the National Forum for the Enhancement of Teaching and Learning in Higher Education and a member of the Student Led Learning (SLL) network. She is a qualified MBTI (Myers-Briggs Type Indicator) and Firo-B (Fundamental Interpersonal Relations Orientation – Business) practitioner and regularly presents workshops on learning styles, active learning and critical thinking to students in UL and across the Shannon Consortium. She is co-author of *How to be a Student* and *The Ultimate Study Skills Handbook*, both published by the Open University Press.

Karen McGrath

Senior Administrator

Karen McGrath is a senior administrator in CTL. Karen is a member and accredited mediator for the Centre for Effective Dispute Resolution (CEDR) UK. She began working at UL in 2004 and held supporting roles in both marketing and procurement before joining CTL in 2009. Karen job shares with Joan Imray, and their key areas of responsibility include coordinating the First Seven Weeks programme and managing the Student Evaluation of Teaching (SET) surveys. The role also includes providing high-level administrative support on the Graduate Diploma in Teaching, Learning and Scholarship, the Teaching Excellence Awards (both UL and regional) and other projects such as UL Talks as well as organising numerous other events for CTL.

Joan Imray

Senior Administrator

Joan Imray is a senior administrator in CTL. Her background is in student support and community engagement. Joan holds an MSc in Equality Studies. She began working at UL in 2014 and joined the CTL team in September 2016. Joan shares responsibility in CTL with Karen McGrath for providing high-quality administrative support on key CTL processes that facilitate cross-university initiatives. This work includes coordinating the First Seven Weeks programme and managing the Student Evaluation of Teaching (SET) surveys. The role also includes providing high-level support on the Graduate Diploma in Teaching, Learning and Scholarship, the Teaching Excellence Awards (both UL and regional) and other projects such as UL Talks as well as organising numerous other events for CTL.

Rosaleen Archbold

Senior Administrator

Rosaleen Archbold is a highly qualified administrator with over 25 years of extensive experience working in marketing, sales and business development in the UK and Ireland. Rosaleen joined UL in 2014. Her specific role within CTL is to provide a high level of administrative and project management support to both the dean and manager. She manages many CTL events, including conferences, workshops, seminars and promotional events and is the main CTL Marketing and Communications contact.

Dr Angélica Rísquez

Lead Educational Developer

A lead educational developer at CTL with 15 years' experience in educational development and research, Angélica Rísquez champions teaching, learning and scholarship and specialises in technology enhanced learning (TEL) professional academic practice. Angélica holds a PhD in educational technology and is a Senior Fellow of the Staff and Educational Development Association (SEDA). Her work has been widely published in high-impact journals, including 12 ISI publications, and in an Open University Press McGraw Hill book. She supervises PhD students in the National Open University of Spain (UNED) and MA students in UL. She leads a number of modules related to TEL within the Graduate Diploma and MA in Teaching, Learning and Scholarship and collaborates on the management of the Technology Enhanced Learning Unit (TELU). She has successfully sought funding for a number of projects from the National Forum and from Erasmus+.

Dr Íde O'Sullivan

Senior Educational Developer and Co-director, Regional Writing Centre

Íde O'Sullivan is a senior educational developer at CTL and co-director of the Regional Writing Centre at UL. Íde is course director of the Graduate Diploma/MA in Teaching, Learning and Scholarship. Since 2007, she has led the design, delivery and evaluation of writing-support interventions at UL, grounding writing centre initiatives in good practice and sound theory. She also works with academic staff on the development of their professional writing for publication. She is a founding member and co-chair of the Irish Network for the Enhancement of Writing (INEW). She is the elected secretary of the executive committee of the Educational Developers in Ireland Network (EDIN) and a Senior Fellow of SEDA. Her

current research focuses on adapting academic writing development to particular national contexts and on enhancing peer tutoring in academic writing. Other areas of interest include curriculum design, writing to learn, writerly identity, writing assessment, second language acquisition research and the development of new literacies.

Lawrence Cleary

Educational Developer and Co-director, Regional Writing Centre

Lawrence Cleary is an educational developer at CTL and co-director of the Regional Writing Centre. His background is in English, rhetoric and composition studies (BA in English, Illinois State University) and English language teaching (MA in English Language Teaching, University of Limerick). Lawrence is currently pursuing a PhD in writing pedagogy, the focus of which is on appeals for disciplinary identity. He has taught writing to students in a number of disciplines and is currently teaching students on the BEng in Mechanical, Aeronautical and Biomedical Engineering (first year) and MEng in Mechanical, Aeronautical and Biomedical Engineering programmes. His interests lie in rhetoric, critical theory, writing pedagogy, language teaching, systemic functional linguistics, stylistics, corpus studies, learning styles and strategies.

Sarah Gibbons

Educational Developer

Sarah Gibbons is an educational developer at CTL with a remit around student engagement and success. Sarah is also a member of the UL Student Engagement and Success (SES) Unit. She holds a Fellowship with SEDA and is currently pursuing a PhD in the area of third-level learning and student engagement. Her professional interest areas are early transition to third level; the importance of academic literacy for third-level students; the benefit of academic advising for undergraduate retention and progression; the use of learning analytics for student progression; the uses of national student-level data and institutional data, such as the Irish Survey of Student Engagement (ISSE); and the collation and use of student opinion on learning experiences, such as the National Student Engagement Programme (NStEP). She previously worked as a senior policy advisor across a number of social and educational state departments.

Sinead Spain

Research Fellow

Sinead Spain is the Research Fellow for the HEA-funded Shannon Consortium Regional Enterprise-Academic Partnership (REAP) project. REAP seeks to develop a standardised, scalable model of best practice to maximise the impact of practitioner and enterprise-based experts on the design and delivery of flexible upskilling programmes for enterprise. Sinead focuses on the research and implementation of innovative methods in assessment design and best practices for engaging with student feedback in blended and online learning environments. She is also involved in the Erasmus+ funded SHOUT4HE project, which aims to share open educational practices using technology in higher education. Previously, she was the TEL Educational Developer at CTL and Project Coordinator for Digilanguages.ie, a National-Forum-funded cross-institutional project aimed at enhancing digital literacies for language teaching and learning. She graduated from the MA in Instructional Design and Technical Communication in 2016.

David Moloney

UL Project Lead, Enhancing Digital Capacity in Teaching & Learning in Irish Universities

Based in CTL, David Moloney works as the UL project lead on the Irish Universities Association (IUA) *Enhancing Digital Capacity in Teaching & Learning in Irish Universities* project. David works closely with staff, programme teams and disciplines across all academic faculties to enhance digital capacity, confidence and competence by devising and facilitating professional development opportunities and providing mentorship where necessary. By addressing the professional development of all who teach and support activities relating to teaching and learning, David seeks to mainstream the appropriate, competent and confident use of digital technologies in order to improve students' digital learning experiences and achieve pedagogical aims.

Student Engagement

First Seven Weeks



The **First Seven Weeks** initiative is designed to provide targeted support to students during the early weeks of their time as UL students. Recognising that successful early adjustment is linked to student success, we provide new students with a range of information and interact with them in ways that make them know we care about them and want them to adjust successfully to college life.

Each of the first seven weeks has its own theme, and each theme is designed to focus students' attention on the various issues that we know are important for settling in and thriving at third level.



FIRST SEVEN WEEKS PROGRAMME

- Week 1** Welcome, settling in and finding your way around
- Week 2** Study skills and time management
- Week 3** Meet your advisor
- Week 4** Health and wellbeing
- Week 5** Learner support centres
- Week 6** Civic engagement and volunteering awareness
- Week 7** Critical thinking and longer-term planning



The First Seven Weeks Hub team gets ready to welcome new students to UL in September 2018. Pictured (left to right, back row) are Hala Jaber, Niamh Condon, Declan Mills (Coordinator), Stephen Linnane and Skye Murphy (Assistant Coordinator) and (front row) Laura McNamara, Amy Hall and Criostóir Hasty.

The SES educational developer led a review of the First Seven Weeks (F7W) programme to provide insights into existing approaches and future directions. In addition, feedback and insights from a number of F7W sources were compiled by CTL staff and presented at the European First Year Experience Conference 2019.

AICUR

Record turnout for 6th Annual AICUR (All Ireland Conference for Undergraduate Research)

This year's All Ireland Conference for Undergraduate Research (AICUR), which took place in the Kemmy Business School on 28 March 2019, had the highest numbers of participants to date.

The keynote speech for the event was delivered by Seamus Hickey. A UL alumnus, Seamus was a member of the 2018 Limerick All-Ireland-winning senior hurling team and chairs the Gaelic Players Association (GPA). He successfully defended his PhD thesis at UL in 2018 and works as the research projects coordinator for Johnson & Johnson.

The theme of Seamus's presentation was 'Finding Balance: Striving for Success in Academia, Industry and Sport'. The talk imparted three key messages in relation to seeking balance in life: first, seek to pursue what you are passionate about; second, prioritise, because that enables you to focus; and third, trust the process. During the presentation, Seamus strongly advocated for periods of reflection and argued that there are always learnings to be had from 'undesirable outcomes'.



Seamus Hickey presenting his keynote speech at AICUR on 28 March 2019 at UL

Almost 80 students contributed their work on the day. In addition to participants from UL (the highest representation from the attending colleges), students from five other institutions – University College Dublin, NUI Galway, Trinity College Dublin, Sligo IT and Mary Immaculate College – contributed to the event. Students were given multiple ways of delivering their research, including 15-, 10- and 5-minute oral presentations, ‘Research in 3’, performances, video presentations and poster presentations. Awards were presented to students in six categories, as listed below.

Name	Category	Research title	Institution/ Programme
Briana Kane	15-minute oral presentation	Which factors affect willingness to consume insects?	Sligo IT/BSc Human Nutrition
Ciaran O'Mara	10-minute oral presentation	A machine learning based traffic network analysis tool	UL/BEng Electronic and Computer Engineering
Grace Reid Deirdre Fahy (joint winners)	5-minute oral presentation	Investigating the antimicrobial properties of novel compounds	UL/BSc Bioscience
Aaron Coughlan	'Research in 3'	Determination of the environmental costs associated with electric vehicles: Who should be driving them and what is the optimal rate of current fleet replacement?	UL/BSc Applied Physics
Ashley Taylor	Best Poster	Actions and the ideas behind them: An analysis of differences in ideology and manifestations of behaviour in Sunni and Shiite Terrorist Groups	UL/Politics and International Relations
Aine Kennedy	Participants' Choice Award	Perceptions of others in the workplace	UL/BA Psychology and Sociology
Daire Fitzmaurice	Participants Choice Award highly commended	Does physical activity affect functional mobility in community-dwelling older adults?	UL/ Sport and Exercise Science
Mark Maguire		Soviet Utilitarianism and Censorship: How the Bus stop flourished amidst the homogeneity of the USSR	UL/New Media and English
Helen Wehrheim		Measures to be taken to preserve Dunes and minimise Erosion related to the Equine Tourism Industry	Sligo IT/ Bachelor of Business in Tourism with Event Management

Check out our website for more information about the conference and to see some photos:
<https://www.ul.ie/ctl/students/all-ireland-conference-undergraduate-research-aicur>

Promoting Student Engagement and Success

Student Engagement and Success (SES) Unit

The SES Unit was formally established in 2016 as a collaborative 'virtual' unit between CTL, Student Affairs Division and Glucksman Library. The unit team comprises the Director, Student Affairs Division (Chair); Dean, Teaching and Learning; Director, Library and Information Services Division; First-Year Support Coordinator; Educational Developer, SES; and First-Year Librarian, SES.

In 2018/19, the SES educational developer and first-year support coordinator collaborated with the Department of Computer Science & Information Systems (CSIS) to pilot a student leadership initiative. The aim of the programme was to increase the level of programme socialisation and academic culture through staff and student interaction. The initiative involved three key groups: first-year students, older peers in the same programme, and academic teaching staff within the school/department. First-year students were matched with older student leaders in the same programme. The student leaders then had the support of academic mentors, who are academic teaching staff in the school/department. The student leaders met with the first-year students on a number of occasions over their first semester and shared a range of pre-set content with them. Students who take on the voluntary role of student leader are eligible for the bronze President's Volunteer Award (PVA). An evaluation of the pilot was undertaken to inform the expansion of the initiative in 2019/20. Planning has begun to expand the initiative to the Bachelor of Arts (Joint Honours) – the largest programme in the Faculty of Arts, Humanities and Social Sciences – at the start of the 2019/20 academic year.

The SES Unit developed a 'Succeeding and Surviving' flyer outlining options new students can take in the event of experiencing difficulties of an academic, financial or personal/social nature. Personnel from SES meet with new students during orientation week and highlight the unit's student-facing roles and services.

The SES Unit delivered a range of student engagement workshops during the First Seven Weeks and after first-year students returned for their second semester. The workshops focused on explaining the UL QCA (quality credit average) system, time management, planning assessments for the semester ahead, health and money management, and accessing services and supports to assist with academic or personal difficulties.

Transition Module: Making the Leap

The *Making the Leap* transition module continues to be delivered by the SES Unit to a number of large first-year cohorts. The module looks at the differences between second-level and third-level education, expectation-setting, supports and services for new students, time management and approaching the first assessment. Most importantly, the module facilitates discussion among small groups of new students.

Campus Life Services partners the SES Unit in delivering the transition module to first-year students living in on-campus accommodation. As it does each year, the SES Unit provided training for nominated facilitators.

Support for Repeating Exams

Workshops outlining options for students with a QCA below 2.0 were delivered in the spring semester. Students were informed (by circular) about the range of supports available to those needing to repeat exams.

One-to-One Student Support

Two of the three roles within the SES Unit are student facing. The first-year support coordinator provides one-to-one support to new students on any area they may find challenging. The coordinator assists students with their individual queries and acts as a conduit for them when other services become involved.

The librarian for first-year student engagement and success delivers workshops and classes to new students. These sessions help students to find resources for class assessments, beginning research, and citing and referencing.

Personal Academic Support System (PASS)

In collaboration with the Information Technology Division (ITD), the SES educational developer is developing Sulis PASS sites as a repository for useful resources for new students. This approach provides a means of communication between first-year students and their academic advisors in the virtual learning environment (VLE), which both staff and students are accustomed to using for learning purposes.

Collaborative Activity

- Evaluation of the pilot Student Leadership initiative was undertaken in collaboration with participating students, the programme leader and SESU staff. Evaluation data included online student leader review forms and focus groups with student leaders and first-year students.
- Through its SES remit since 2016/17, CTL facilitated and collaborated on the rollout of NUIG's SMART Consent workshops during the year. NUIG plans to tour five higher education institutions in Ireland in 2019/20 with their play *The Kinds of Sex You Might Have in College*.
- The SESU contributed to an IED Staff Week of visiting delegates from a range of European universities. The SES educational developer contributed to the HR-coordinated Programme Leaders training course.
- With a view to gauging the performance of UL at a national level against a range of pre-determined student engagement indicators, the SES educational developer analysed ISSE data and presented findings to UL senior management groups.
- CTL and ITD continued to work on the UL Today app with an app developer to update and extend the app. The app includes a UL building way-finder, enables a student's timetable to be embedded into their phone's calendar and identifies a range of services for new students, which they may otherwise be unaware of.

UL Student Life (renamed from the UL Students' Union in August 2018) created a collaborative student engagement working group for each of the four pillars of its strategic plan. All members of the SES Unit participated on this working group.

Learner Support Centres

A key element of UL's vision is to provide an engaging student experience. CTL manages five learner support centres, each of which provides a space where students can feel comfortable learning in small groups or in one-to-one situations.

- » Science Learning Centre
- » Mathematics Learning Centre
- » ICT Learning Centre
- » Regional Peer-Supported Learning Centre
- » Regional Writing Centre

Science Learning Centre (SLC)

The SLC provides support to undergraduate students whose degree programme includes a science or engineering component. During the autumn and spring semesters of 2018/19, the SLC provided support to students via a dedicated Drop-in Centre but also through support tutorials. In addition, the SLC supported students taking repeat examinations and provided workshops for the First Seven Weeks programme. The SLC also collaborated with the Department of Physics to promote physics as a Leaving Certificate subject to female second-level school students.

Highlights of the Year

- A total of 3,574 visits from students on 27 different programmes were made to the SLC. There were 2,002 attendances at the Drop-in Centre and at support tutorials in the autumn semester and 1,100 in the spring semester. The repeat exam service and workshops attracted approximately 40 attendances.
- Mature students accounted for 104 visits (from 52 individual students) to the Drop-in Centre in Semester 1. Mature students accounted for 46 visits (from 27 individual students) to the Drop-in Centre in Semester 2.
- The SLC brought in €31,591 in Science Foundation Ireland (SFI) funding for its collaboration with the Department of Physics on the national and international outreach project SOPHia, whose primary aim is to increase the number of school students, especially female students, taking physics at Senior Cycle. The project's secondary aim is to increase gender diversity in physics and STEM (science, technology, engineering and maths) generally at undergraduate level and beyond. In 2018/19, the SOPHia project leaders engaged with 550 school students and nine teachers and delivered workshops in Intel Shannon and NUIG. The SOPHia project is based on co-created design and delivery of workshops involving 20 undergraduate facilitators and staff from the SLC and Department of Physics.
- The SLC exhibited SOPHia at the Institute of Physics Ireland spring meeting and at the Irish Science Teachers Annual Conference in spring 2019.

- Feedback from students who availed of SLC services during the year was positive. Common praiseworthy aspects cited by users of the Drop-in Centre included the tutors' friendliness, patience, knowledge and helpfulness; the benefit of having a place to go to ask questions; being able to ask questions without embarrassment; and the one-to-one or small-group learning environment. Suggested improvements included extending the hours, providing more tutors and covering more modules.
- The SLC manager is a member of the Institute of Physics Higher Education Group Committee (IOPHEG), which serves both Ireland and the UK Higher Education Physics community. In 2018/19, Dr Walshe represented UL at three IOPHEG committee meetings and presented research findings at two IOPHEG-organised events (IOPHEG community meeting in London in November 2018 and VICEPHEC conference in Bristol in August 2019).
- The SLC manager collaborated with a colleague in EPISTEM on the Minerva project entitled Investigating Student Mathematical Preparedness. Results from undergraduate and lecture survey responses were reported at three international conferences and led to a trial intervention to support first-year students with maths for physics to be implemented in autumn 2019.
- With HEA PATH funding, the SLC collaborated with the School of Education to provide support for underrepresented groups in initial teacher education. The collaboration included the development of pilot online resources for such students.
- Although the SLC has successfully supported UL students over a number of years by securing funding, promoting gender diversity in STEM – which is a national priority in HE – and representing UL on a national and international stage, it continued to struggle with poor infrastructure during the year. The conditions within which it operates are not on a par with those of the other learning centres.

Mathematics Learning Centre (MLC)

The MLC supports students' mathematics learning across all programmes in UL. The MLC does this by:

- Providing a dedicated area with supervised access to help and resources
- Delivering appropriate support services for students on service mathematics courses
- Addressing the mathematics needs of special groups (e.g. mature students, adult returners, transfer students, international students)
- Researching the needs of learners in terms of materials, pedagogy, delivery systems and other support requirements

Highlights of the Year

In 2018/19, UL students attended MLC core services 7,844 times, which comprised 4,190 attendances from 1,013 individual students in Semester 1 and 3,654 attendances from 1,009 individuals in Semester 2. MLC online videos received 8,196 views on Sulis during the year (accurate as of 08/05/19) as part of its on-demand support for students. In addition to providing core services, the MLC continued its work during the year on many other programmes and initiatives, as listed below, in support of UL's strategic goals:

- The MLC continued to coordinate all aspects of the mathematics modules for the MSAC (five modules) as well as delivering modules on the International Foundation Programme.

- In conjunction with EPI-STEM National Centre for STEM Education, the MLC manager and educational developer formed part of a team that continued its work on promoting mathematics at second-level by publishing nine supplements, entitled Sum It, for Senior Cycle. The supplements are distributed by the Irish Independent to second-level schools nationwide.
- The MLC established a new mobile-friendly website: www.ulsites.ul.ie/mlc/.
- The Maths for STEM certificate (QQI Maths for STEM Level 5 Special Purpose Award) for mature students was run in conjunction with UL's Mature Student Office and the Limerick and Clare Education and Training Board. This replaced the previous Leaving Certificate higher-level mathematics course for mature students.
- The MLC's Head Start Maths programme (two-week mathematics bridging course for mature students in August 2018) had another successful year with up to 19 students taking part in 17 different MLC workshops.
- The MLC continued to coordinate the President's Volunteer Programme for mathematics in Semester 1; the programme involves UL undergraduate students tutoring second-level students from the Access Campus. Twenty-three volunteers received awards from the president, which brings the total of mathematics volunteer awards to 234 since the programme began between the MLC and the Faculty of Science & Engineering.
- The MLC delivered mathematics tutor training from January to March to Department of Mathematics & Statistics PhD students who were teaching tutorials in Semester 2.
- The MLC manager was an invited speaker at St Mary's Secondary School, Mallow, Co. Cork at a careers day talk on pursuing mathematical sciences in UL.
- The MLC educational developer gave an invited workshop on developing problem-solving and modelling skills to students taking the Professional Master of Education (Mathematics).
- The MLC delivered 'Succeeding in Science and Mathematics' workshops with the SLC as part of the First Seven Weeks programme at the beginning of semesters 1 and 2.
- The MLC manager was elected as Public Relations Officer (PRO) of the Irish Mathematics Learning Support Network (IMLSN).
- Of 124 students anonymously surveyed, 82 stated that they feared they would fail their mathematics module; 62 of those students stated that they believed the MLC would help them pass their exams or get a good grade.

ICT Learning Centre (ICTLC)

The ICTLC supports and promotes active learning among students of ICT-related programmes. It promotes active learning by providing complementary academic support and focused learning resources to all UL students who take ICT-related modules as part of their programmes of study. The centre uses proven learner-support approaches, tutoring innovation, research and evaluation with the aim of developing learners who are confident and effective ICT practitioners.

The main schemes currently offered by the ICTLC include:

- A drop-in service
- Targeted topic and skills workshops
- Core programming language workshops
- Peer-supported learning groups (PSLG)
- Prepare-and-repeat retention-focused sessions

- In-Lab Pair Programming support for core first-year computer programming modules
- A dedicated and supervised study area

Highlights of the Year

- The ICTLC attracted 4,308 contacts/attendances from 497 students during 2018/19 – a 6% increase on the previous year. More than 82% of attendees were in the early stages of their programmes, i.e. first- and second-year undergraduates and graduate diploma and higher diploma students.
- Each week during weeks 3 to 12 of the autumn semester, the ICTLC provided 18 hours of drop-in and seven hours of peer-supported learning group support. In excess of 24 hours of targeted support/workshop sessions were given during the same semester. Additionally, 84 hours of laboratory support using the active learning method of pair programming was provided to students of two core first-year computer programming modules – a 30% increase on the previous year. A total of 382 students availed of our supports during the autumn semester.
- Each week during weeks 3 to 12 of the spring semester, the ICTLC operated 18 hours of drop-in and five hours of peer-supported learning. Over 19 hours of targeted support/workshop sessions were delivered during the semester. Additionally, 20 hours of laboratory-based prepare-and-repeat sessions were provided to students of the core CSIS first-year computer programming module. For the first time in the spring semester, the pair programming collaborative learning method was provided to students of two core first-year computer programming modules; 52 hours of such support was delivered. In total, 330 students availed of our supports during the spring semester.
- During Week 5, as part of the First Seven Weeks initiative and in collaboration with the Peer-Supported Learning Centre (PSLC), the ICTLC presented two two-hour workshops for first-year engineering; the focus of the workshops, at which 23 students attended, was on the fundamentals of the Java programming language.
- Five other support workshops were provided during the autumn semester, one for the Department of Electronic & Computer Engineering (ECE) Transition Year Week (eight students) and four as a support initiative for early-stage ECE students (78 students) with a focus on the Java programming language. During both of UL's open days, the ICTLC manager presented an overview of the UL learning centres and their services to second-level school guidance counsellors.
- The active learning method of pair programming was delivered in both semesters in the CSIS and ECE departments' first-year programming labs. In total, 136 hours of pair programming support was provided, which was more than double that provided in 2017/18.
- During January, as part of the UL *I Wish* campus week designed to introduce female Transition Year students to STEM and in collaboration with the PSLC, the ICTLC ran two two-hour 'Programming with Greenfoot' workshops, at which 40 students attended. In May, the centre ran a two-hour programming workshop for an all-girls primary school. In total, 32 students and four teachers attended.
- At the 2019 National Robocode first-year programming competition, our UL Countessa team, which comprised computer technologies students, reached the overall final.

- The successful CyberCamps ran again during the last two weeks of June 2019. Each of the two weeks involved a three-day CyberCamp followed by a two-day advanced CyberCamp Plus. In total, 117 students from 35 schools attended these camps. Over 33% of the total student intake were female. The camps received funding awarded by the HEA under its Information Technology Investment Fund (ITIF) and the HEA ICT Summer Camps 2019 programme. In addition to the summer camps, drop-in support was provided to ICT students during the two weeks prior to their repeat exams.

Regional Peer-Supported Learning Centre (PSLC)

The PSLC specialises in promoting proactive peer-supported learning schemes, particularly those related to the Peer-Supported Learning Group (PSLG) academic enrichment programme. PSLG is a group-based, student-led collaborative learner support scheme that targets difficult subjects/modules in all programmes of study offered by UL.

In recent years, the PSLC has been actively involved in setting up and maintaining a number of PSLG schemes every year. Most (82%) of these schemes have targeted first-year and second-year students in ICT-related courses. As a result, the PSLC works closely with the ICTLC in running PSLG programmes that focus on computer programming, software and electronics-related modules.

Highlights of the Year

- Seven PSLG programmes provided support across both academic semesters to Science & Engineering (S&E) and Kemmy Business School (KBS) students taking accounting, computer programming and computer science modules.
- Other support services offered and activities organised related to student engagement, motivation, professional and transferrable skills development and outreach, including a seminar series held for undergraduate students in the Department of ECE on presentation and report-writing skills. The report-writing skills seminar was also run for students undertaking master's programmes in the Department of ECE.
- The PSLC continues to collaborate with the ICTLC in organising and running UL CyberCamp and UL CyberCamp Plus by providing IT and administrative support and staff to assist and run lesson sessions. We brought in an additional €9,000 in funding in 2018/19 to expand the camps and increase the attendance rate of female students. For CyberCamp Plus, we were able to increase the participation rate of female students from 22% to over 50%.
- The PSLC continues to support the S&E-run Transition Year Week by providing staff to run lesson sessions. The sessions run by the PSLC and supported by the ICTLC focus on introducing students to the concepts of basic Java programming through the Greenfoot Integrated Development Environment. We offered similar workshops to various groups of second-level female students as part of the *I Wish* scheme. We operate through the two centres from outreach programmes.
- Students who participated in the support schemes offered by the PSLC had a 3.1% better chance of achieving a C3 grade or higher in assessment.

Regional Writing Centre (RWC)

The mission of the RWC is to engage students and staff in a burgeoning national conversation on writing and to provide a framework for them to become effective, efficient, persuasive scholarly writers and writing mentors.

The RWC offers a free and friendly place for all students (undergraduate and postgraduate) to come to address any aspect of their writing. The centre is dedicated to helping students develop strategies to become more confident, critical and autonomous writers. The RWC is also available to staff who are interested in developing their students' writing.

The RWC takes a non-invasive, inductive approach to writing development. Peer tutors and experts work with students and staff to identify their writing practices and thus improve their strategic effectiveness.

Highlights of the Year

- Fourteen peer tutors in academic writing facilitated 848 one-to-one peer-tutoring consultations in academic writing for 578 students.
- Fifty-two hours of 'Writing Across the Curriculum' workshops facilitating learning for 301 students.
- The two RWC co-directors devoted 425 hours to working with academic staff to develop 31 'Writing in Disciplines' activities aimed at integrating writing into modules. The sessions had an impact on 1,289 students, a figure that was up slightly from the previous year.
- The RWC continues to provide supports for mature students, access students and first-year students.
- Modules designed and delivered by the RWC were attended by 335 academics, researchers or students.
- The sixth annual UL One Campus, One Book initiative featured Melatu Uche Okorie's *This Hostel Life*. A collaboration between the RWC's UL Campus, One Book and Dr Christina Morin, Lecturer in English, School of English, Irish and Communication, culminated in a public reading of the book by Danny Denton. One hundred and eighty-two people joined us for the UL One Campus, One Book activities.
- The eighth annual National Secondary School Essay-writing Competition attracted 69 entries from across Ireland. Students from Cork, Donegal, Dublin, Roscommon and Galway travelled with their families, principles and English teachers to UL to receive awards for best entries.
- Twelve PVA (President's Volunteer Award) students assisted the RWC with the National Secondary School Essay-writing Competition and the Writing-talk initiatives; the students volunteered 90 hours of their time to judge essays and to reflect on their writing-for-academic-assessment experiences.
- The RWC co-directors engaged in 10 external consultations and collaborations with IT Tralee; LIT Thurles; Cork IT; Coventry University; the University of Hawai'i at Mānoa, Honolulu; Limerick's Presentation Secondary School; Bordeaux University; George Washington University; and writing researchers across Europe as a result of Dr Íde O'Sullivan's participation in a cross-national study on the organisational perspective of writing centre work by the Writing Centre Exchange Project (WCEP) and with INEW directors/coordinators of Irish Academic Writing Centre/Support in St Patrick's Campus, Dublin City University (DCU).

- Dr Íde O’Sullivan became actively involved in the core working group of COST Action 15221, We ReLaTe: Advancing Effective Institutional Models towards Cohesive Teaching, which seeks to address “the challenge of creating synergy among the increasingly more specialised and centralised supports for four key higher education activities – research, writing, teaching, and learning – which frequently fail to capitalise on their shared territories and common ground” (COST Action 15221, 2016).
- Dr Íde O’Sullivan secured grants to participate in Short-term Scientific Missions (STSMs) writing centre exchange projects at the University of Gothenburg, Sweden and the European University Viadrina, Germany. The STSMs were funded by COST Action 15221. Íde subsequently hosted an important research visit from these same universities. The outcomes of this research exchange will be presented at EATAW 2019.

Recognition of Teaching Excellence

Excellent teaching at UL is recognised and rewarded through two teaching award schemes:(i) University of Limerick Excellence in Teaching Awards and (ii) Shannon Consortium Regional Teaching Excellence Awards.

University of Limerick Excellence in Teaching Awards

Awards for teaching are based on a comprehensive review of a range of teaching- and learning-related activities. The teaching award system uses sources of evidence that can help to build a strong picture of those staff members who have made outstanding contributions to their profession.

The award process includes an examination of independently gathered testimonies from students; the versatility, volume and level of teaching; the range of delivery strategies; the quality of teaching; and the teacher-class relationship. In addition, such activities as planning and preparation, the development of materials, assessment, research in the area of teaching and learning and overall professional development are considered.

The **UL Excellence in Teaching Awards** has three strands: (i) individual award; (ii) team award; and (iii) pedagogic support award.

Winners

1. Individual Award 2018/19

The winner of the individual UL Excellence in Teaching Award was Dr Colette Grey, Department of Accounting & Finance, Kemmy Business School. Colette uses a student-centred approach to learning and teaching; as she fosters learning within her classroom, she focuses on helping her students to reach their potential. She demonstrates a passion for her subject, and her preparedness to offer support to her students on their journey is evident in all aspects of her practice. Colette is keen to make her discipline real for all of her students and engages with them to help them develop a keen understanding of the subject matter.



Dr Colette Grey receives her teaching award (individual category) from President Des Fitzgerald.

2. Team Award 2018/19

The winning team in the team award category (pictured below), which was led by Prof Conor Ryan, created a new approach to delivering a first-year module that ran in just six weeks. The students were immersed in module activities spanning lectures, online quizzes, forums and labs and embarked on a large component of group work. The novel approach give rise to a very close-knit class cohort whose members willingly helped each other. This, in turn, led to higher average grades and a better pass rate than in previous years.



Dr Ross Anderson (left), Acting Associate Vice President Academic Affairs and Student Engagement, presents the members of the winning team (team category) with their teaching excellence award (left to right): Atif, Aidan Murphy, Conor Ryan (team leader), Muhammad Sarmad Ali, Muhammad Sheraz Anjum and Dara Shayda. Also are the team were Muhammad Abubakar and Wayne Allen.

3. Pedagogic Support Award

Dr Darina Slattery of the School of English, Irish and Communication won the UL Teaching Award for Excellence in the Provision of Pedagogic Support for the activities and supports she designed for blended and fully online teachers. Her DUO workshops equip teachers with the knowledge and skills they need to design and develop online modules and programmes. Darina's TEL workshops showcase the features of VLE tools that can be used when teaching online. Further details about Darina's teaching and research interests and links to her extensive online repository of TEL resources can be found [here](#).



Dr Darina Slattery receives her Pedagogic Support award from Dr Ross Anderson, Acting Associate Vice President Academic Affairs and Student Engagement.

Shannon Consortium Regional Teaching Excellence Awards

Now in its twelfth year, the annual Shannon Consortium Regional Teaching Excellence Awards showcases excellence in teaching and learning within the three third-level institutions of the Shannon Consortium: Limerick Institute of Technology (LIT), Mary Immaculate College (MIC) and University of Limerick (UL). Involving a detailed and reflective teaching portfolio as well as a recording of the candidates' teaching, the Regional Teaching Excellence Awards is the most rigorous teaching awards process in the country.

In 2018/19, six academics from across the Consortium were ultimately shortlisted for the award:

- Dr Matthew Canon, Applied Social Sciences, LIT
- Dr Tom Comyns, Physical Education & Sport Sciences, Education & Health Sciences, UL
- Simon McGuire, Creative Broadcast and Film Production, Limerick School of Art & Design, LIT
- Dr Muireann McMahon, School of Design, Science & Engineering, UL
- Dr AnnMarie Ryan, Management & Marketing, Kemmy Business School, UL
- Dr Fionnuala Tynan, Reflective Pedagogy & Early Childhood Studies, Faculty of Education, MIC

The external panel comprised Dr Rachael Carkett (University of Bath), Dr Martina Crehan (RCSI) and Dr Mark Glynn (DCU). Dr Sharon Flynn (NUIG) chaired the panel meeting.

Dr Fionnuala Tynan was the overall winner of the 2018/19 award. She was presented with her award by MIC President Professor Eugene Wall at a ceremony on 6 May 2019 in MIC.



MIC President Professor Eugene Wall presents the 2018/19 Regional Teaching Excellence Award to Dr Fionnuala Tynan, Reflective Pedagogy & Early Childhood Studies, Faculty of Education, MIC

Technology Enhanced Learning (TEL)

In the national context, CTL represented UL on the National Forum advisory group '[Teaching and Learning in a Digital World](#)'. As part of this, we participated in the design of the National Digital Experience Survey ([INDEX Survey](#)), the aim of which is to examine the digital experience, engagement levels and expectations of students and those who teach across the Irish higher education sector. We also participated in the development of the [National Forum strategy on open courses](#) and planned for an updated iteration of the [Getting Started with Online Teaching](#) open course, which will run in 2019/20.

The Collaborative Knowledge Exchange for Learning Impact project ([Crannóg](#)) is a partnership between NUIG, UL, MIC and DCU. The aim of the project is to support the professional development of those in leadership roles in teaching and learning and to build digital capacity. The project concluded with a workshop on leadership perspectives led by Doug Parkin in December 2018. Details and resources for the project can be found on the [Crannóg](#) website.

During 2018/19, the CTL lead educational developer served as country expert for a research project led by the European Commission [Centre for European Policy Studies](#), which will create a 'digital learning readiness' index for each member state of the EU. The project involved an extensive research exercise of the state of affairs of the strategies, implementation and evaluation of digital education across all Irish education sectors.

As part of our international engagements, a new inter-institutional agreement was drafted with the Open University in Spain ([UNED](#)), and the lead educational developer participated in Erasmus+ teaching mobility by leading a distance module on digital identity in the institution's online [master's degree for career counsellors](#). In addition, the lead educational developer co-authored and delivered a new online module for [INTEF](#), the Spanish authority in academic development in the area of TEL.

Contribution to TEL Strategies

During the year we continued to actively participate in conversations that will potentially shape the direction of TEL at UL. Fora for such discussions included the Transformative Learning Working Group, the Learning Technologists Forum and, more recently, the Digital Campus Working Group. Discussions are informed through our representation on the above-mentioned National Forum advisory group for Teaching and Learning in a Digital World.

Contribution to Scholarship in TEL

The lead educational developer represented the [#VLEIreland Research Project](#) as a finalist in the UK Association of Learning Technology (ALT) Research Project of the Year in Manchester (September 2018). The project received a highly commended research award.

In collaboration with the Department of Physical Education and Sport Sciences, we researched the digital teaching and learning approaches that undergraduate students believe are meaningful for long-term learning and short-term engagement.

CPD Activities

As committed to in [Broadening Horizons](#), UL's strategic plan 2015–19, UL aims to empower staff to excel and achieve their potential in a collegial and supportive environment (p. 34). CTL plays a key role in contributing to the achievement of this aim by providing academic staff with a range of opportunities to engage in continuing professional development (CPD) in the areas of teaching and learning.

Teaching, Learning and Scholarship

CTL's Teaching, Learning and Scholarship suite of programmes – Certificate (21 credits), Graduate Diploma (60 credits) and Master of Arts (90 credits) – provides high-level, scholarly, practice-based professional development for academic staff. The programmes provide the skills, competencies, insights and capacities that staff need to bring the highest-quality teaching and learning experiences to their students while helping staff to manage and progress their own scholarly careers.

The academic year 2018/19 saw 15 academic staff members enrol on the Graduate Diploma in Teaching, Learning and Scholarship. Seven candidates from the previous cohort opted to progress to the MA in Teaching, Learning and Scholarship in Higher Education, and the first three graduates from that programme were conferred in autumn 2018.

Also during the year, 33 instructors from the Garda College, Templemore completed the bespoke Specialist Diploma in Teaching, Learning and Scholarship.

TEL

During 2018/19, 172 people participated in CPD relating to TEL. It has been a busy year with a number of initiatives across campus and online.

As part of the Graduate Diploma in Teaching, Learning and Scholarship, we delivered our suite of accredited CPD opportunities to educators to contribute to the transformation of learning and teaching through technology.

A series of non-accredited learning opportunities arose during the year. Following on from the National Forum's digital badge series, the [Getting Started with Online Teaching](#) course was localised and delivered to staff. In addition, CTL and ITD collaboratively provided CPD for Turnitin, and we plan to develop online supports for Turnitin and academic integrity. As usual, we continued to curate information and resources under the themes of open educational resources, blended assessment case studies, and Show and TEL.

Peer Observation of Teaching

The observation of teaching by peers has continued to provide a forum for partners to develop their teaching practice by observing and being observed. With 60 participants engaging with the process during the year and inter-institutional partnerships being established, this network is providing a valuable platform for dialogue on teaching and learning. Dr Mary Fitzpatrick facilitated Shannon Consortium regional peer observation workshops on 4 October 2018 and 5 February 2019.

Student Evaluation of Teaching (SET)

Since 2002, CTL has provided academic staff (full-time and part-time lecturers, teaching assistants and tutors) with a confidential teaching evaluation system. Referred to as SET (student evaluation of teaching), the service provides a structured approach to gathering feedback from students about their experiences of their modules, including the quality of teaching and their own role in the learning process. CTL evaluates the SET in accordance with best practice in teaching and learning in higher education. A dataset containing over 10,000 student responses has confirmed the high reliability of the system's 17-item scale (Cronbach's $\alpha = 0.902$).

The SET runs on alternate semesters to the module satisfaction survey (MSS), which is conducted by the UL Quality Support Unit.

Conversations in the Consortium

The Shannon Consortium aims to establish the Shannon region as a zone of excellence in teaching and learning. Adopting the Five-Minute Teaching Tip format, the Conversations in the Consortium forum provides teaching staff from UL, MIC and LIT with opportunities to present short insights on their practice and innovations. Each partner institution hosted two sessions over the course of the 2018/19 academic year.

UL Talks 2018

UL Talks are short (five-minute) videos showcasing our people and the ideas about which they are knowledgeable, articulate and passionate. Participants in 2018/19 included Andy Stewart, Catherine E Foley, Catherine Woods, Cinta Ramblado, Deirdre O'Loughlin, Dominika Lisiecka, Giles Warrington, Harry Van Den Akker, Jean McCarthy, Jennifer Cookman, Kirsten Mulreann, Louise A Barry and Maria B Ryan.

Anyone interested in submitting a proposal for a UL Talk is asked to select a theme within their area of expertise and develop an outline that shows how they will communicate their idea to a non-specialist audience. We encourage contributors to consider inviting students to participate in their talk and to place a focus on learning in a disciplinary context.

Teaching and Learning Workshops

The Introduction to Teaching at Higher Education Workshop Series was delivered in both the autumn and spring semesters. The series comprised three workshops for new teachers on the following themes: (i) Introduction to teaching in higher education; (ii) Active learning and (iii) Assessment and feedback.

CTL hosted talks for international visiting speakers in addition to talks funded by the National Forum seminar series.

CTL ran the following three National Forum seminars in UL during the year:

- *Facilitating Student Leadership to Foster Academic Culture*, presented by Dr Sarah Graham, Newcastle University, on 8 November 2018
- *Evidencing Teaching Achievements Effectively*, presented by Dr Marita Grimwood, Academic Development Consultancy, UK, on 23 January 2019
- *Students as Partners in Assessment and Feedback*, presented by Dr Naomi Winstone, University of Surrey, on 5 March 2019

Research Projects

National Projects

CTL was successful in securing funding for two collaborative projects under the HEA's Higher Education System Innovation and Transformation Programme (2018 funding call).

1. *Enabling Change: Enhancing Digital Capacity in Teaching and Learning in Irish Universities*

The aim of this three-year IUA-led project is to enhance the digital attributes and educational experiences of Irish university students through enabling the mainstreamed and integrated use of digital technologies across the teaching and learning process in the seven universities.

2. *REAP (Regional Enterprise-Academic Partnership): Building capacity by engaging practitioners in designing and delivering online and blended learning*

In collaboration with MIC and the Limerick Institute of Technology, UL was successfully awarded funding for this project under the HEA 2018 funding call. UL's involvement in REAP is driven by Graduate and Professional Studies (lead), CTL and the Department of Electronic and Computer Engineering.

The project aims to increase the capacity of the Shannon Consortium by developing a best-practice framework to support practitioner and enterprise-based experts in the process of designing and delivering flexible upskilling programmes for enterprise. The project will standardise and develop the collaborative activity that has emerged in the region in recent years and provide a model of best practice that can be scaled and applied to higher education institutions and other sectors (such as public services and community sectors). In addition, the key areas identified for specific research and implementation from a CTL perspective are the development of innovative methods in assessment design and best practices for engaging with student feedback in blended and online learning environments.

International Projects

1. *SHOUT4HE*

CTL leads one of the working packages for the Erasmus+ funded [SHOUT4HE](#) project, which aims to encourage the sharing of open educational practices using technology in higher education. As part of this, we developed a recognition framework for the effective use of technology in teaching.

2. *Internationalisation in learning and teaching*

Coordinated by the European Universities Alliance (EUA), CTL was accepted as a member, along with seven other European universities, of the thematic peer group on internationalisation in learning and teaching. The EUA Thematic Peer Groups (TPGs) provide the participating universities with an opportunity for peer-learning and exchange of experience while at the same time contributing to EUA's policy work on learning and teaching. The two main objectives of the project are:

- (i) To discuss and explore practices and lessons learned in organising and implementing learning and teaching in European universities
- (ii) To contribute to the enhancement of learning and teaching across Europe by identifying key recommendations for institutions on the internationalisation of teaching and learning

3. Lilly International Summit on Advancing Teaching and Learning in Higher Education

CTL hosted the Lilly International Summit on Advancing Teaching and Learning in Higher Education in July 2018. The participants included 12 international academics from across the globe. The purpose of the summit was to revisit the principles of effective teaching with a view to developing a new effective teaching framework.

Research

Publications

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Guerin, A. and Walsh, R. (2019) 'Effective marketing strategies to promote engagement with online mathematics learning support', *MSOR Connections*, 18(1), 16-23.

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Conference Presentations

Fitzpatrick, M., O'Riordan, F., McAvinia, C., O'Sullivan, Í., Rísquez, A. and Keane, M. (2018) 'Motivations, outcomes and implications of structured professional development for academic developers: a collaborative approach', presented at *23rd SEDA Annual Conference*, Birmingham, 15-16 November.

Gibbons, S. and Waters, J. (2019) 'How cross-institutional collaboration can support first year transition: evaluating a key first year initiative', presented at *SEDA Spring Conference 2019: Collaboration to Support the Student Experience and Progression*, Belfast, 9-10 May.

Gibbons, S., Murphy, M. and McGrath, K. (2019) 'Is student feedback enough to demonstrate impact? Triangulating student feedback on an extended transition programme', presented at *European First Year Experience Conference*, CIT, Cork, 17-19 June.

Girgensohn, K., Eriksson, A-M. and O'Sullivan, Í. (2019) 'A cross-national view on the organisational perspective of writing centre work: the Writing Centre Exchange Project (WCEP)', presented at *EATAW 2019 – Academic Writing at Intersections*, Chalmers University of Technology, Gothenburg, Sweden, 2-4 July.

Lane, C. and Walshe, G. (2019) 'Student mathematical preparedness for learning science and engineering at university', presented at *Eleventh Congress of the European Society for Research in Mathematics Education (CERME11)*, Utrecht University, 6-10 February.

McFall, E., Cusack, A., McKeown, C., Clancy, I. and Walshe, G. (2019) 'Undergraduate student co-creation of an intervention to promote physics to female secondary school students', poster presentation at the *International Conference for Physics Students (ICPS) 2019*, Cologne, August 10-17.

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- O'Sullivan, Í, Girgensohn, K., Gustafsson, M., Leijen, D., Ganobcsik-Williams, L. and Farrell A. (2018) 'International writing centre pedagogy within different institutional contexts: mapping institutional models of support for writing across Europe', presented at *EARLI SIG Writing Conference*, University of Antwerp, Belgium, 29-31 August.
- Rísquez, A. (2018) 'Getting started with online teaching', presented at *Online Teaching and Learning Development Day*, Galway-Mayo Institute of Technology, 1 May.
- Risquez, A. (2018) 'Take one step: a regional approach to raising digital literacy across higher education', presented at *23rd SEDA Annual Conference*, Birmingham, 15-16 November.
- Risquez, A. and McAvinia, C. (2019) 'Are local institutional repositories the way to go for OER curation in Ireland?', presented at *Open Educational Resources Conference of the Association for Learning Technology (ALT)*, National University of Ireland, Galway, 10-11 April.
- Rísquez, A., Cassidy, D., Ó Súilleabháin, G. and Garvey, R. (2018) 'Modelling teaching strategies in the design of an online professional development programme', presented at *EdTech2018 Conference: TEL Quality Matters – People, Policies and Practices*, Institute of Technology, Carlow, 31 May to 1 June.
- Toosi, F. G., O'Donnell, C., Wasala, A., Botterweck, G. and Buckley, J. (2018), 'Objectification using procedure-relational, matrix decomposition and synchronization dynamics', presented at the *12th European Conference on Software Architecture*, Madrid, Spain, 3241455: ACM, 1–7.
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