



## Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019

Supporting the enhancement and transformation agenda that is being pursued at both a national and international level, the Fund fosters strong sectoral collaboration within and between departments, institutions, and disciplines. Nine projects were funded by the local enhancement fund (up to 10k) and four projects were funded up to 80k. Please see [here](#) for details of the UL funded projects which were completed by May 2021. CTL were actively involved/led in the following projects:

**Student Evaluation and Learning Analytics (STELA)**  
**Reimagining Assessment Community of Practice**

**Digital Learning Support Hub (DLSH)**  
**Regional Learning and Teaching Conference**

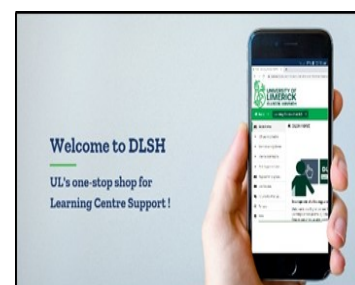
### Reimagining Assessment

Reimagining Assessment– Considering the learner and educator experience. A community of practice.

Reimagining assessment from the perspective of the educator and the learner has become increasingly important in recent times. A mutual appetite exists for a shared understanding of assessment and how this can be realised in an ever changing context. In light of this, a community of practice was established, led by DCU and CTL, with input from other HEIs across the sector. The overarching aim was to create a distributed sense of learning, in a bid to bridge the perceived gap through sharing examples and resources on the process and product of assessment.

### Digital Learner Support Hub (DLSH) Initiative

The Digital Learner Support Hub (DLSH) initiative completed its final reporting to the National Forum for the Enhancement of Teaching and Learning in Higher Education in June 2021.



Conceived as a mechanism for both the Learning Centres (LCs) to provide some of their supports online and as a 'one-stop-shop' for students to access supports, the initiative, over its first 18 months, has provided support to 8 modules in the S&E department and offered a space for some non-discipline specific supports to be made known to the students. For more information on the initiative, or if you would like to be involved for the coming semester, please visit our website: <http://pslc.ul.ie/dlsh/>

### Student Evaluation & Learning Analytics

**Student Evaluation and Learning Analytics** project (STELA), a National Forum funded project led by the Quality Support Unit, along with CTL, ITD and the DPO, developed a policy on the use of learning analytics and student feedback at UL after a process of consultation. [Link to StELA](#)



## IUA Enhancing Digital Teaching & Learning (EDTL) project at UL

The Irish Universities Association (IUA) Enhancing Digital Teaching and Learning (EDTL) project (<https://edtl.blog>) aims 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 2020/21 the focus of EDTL@UL has centred mainly on helping students to build confidence and competence in the use of digital technologies for their learning. The [EDTL@UL Student Resource Pack](#) was developed, comprising:

[information about the IUA EDTL project](#)

supports for [student success with online learning](#),

supports for [student success with online assessment and exams](#), and

[online digital skills workshops](#) that formed part of the overall [#Take1StepAtUL](#) student digital skills-programme coordinated by the Library in Spring semester 2021.

Further information about EDTL@UL activities for staff [here](#)

Further information about EDTL@UL activities for students [here](#)

## REAP

The Regional Enterprise-Academic Partnership— [REAP Project](#) has been underway since 2019 with three main objectives:

- **Developing a framework** that will structure the engagement of practitioners in the design, development, delivery and assessment of online professional education.
- Developing **Innovative assessment methodologies**. Our aim is to design and develop automated feedback protocols to support the students in moderated online environments. In addition, we aim to create a data set of natural language as part of the courseware for students.
- **Students as Partners** approaches in wholly online environments. This will broaden the reach of this type of feedback process, in particular those of post graduate professional studies where their expertise and experience has the potential to play a valuable role in the feedback process.

In addition, and as part of the framework output, we have designed and delivered two short professional development courses aimed at supporting tutors new to HE learning environments:

**The Essentials for teaching and learning online** is aimed at helping external practitioner tutors adapt to the HE teaching environment in a self directed, self paced course.

**The essentials of e-moderating** aims to help learners understand the e-tivity design process and the qualities and competencies of a good e-moderator. Participants complete self directed and group based e-tivities using practical guides, examples and resources to help them learn the techniques of a good e-moderator and the e-tivity design process.

Both courses are open for registration on the [www.reapmidwest.ie](http://www.reapmidwest.ie) website

## Open Educational Practice Activities

A new resource 'Using Open Educational Resources (OER) and Open Educational Practices (OEP) for Teaching and Learning' (<https://open.teachingandlearning.ie/>) has been developed in partnership with the National Forum. Four topics are covered:

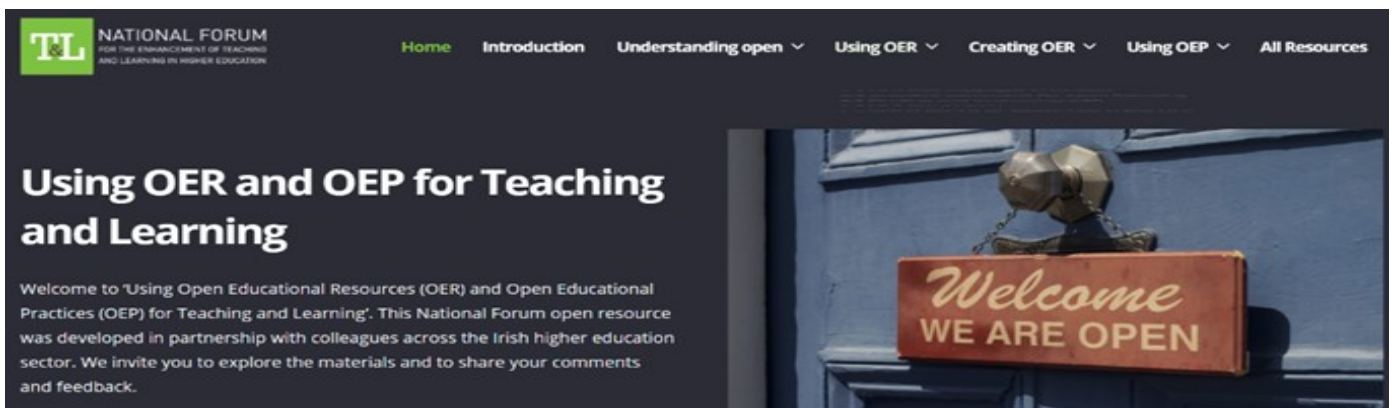
Understanding open – introduction to open education, OER and OEP

Using OER – understanding open licensing and copyright; finding, evaluating and attributing OER

Creating OER – licensing and sharing your own OER

Using OEP – using open pedagogy and OEP

We hope that the content and curated resources will be useful to individuals seeking to learn more about using OER and OEP in the UL and national context, as well as for staff who are supporting the use of OEP in their own contexts.



## Erasmus + Project: Sharing Educational Resources with Technology in Higher Education

International collaboration around open educational practice is the foundation for our Erasmus+ project 'SHaring Open educational practices Using Technology For Higher Education' (SHOUT4HE). During 2020/21, we have worked to design an e-Platform for sharing open education practices and resources and created a series of videos covering a wide variety of disciplinary knowledge and pedagogical experience around technology-enhanced teaching practice. This includes videos from UL colleagues Chris Exton, Niall Dewit, Marta Giralt, Michael Johnson, Darina Slattery, Liam Murray, Sinead Spain and Angelica Risquez.

You can see our videos and those contributed by other institutions here: <https://library.shout4he.eu/>. The project formally concluded with its closing Conference on July 2<sup>nd</sup>.



## Conferences and Seminars

### Regional Learning and Teaching Conference



University of Limerick, Mary Immaculate College and Limerick Institute of Technology held a successful conference in learning and teaching. The theme of the conference was **Celebrating Innovation, Opportunities and Inspirations in Learning and Teaching** and took place online 14<sup>th</sup> May. The [programme of events](#) included an opening keynote by Dr Helen King, University of the West England, a plenary session with our recent regional teaching excellence award winners, a student panel and a series of very interesting and innovative talks.

The conference event was complemented by a series of recorded talks, which are available to view [here](#)

### National Seminar Series



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

The National Seminar Series, funded by the National Forum for the Enhancement of Teaching and Learning, gives those working in higher education the opportunity to connect with colleagues and to focus on shared interests in both the research and practice of teaching and learning enhancement. The series also creates opportunities to hear from national and international experts in different areas of teaching and learning. CTL hosted four national seminar series webinars in spring semester 2020/1:

- *Re-imagining impact as evidencing value in teaching and learning*, Prof Veronica Bamber, Professor Emerita, Queen Mary University, Edinburgh, 22nd June [link](#)
- *Developing the concept of 'good' teaching: It's not just about capturing the student voice, we also need to listen and respond*, Dr Rebecca Turner, University of Plymouth, 29th April [link](#)
- *Using Course Design Intensives to develop coherent active blended learning experiences*, Dr Andrew Middleton, Deputy Head of Anglia Learning and Teaching, Anglia Ruskin University, 20<sup>th</sup> April [link](#)
- *TEL Practices to Promote Active Learning and a Personalised Learning Experience In Large Class Environments*, Prof Fabio R. Aricò, University of East Anglia, 15<sup>th</sup> January [link](#)

## All-Ireland Conference of Undergraduate Research 2021

The eighth All Ireland Conference for Undergraduate Research ([AICUR](#)) was hosted virtually and ran live on 24th March 2021. The main aim of AICUR is to promote and applaud the fascinating and worthwhile research that is produced at undergraduate level. The conference is designed to give undergraduate students (from first to final year) from Higher Education Institutions (HEIs) across Ireland the opportunity to present their research and discuss their creative accomplishments through posters, performances, and oral presentations.



This year, students from Higher Education Institutions (HEIs) in Ireland were given the option to participate in a live online conference format. Students from around the country responded to this format with an enthusiasm clearly reflected in the conference '[Book of Abstracts](#)'. A [repository](#) of conference contributions is hosted on this year's AICUR webpage reflecting impressive student commitment and resilience in the midst of a global pandemic.

A combination of 79 live presentations and 15 posters were presented at AICUR 2021. UL students provided a sizeable proportion of the conference submissions, but this year saw the largest representation of delegates from other HEIs. There was representation from Mary Immaculate College, NUI Galway, Trinity College Dublin, Limerick Institute of Technology, Galway-Mayo Institute of Technology, Dublin City University, Technological University Dublin, Athlone Institute of Technology, University College Dublin, and Dublin Business School.

Thank you to all conference delegates, session Chairs, speakers, the AICUR Committee, and the CTL administration team for a very successful and largest AICUR to date.

## Development of Open Courses

*Reflective Practice on Teaching:* An open course to support and develop the reflective practice of educators who are teaching in further and higher education developed and facilitated in collaboration with colleagues from LYIT, DKIT and DCU. Further information available via this [link](#)



## Awards

### UL Teaching Excellence Awards 2020/21

A key avenue for recognising and endorsing teaching excellence is through the University Teaching Excellence Awards. These awards showcase, promote and share excellence in teaching across three specific categories.

The award panel comprised of Dr Louise Naylor, Director of Education, University of Kent; Prof Patrick Ryan, Associate Vice President Student Engagement, UL; Dr David Walker, Associate Pro Vice-Chancellor (Education & Students) at University of Brighton; and Ruairi O’Gallchoir, Project Intern - Enhancing Digital Capacity in Irish Universities, Irish Universities Association and Dr Mary Fitzpatrick, Head, Centre for Transformative Learning (Chair).

- Teaching Excellence Award (Individual): Dr Shalini Singh
- Teaching Excellence Award (Team): Dr Antonio Calderón, Professor Ann MacPhail and Dr Dylan Scanlon
- Excellence award in provision of Pedagogic Support: Dr Ann-Marie Young

Warm congratulations to all!



Dr Shalini Singh



Dr Antonio Calderón, Professor Ann MacPhail and Dylan Scanlon



Ann-Marie Young

### Regional Teaching Excellence Awards 2020/21

The Regional Teaching Excellence Award is a collaborative process between UL, MIC, and LIT, which aims to showcase and champion outstanding practice in Higher Education teaching from across the Region. Through the award process, the consortium institutions have collaborated to create new networks of teachers in higher education working together to reflect on their practice, gather meaningful evidence about the quality and nature of their teaching activities, and apply the principles of best practice to their work as teachers in higher education. CTL is delighted to acknowledge this years shortlisted candidates from UL:

- Dr Luke Danagher, School of Law, Arts, Humanities and Social Science;
- Dr Noreen Heraty, Department of Work and Employment Studies, Kemmy Business School and
- Dr Michael Johnson, Department of Electronic and Computer Engineering, Science and Engineering.

Heartiest congratulations to Dr Noreen Heraty who was the recipient of the award this year.



Dr Noreen Heraty



## National Awards—Teaching Hero Awards 2020/21

The Teaching Hero Awards are Ireland’s only national, student-led awards for all those who teaching in Higher Education. They are organised by the National Forum for the Enhancement of Teaching and Learning in association with the Union of Students in Ireland (USI). They provide an opportunity for students across the country to recognise and celebrate outstanding teaching in our higher education institutions. Teaching Heroes are nominated by individual students, who submit a short personal piece (a maximum of 150 words) that explains why the person is their ‘Teaching Hero’. Based on student nominations, all Teaching Heroes identified, and with their agreement, receive national recognition.

Heartiest congratulations to the following UL colleagues on their nomination as a Teaching Hero as part of the 2020 student-led Teaching Hero awards.

Alan Ryan	Rachel Murphy	Kaori Frizelle	Noreen Heraty
Andreas Grabrucker	Sorcha de Brún	Karl Rinne	Patricia Mannix McNamara
Andrew Shorten	Eamonn Curtis	Karol Mullaney-Dignam	Paul McCutcheon
Angela Farrell	Elaine Vaughan	Kathleen Markey	Peter Davern
Anita Barmettler	Erin King	Kellie Morrissey	Richard Kirwan
Audrey O'Grady	Eugene Gath	Kevin O'Malley	Robert Lynch
Avril McLoughlin	Fergal Quinn	Kieran O'Sullivan	Robin Parmar
Barbara Geraghty	Ger Downes	Laura Cahillane	Sandra O'Brien
Brian Shee	Ger Healy	Laura Donnellan	Sarah Hudson
Carmel Bradshaw	Gisela Holfter	Liam Glynn	Sarah Moore
Carmen Kuhling	Grace McMahon	Liam Murray	Shalini Singh
Chris McInerney	Hugh Geaney	Majka Ryan	Tabea De Wille
Conor Little	James Carr	Maria Bailey	Teresa Curtin
David Tanner	Jean Downey	Maria Ryan	Walter Stanley
Diarmaid Lane	Jean McCarthy	Marta Fortes Saez	Norah Burns
Donal Palcic	Jean McGlynn	Michael Morley	John Nelson
Douglas Akwasi Adu	Jenny Roth	Muireann McMahon	Eoin O'Connell
Antoinette Flynn	Jim Buckley	Nikola Nikolov	<u>Síle de Cléir</u>

## Learning Support Centres

### Maths Learning Centre



A total of 19,334 visits were made to the MLC's online support sites during the period between the summer repeats 2020 and the end of week 15 Semester 2, 2021. Students visiting these sites had access to live group support sessions, 24/7 support material, amongst other resources. In addition, a total of 382 appointments with MLC tutors were booked and attended throughout the year. The vast majority of these were on a 1-1 basis. The MLC's full report is available on request. <https://ulsites.ul.ie/mlc/>

### Peer Supported Learning Centre



2020/21 was a challenging year for the PSLC but the move of its supports online proved quite the hit with the students. 11 modules across 3 faculties were supported targeting a total of 1032 individual students with just under 47% attending the supports. 2414 visits to our online PSLG sessions were recorded and a total of 35 student peer leaders were employed to provide the supports. Impact data for the supports is pending release of the results for the Spring Semester and will be available in our annual report which will be viewable on our website (<http://pslc.ul.ie/>) in August 2021.

The PSLC continued its annual partnership with the ICTLC to provide the UL Cybercamp for July 2021. Due to Covid restrictions, this camp has moved online with 3 topics being provided to the 120 2<sup>nd</sup> Level students targeted (Java programming, Processing, and Web Design) to give them a flavour of what studying ICT at 3<sup>rd</sup> Level might be like.

The format for the new UL Cybercamp Online (ULCCO) will follow the framework developed in the [DLSH initiative](#) with a mix of synchronous and asynchronous supports to be provided to the students who will attend. Three two-week camps over a 4-week period will run starting 21<sup>st</sup> June 2021. While we are currently sold out, if you would like to learn more about the camp, please visit <http://pslc.ul.ie/ulcco/>.

### ICT Learning Centre



during AY 2020/21, the ICTLC moved its supports online. These supports include drop-in sessions, one-to-one appointments, live group sessions, and our Prepare and Repeat (PAR) sessions. In total, 416 students, primarily from the core ICT courses, attended the supports with a total of 2517 visits recorded. PAR, our first-year retention initiative, was successfully delivered online this Spring using the framework developed in the [DLSH initiative](#). In January, the ICTLC, in partnership with the PSLC, ran an initial UL Cybercamp Online (ULCCO) targeting 37 secondary school transition-year students of whom 30 were female. This successful pilot helped us to redesign the UL Cybercamp as an online camp and our ULCCO will run again this summer with 120 2<sup>nd</sup> level students from the Midwest region attending our 3 camps. Further details of our supports are available in our annual report, which will be available on our website (<http://ictlc.ul.ie/>) in August 2021.



## Regional Writing Centre



[The Regional Writing Centre](#), employed and trained 14 peer tutors in the AY2020/21, accommodating 428 hours of peer tutoring in writing for academic assessment and publication. 161 students completed feedback surveys, 98.76% reporting positively, saying that they would recommend the resource to other students; 91% report leaving their sessions with greater confidence. The tutoring hours offered were significantly increased in the wake of the pandemic, 830 hours over the period, all tutors engaging online from February 26<sup>th</sup>, 2020 onwards. The uptake, however, fell steadily throughout the year, 428 hours, down from 518 hours the previous non-Covid year. The uptake of Quick Queries, online asynchronous queries requiring 15 minutes or less to answer, on the other hand, increased significantly, 279 quick queries answered, 122 more than in the previous year, the combined statistics suggesting a preference for asynchronous online interaction.

The RWCUL continues to employ and manage two undergraduate Coop Student Administrative Assistants each year, our current AA, Emily Duffy Sheahan, 2<sup>nd</sup> year English and Sociology, preparing to train our next hire, Roisin Fahy, BSc in Psychology, to operate online for, potentially, the entire autumn 2022 semester.

The RWCUL delivered over 18 workshops in the 2020/1 AY to over 300 students. The RWC also worked to develop well over 600 academic writers in collaboration with the Faculty of S&E, the Graduate and Professional Studies and the Flexible Learning Centre through *AW 4006, Peer Tutoring in Academic Writing*, *ME4001, Introduction to Engineering*, *ME6051, Advanced Technical Communication for Engineers*, and the *FortWRITE PhD Writing Festival* with the University of Ulster, as well as through other activities.

Three secondary school winners of the RWCUL's 10<sup>th</sup> annual National Secondary School Essay-writing Competition were congratulated in an informal online ceremony with UL President, Professor Kerstin Mey and CTL Head, Dr. Mary Fitzpatrick. Link to the video recording of the ceremony [here](#). Eleven student volunteers were recruited from [StudentVolunteer.ie](#) and trained to serve as readers and judges of the competition.

**We can give you the steps to help get you on the 'Write' track!**

**Talk to a peer writing tutor today!  
Book an appointment on [ul.ie/rwc](http://ul.ie/rwc)**



**Don't forget our writers' Space (C1-065) is available Monday, Tuesday & Wednesday 9-1.**





## International/European projects

### **EUA LEARNING & TEACHING THEMATIC PEER GROUP 2020/21: Approaches in learning and teaching to promote equity and inclusion**

Active participant of the thematic peer group in the exploration of approaches in learning and teaching in a bid to promote equity and inclusion along with seven member institutions. This group met to discuss and explore practices and lessons learnt in organising and implementing learning and teaching in European universities and contributed to the enhancement of learning and teaching through providing key recommendations on promoting equity and inclusion through learning and teaching. The [report](#), was presented at the EUA Learning and Teaching Forum on 18<sup>th</sup> February, 2021.

### **Leadership and Organisation for Teaching and Learning at European Universities – LOTUS**

The LOTUS project aims to contribute to capacity building and strategic change management for learning and teaching at higher education institutions across Europe. The project also aims to discuss and demonstrate the potential of various actors (ministries, university associations, student and staff unions, etc.) to support transformation and innovation in learning and teaching. LOTUS is led by EUA in partnership with a diverse consortium of higher education institutions, national rectors' conferences, education ministries and organisations actively involved in learning and teaching across Europe.

## Conference and Research Presentations

Click [here](#) for a list of CTL Publications for 2020/21

