LEARNING INNOVATION NETWORK

The flagship teaching and learning initiative of the Institute of Technology sector

The SIXTH Annual
LIN Conference
17TH OCTOBER 2013

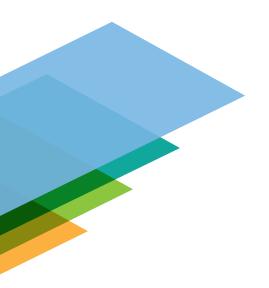SUSTAINABLE MODELS OF STUDENT ENGAGEMENT – RHETORIC OR ACHIEVABLE?

IOTI
Institutes of Technology Ireland

HEA
Higher Education Authority
An tÚdarás um Ard-Oideachas

NDP
National Development Plan 2007 - 2013

AN ROINN
OIDEACHAIS
AGUS EOLAÍOCHTA
DEPARTMENT
OF EDUCATION
AND SCIENCE

BOOK OF ABSTRACTS

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#LIN2013Conf

LEARNING INNOVATION NETWORK

CONTENTS

DR MARION PALMER

LIN Coordination Group Chair, IADT.

Welcome to the 6th Annual Learning Innovation Network (LIN) Conference. The LIN conference provides a forum to share and discuss practice and theory in higher education. We are delighted that the conference will be opened by the new Director of the National Forum for the Enhancement of Teaching and Learning Dr Terry Maguire and we welcome Terry to the conference.

LIN is the teaching and learning network for the Institutes of Technology and Dublin Institute of Technology and aims to enhance the student experience through the professional support of teaching and learning. The LIN academic professional development framework allows lecturers choice and flexibility in completing teaching and learning accredited programmes at postgraduate level and is being used to enable staff to achieve a postgraduate diploma. In the last year participation rates on LIN programmes has increased again. This semester six LIN post graduate diplomas will be awarded in AIT. Parallel to the LIN programmes DIT and other institutes run their own accredited programmes in teaching and learning. This means that across the DIT and the Institutes of Technology lecturers are well served in their academic professional development.

Our conference theme Sustainable models of student engagement explores different aspects of student engagement. The first sub-theme, lecturers as students, considers the impact of academic professional development on lecturers and how this experience develops student engagement. The student to student sub-theme examines how students can support the induction of new students, the development of curricula as well as the impact of extra curricula activities on learning. The community/industry sub-theme focuses on how interaction with the community or relevant industry can engage students and stimulate learning.

Our keynote speakers this year are Colin Bryson and Ruth Furlonger from Newcastle University and Mick Healey from Healey HE Consultants Ltd. Their presentations on engaging students in partnership in a variety of ways will be thoughtful, stimulating and challenging and we look forward to them.

This is an exciting time in higher education in Ireland. LIN welcomed the recently established National Forum for the Enhancement of Teaching and Learning by the Minister for Education in November 2012 with Professor Sarah Moore of the University of Limerick as the chair. Professor Moore evaluated LIN last year and spoke at the 2012 conference. Among the members of the Board of the Forum are Dr Jen Harvey of LTTC DIT, Dr Joe Ryan Registrar of AIT and Dr Marion Palmer, IADT. We look forward to working together implementing key objectives of the National Strategy for Higher Education to 2030.

I would like to acknowledge and thank the HEA and IOTI for granting permission and funds for the 2013 conference. I am confident that it will be another stimulating and thought provoking event and that you will leave here today with creative and innovative ideas to use in your professional practice.

Marion Palmer

GENERAL INFORMATION

CONFERENCE THEME

Sustainable models of student engagement - Rhetoric or achieveable?

SUB-THEMES

01: Lecturers as students

02: Student to student

03: Community/industry

ABOUT THE CONFERENCE ORGANISERS

LIN - The Learning Innovation Network - was established in 2007 with the aim of 'working collaboratively to enhance learning and teaching in Institutes of Technology'. LIN's priority is the provision and support of Academic Professional Development (APD) opportunities within the sector. The annual conference provides much opportunity for attendees to share experiences and discuss developments and innovations in the provision of a quality higher education to an ever more diverse student body. It provides a forum for lecturers and support staff to meet and form new networks with colleagues from across the sector who face similar challenges.

LIN is run by the LIN Co-ordination Group and each institute has a LIN contact. The LIN contacts are listed in the table below.

Contact	Institute
Nuala Harding	Athlone Institute of Technology
Daniel McSweeney	Institute of Technology Blanchardstown
Anne Carpenter	Institute of Technology Carlow
Dr Stephen Cassidy	Cork Institute of Technology
Dr Jen Harvey	Dublin Institute of Technology
Dr Gerry Gallagher	Dundalk Institute of Technology
Mary Anne O'Carroll	Institute of Art, Design & Technology
Dr Carina Ginty	Galway-Mayo Institute of Technology
Dr Averil Meehan	Letterkenny Institute of Technology
Dr Martin Fitzgerald & Dr Michael Ryan	Limerick Institute of Technology
Stephanie Donegan	Institute of Technology Sligo
Rose Cooper	Institute of Technology Tallaght, Dublin
Dr Noel Mulligan	Institute of Technology Tralee
Dr John Wall	Waterford Institute of Technology
Dr Niamh Rushe	LIN Co-ordinator – IOTI
Dr Marion Palmer	LIN Co-ordination Group Chair

ABSTRACT REVIEWERS

We wish to thank the following abstract reviewers who participated in the selection process for the presentations at the Annual Conference.

Martin Fitzgerald Limerick Institute of Technology

Marion Palmer DunLaoghaire Institute of Art Design & Technology

Kevin O'Rourke Dublin Institute of Technology

Breda O'Dwyer Institute of Technology Tralee

Carina Ginty Galway-Mayo Institute of Technology

Claire McAvinia Dublin Institute of Technology

Orla Hanratty Dublin Institute of Technology

Niamh Rushe Institutes of Technology Ireland

CATERING

Lunch and refreshments will be provided throughout the day.

RECORDING

The plenary sessions will be recorded and will be available for viewing on www.lin.ie.

WI-FI ACCESS

Access for Ashling Hotel Wi-Fi: ashling543

@LIN_APD

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Limerick Institute of Technology

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LIN, Institutes of Technology Ireland

LIN CONFERENCE PROGRAMME

SUSTAINABLE MODELS OF STUDENT ENGAGEMENT – RHETORIC OR ACHIEVABLE?			
8.30 – 9.15	Registration		
9.15 – 9.30	Opening address: Dr Terry Maguire, Director National Forum for the Enhancement of Teaching & Learning		
9.30 – 10.30	Keynote address: Developing Sustainable Models for Engaging Undergraduates in Research and Inquiry: Some International Reflections *Mick Healey, Higher Education Consultant and Researcher*		
10:30 - 11:00	Tea/coffee and poster session		
Sub-themes	Lecturers as students Phoenix Suite	Student to student Liffey Suite	Community/industry Montpelier Suite
Session Chair	Dr Martin Fitzgerald LIT	Mary Anne O'Carroll IADT	Dr Stephen Cassidy CIT
11.00 – 12.00 15 minutes per speaker including questions	Engaging students through the VLE: findings from the VLE Usage Survey 2008-2013 Claire McAvinia, DIT. Et al Page 9	A Good Start…. at Cork Institute of Technology….. A student induction programme, by students for students Marese Bermingham CIT, Page 16	Facilitating design student engagement with older people and people with disabilities. Antoinette Fennell, Mark Magennis, NCBI. Page 23
	Experimenting with Narrative Storytelling as a teaching and learning strategy Louise Kavanagh-McBride, Breda Mulgrew LYIT Page 10	Achievable Student Engagement (Individual and Student-Student) in an online module in Social Psychology. Kerry Greer, Deirdre ryan, David Moloney MIC Page 17	Making Makers. Clyde Doyle IADT Page 24
	Teaching Grandmothers to suck eggs: Engaging academics in professional development. Dolores McManus & Frances Boylan DIT. Page 11	Does student engagement with extra and co-curricular activities need to formally recognised before it is valued? Jen Harvey, Rachel O'Connor, Sinead McNulty DIT. Page 18	Models of student engagement: Pre-service teachers supporting community development through process drama. Margaret O'Keeffe MIC Page 25
12.00 – 13.00	Keynote address: Engaging students through partnership Colin Bryson & Ruth Furlonger, Newcastle University		
13.00 – 14.00	Lunch		
Session Chair	Geraldine McDermott AIT	Colin McLean LIT	Daniel McSweeney ITB
14.00 – 15.00 15 minutes per speaker including questions	RAER the capstone module in the LIN Postgraduate Diploma – developing the reflective practitioner Nuala Harding AIT & Marion Palmer IADT. Page 12	First Year Student Experience of a Learning Skills Module: Information to drive improvements Darvree Downey ITTD. Page 19	Engaging academic staff as co-creators of an online resource to enhance Assessment and Feedback Practice across an Institution Jen Harvey et al, DIT Page 26
	Online Group Reflection: A prototype for video collaboration in higher education. Hugh Mullan GMIT. Page 13	From the ground up to the top down: Enhancing an Institute-wide first year orientation programme. Rebecca Roper et al IADT Page 20	Supporting Recognition of Prior Learning; is it possible to create a service that can handle high demand and still maintain the flexibility to address the needs of the individual?Phil O'Leary , CIT. Page 27
	Engaging lecturers as students: building sustainable professional development. Claire McAvinia, Jen Harvey, Roisin Donnelly DIT. Page 14	Students as co-producers of the curriculum; a viable option? Barry Ryan DIT. Page 21	Students in a booming Animation Industry – not a complete Bed of Roses…David Quin, IADT. Page 28
15.10 – 16.00	Ideas Exchange, Chair Dr Jen Harvey DIT		
16.00 – 16.15	Closing address: Dr Marion Palmer, LIN Chair		

MICK HEALEY, HIGHER EDUCATION CONSULTANT AND RESEARCHER

Mick Healey is a HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire. Until 2010 he was Director of the Centre for Active Learning, a nationally funded Centre for Excellence in Teaching and Learning. He has held an Honorary Professorship at the University of Queensland, an adjunct Professorship at Macquarie University and Visiting Professorships at Edinburgh Napier University and the University of South Wales. He was one of the first people in the UK to be awarded a National Teaching Fellowship and to be made a Principal Fellow of the HE Academy. He recently received a SEDA@20 Legacy Award for Disciplinary Development. Mick is an experienced presenter. Since 1995 he has given about 500 educational presentations. He has written and edited around 150 papers, chapters, books and guides on various aspects of teaching and learning in HE. He was co-editor of the International Journal for Academic Development (2010-13). He is often asked to act as an advisor to projects, universities and governments on aspects of teaching and learning. He was a Visiting Expert for the HEA evaluating teaching and learning components of the PRTLI programme in 2003, an international advisor to National Academy for the Integration of Research, Teaching and Learning (2007-12), and an International Teaching Fellow at University College Cork last year. He has also given workshops for AISHE and at TCD, Galway, Athlone, Carlow and Dublin ITT.

Developing Sustainable Models for Engaging Undergraduates in Research and inquiry: Some International Reflections

"Increasing the number or proportions of research-active teaching staff … is unlikely to affect the quality of student learning. However, the results do suggest that more could be done to help more students to experience the benefits of research-stimulated teaching environments" (Trigwell 2007) (emphasis added).

Developing links between teaching, research and scholarship continue to be a hot issue in higher education. In colleges and institutes of higher education in particular there is a lively debate about whether giving students a scholarly experience is best promoted by their teachers becoming more research-active, or whether this should prompt a reinvestigation of the research-teaching nexus and the development of more context-tied notions of scholarship. In this interactive presentation I will argue that the best way to develop such a nexus is through engaging our students in research and inquiry. "All undergraduate students", we have proposed, "in all higher education institutions should experience learning through, and about, research and inquiry" (Healey and Jenkins 2009, 7). We will explore a variety of ways of making research and inquiry sustainable through examining mini case studies from different disciplines, departments and HEIs in Europe, Australasia and North America, including ones with an employment and community focus. Particular attention will be paid to the role of academic developers.

Selected recent references on linking teaching and research

2007 Linking teaching and research in departments and disciplines York: The Higher Education Academy (Jenkins A, Healey M and Zetter R) 96pp http://www.heacademy.ac.uk/ourwork/research/teaching

2009 Developing undergraduate research and inquiry. York: HE Academy (Healey M and Jenkins A) 152pp http://www.heacademy.ac.uk/assets/York/documents/resources/publications/DevelopingUndergraduate_Final.pdf

2010 Undergraduate research and international initiatives to link teaching and research, CUR Quarterly 30(3), 36-42 (Jenkins A and Healey M) http://www.cur.org/quarterly/mar10/spring10jenkins.pdf

2012 Research-led or research-based undergraduate curricula, in Chalmers, D and Hunt, L (eds) University teaching in focus: a learning centred approach, Camberwell, Victoria, Australia: Acer. pp128-144 (Jenkins A and Healey M)

2013 Developing and enhancing undergraduate final year projects and dissertations. York: HE Academy (Healey M, Lannin L, Stibbe A and Derounian J) 100pp http://www.heacademy.ac.uk/he-in-fe/research-based-curricula

2013 Developing research-based learning in college based higher education. York: HE Academy (Healey M and Jenkins A and Lee J) in preparation

KEYNOTE SPEAKERS

COLIN BRYSON & RUTH FURLONGER, COMBINED HONOURS CENTRE, NEWCASTLE UNIVERSITY

Colin Bryson is the director of the Combined Honours Centre at Newcastle University. He is an advocate and practitioner of student engagement and partnership. He strives to practice that at Newcastle University and adopt the disposition of letting go 'control' and has been aided immensely in that endeavour by a host of super-engaged students who are willing to share and take responsibility. Colin is the Chair of RAISE and has been awarded an NTF for his work.

Ruth Furlonger has recently graduated from Combined Honours at Newcastle. She took a leading part in engagement and partnership activities throughout her degree. She is now carrying on that work in a full-time capacity as Student Engagement Coordinator for the Combined Honours Centre.

Engaging Students through Partnership

Student engagement now occupies a prominent focus in Higher Education. However it is a complex concept and used to describe a whole host of different developments and initiatives. Approaches to engagement are also influenced by contrasting viewpoints about the purpose of universities and the positioning of students! The notion of 'students as partners' seems to be emerging as a way of integrating student engagement and creating an ethos in which engagement can flourish and where students (and staff) gain the opportunity to get involved much more profoundly in a learning community. We have been creating such a model of students as partners within the context of a large degree; including student led policy making, peer mentoring, co-design of the curriculum and many student led projects. We shall explore these concepts and consider policies and practices which enhance engagement and partnership whilst recognising that bring all this into practice is both challenging and problematic.

PRACTICAL IDEAS TO ENGAGE YOUR STUDENTS, SESSION CHAIRED BY DR JEN HARVEY

Presenters:

Sean Connell AIT | Anne Mulvihill AIT | Daniel McSweeney ITB | Julie Dunne DIT | Kerry Meakin DIT

Barry Ryan DIT | Deirdre McClay / John Kearns LYIT | Martin Fitzgerald LIT | Michael Ryan LIT

Kevin Maye GMIT | Cliona Flood IADT

This session will celebrate a selection of the many exciting strategies currently in practice across the sector that have successfully engaged students as part of their third level learning experience.

During the session you will have the opportunity to hear ideas, lessons learned and recommendations based on practical experience. We will explore ways to engage students from pre-entry to their final year, large classes and small groups, practical classes, students within lectures or tutorial, online or face to face and many more. Presenters will include colleagues from Athlone Institute of Technology, Institute of Technology, Blanchardstown, Dublin Institute of Technology, Dudalk Institute of Technology, Dun Laoghaire Institute of Art Design and Technology, Galway-Mayo Institute of Technology, Letterkenny Institute of Technology, and Limerick Institute of Technology.

If you would like to hear more or you have an 'Engaging' Idea that has worked well for you and that you would like share - why not come along to this session!

SUB-THEME 1: LECTURERS AS STUDENTS

PRESENTERS	TITLE
Claire McAvinia DIT Robert Cosgrave Independent Consultant Angelica Risquez University of Limerick Damien Raftery IT Carlow Theresa Logan-Phelan TCD Eamon Costello DCU Nuala Harding AIT Marion Palmer IADT Tom Farrelly IT Tralee	Engaging students through the VLE: findings from the VLE Usage Survey 2008-2013
Louise Kavanagh-McBride, Breda Mulgrew LYIT	Experimenting with Narrative Storytelling as a teaching and learning strategy
Frances Boylan, Dolores McManus DIT	Teaching Grandmothers to suck eggs: Engaging academics in professional development
Marion Palmer IADT, Nuala Harding AIT	RAER the capstone module in the LIN Postgraduate Diploma – developing the reflective practitioner
Hugh Mullan GMIT	Online Group Reflection: A prototype for video collaboration in higher education
Claire McAvinia, Jen Harvey, Roisin Donnelly DIT	Engaging lecturers as students: building sustainable professional development

Engaging students through the VLE: findings from the VLE Usage Survey 2008-2013

Claire McAvinia DIT | Robert Cosgrave Independent Consultant | Angelica Risquez University of

Limerick | Damien Raftery IT Carlow | Theresa Logan-Phelan TCD | Eamon Costello DCU |

Nuala Harding AIT | Marion Palmer IADT | Tom Farrelly IT Tralee

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A rolling longitudinal survey of students' usage of Virtual Learning Environments (VLEs) in various Irish Higher Education Institutions has been on-going since 2008. This presentation will explore findings from the survey, and what it might tell us about students' engagement with technologies as part of their learning. The paper will also examine findings from the survey which have potential relevance to the continuing professional development of lecturers.

The VLE survey questionnaire uses a common set of questions, and on condition of anonymity, the participating institutions have pooled their results to allow us to compare and contrast the results. While many institutions routinely conduct in-house surveys or studies from time to time, this study is unique in that it draws on data from multiple institutions, across multiple years, and diverse VLE platforms. By using a standard survey instrument over time, the study provides a unique picture of how student usage of virtual learning environments has evolved over the past five years, and of how it may vary across institutions and user groups.

Our findings isolate some of the key drivers and barriers to uptake and usage of an institutional VLE and how students really use it. Having presented an overview of our results to date, we will discuss possible future directions in terms of the achievement of institutional goals for students' engagement and learning at third level.

Experimenting with Narrative Storytelling as a teaching and learning strategy

Louise Kavanagh-McBride | Breda Mulgrew

Letterkenny Institute of Technology

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The fundamental value of higher education must ensure students' foster and attribute a spirit of inquiry that stimulates creativity, imagination and innovation. A quality student experience must equip graduates with essential generic foundation skills of analytical reasoning and critical thinking. Commitment to different teaching and learning approaches are required in respect of all higher education programmes.

Storytelling provides capacity to bring together ideas, facts in a sharpened focus, helping the listener to picture a personal situation through his or her eyes (Emden, 1998). In a personal journey of discovery and experimentation the author attempted to sharpen that focus and foster higher order cognitive skills for her students, and proceeded to write 'my story'. The origins of 'my story' was of a true life experience, as a parent and a qualified professional accessing and utilising the healthcare system with her daughter. Emden (1998) stated that storytelling has the ability to cross individual, cultural and educational differences making it more powerful than other types of information and learning. This paper outlines how 'my story' was enacted through role play with the assistance of two colleagues, delivered and critiqued by a class of undergraduate final year student nurses.

As we continue to inhabit a fast paced, technologically driven sophisticated complex society, we need to take time to listen and reflect upon personal experiences. Teaching strategies need to embrace reflection and critical thinking skills which emphasise the human aspect of caring through student centred approaches to learning. Narrative storytelling provided an exciting and different possibility for meeting learning outcomes of an ever expanding curriculum, whilst nurturing and enhancing reflective and critical thinking skills to gain a renewed understanding of the importance of listening and learning. Storytelling provides a creative, powerful and meaningful teaching and learning strategy for all disciplines to do just that; listen, reflect and learn.

Teaching Grandmothers to suck eggs: Engaging academics in professional development

Frances Boylan | Dolores McManus

Dublin Institute of Technology

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The DIT Learning, Teaching and Technology Centre (LTTC) has been engaged in the delivery of a broad range of academic development offerings since its inception in 1999. Many academics, from both DIT and beyond, have followed the award-winning postgraduate programmes we offer. In addition to these formal offerings, the LTTC also runs an extensive programme of short workshops related to teaching, learning and new technologies. Workshops and seminars run on a weekly basis throughout the academic year, usually several per week. Since September 2008 we have delivered over three hundred such workshops, with over three thousand attendances. More than 900 individual DIT staff have engaged with the LTTC through these and, interestingly, the DIT lecturer with the single highest participation rate has been recognised for innovation in teaching practice both within DIT and nationally.

The LTTC workshops are designed explicitly to maximise the ability of time-pressed academic staff to engage with good practice and new thinking. And for those who may be hesitant about making a commitment to new technologies, the short and very focussed sessions provide an accessible introduction – giving academics the knowledge needed to decide whether the new technology or strategy will work within their teaching practice, the practical skills necessary for implementation and also ensuring that they maintain an awareness of relevant new developments.

Extensive records of workshop participation and engagement have been maintained since 2008 and this rich data source is ripe for examination. This presentation focuses on how the LTTC is using this data to guide its workshop offering, particularly regarding trends in workshop participation over the period – changing fashions, old reliables and perhaps one-hit wonders! Additionally the question of how this data may be used in the future to investigate the impact of workshops on teaching practice at DIT will be raised.

This presentation will be of interest to anyone involved in organising and delivering pedagogy–related workshops for academic staff.

RAER the capstone module in the LIN Postgraduate Diploma –developing the reflective practitioner

Nuala Harding & Marion Palmer

Athone Institute of Technology & DunLaoghaire Institute of Art Design and Technology

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Reflection, Action, Evidence and Review is the final 5 credit module taken by students seeking the award of the LIN AIT Postgraduate Diploma in Learning, Teaching and Assessment. It is the only mandatory module on the LIN flexible pathway. Students are required to review their learning through the range modules selected from LIN or alternative providers. They develop an argument to show how they, through their previous learning, meet the postgraduate diploma programme learning outcomes. They articulate their knowledge, skills and competence to date and identify any gaps that may exist. They then plan how to meet these gaps through appropriate reading, writing and other evidence. This is self-directed learning supported by the module leaders acting as learning advisors.

The module ran in 2012 for one student and in 2013 with six students. The role of the module in developing lecturers as reflective practitioners is becoming clearer as it is rolled out. As they complete the LIN and other teaching and learning modules lecturers review their practice and implement changes based on evidence from the literature and their own reflection. As they move through the modules these changes accumulate and they begin to see themselves in a different light – as discipline experts and informed teachers. The Reflection, Active, Evidence and Review capstone module is retrospective as it enables the participants to stop, reflect and identify the change in their behaviour and attitudes as a lecturer. It is also forward-looking as it enables them to plan for CPD in a coherent integrated way that links their discipline/practice and teaching. This paper presents the module, its learning outcomes and how it enables participants to develop their academic professional profile and show that they meet the learning outcomes of the LIN AIT Postgraduate Diploma in Teaching and Learning.

Online Group Reflection: A prototype for video collaboration in higher education

Hugh Mullan

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Teaching and learning education often aims to produce reflective practitioners. Reflection can be a personal process or may be done in company. This paper explores group reflection in the online video environment as a means to regularise reflection. This paper also looks into the national context and where regular group reflection might sit, such as in relation to continuing professional development. The research consisted of two phases. Initially a survey was carried out to build a picture of post qualification practice with an emphasis on reflective practice. The second phase was to run a trial where colleagues from different campuses and disciplines met regularly over a two month period to reflect in company. The findings suggest there may be a place for this mode of reflection, although it might need to be incentivised to get participants to commit initially.

Engaging lecturers as students: building sustainable professional development

Claire McAvinia | Jen Harvey | Roisin Donnelly

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DIT's Learning, Teaching and Technology Centre (LTTC) has offered postgraduate qualifications in third level teaching for over a decade (Donnelly, 2007, 2008). In spring 2013, evaluative work was undertaken to assess retrospectively the impact of the Postgraduate Certificate (later, Diploma) in Third Level Learning and Teaching.

The research would inform future development of the course, addressing the strategic objectives of the Institute and the broader national picture. Hunt states that "Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills" (DES 2011, p. 60). The Certificate/Diploma had aimed to provide such opportunities, and we sought to measure the extent to which this had been achieved as well as ensuring that it could continue to reflect best practice.

Graduates of the course both within and outside the DIT were invited to complete a questionnaire, with focus groups subsequently taking place for DIT participants. This paper will present findings from this work, focusing specifically on the experiences of lecturers as students, the ways in which they engaged with the course, and how they have drawn on their experiences to engage their own students. Course participants gained the necessary skills and confidence to introduce new methods to their teaching and assessment practices. In particular, activities which focused on engaging them deeply with the course, such as microteaching and peer/tutor observation, had contributed to their development as reflective practitioners (Schön, 1983). Many had pursued further studies as well as becoming involved in teaching and learning initiatives within their departments and organisations as a result of completing the Certificate/Diploma course.

Having presented an overview of these results, we will discuss the medium-long term impact of this kind of professional development for people teaching at third level, how it contributes to student engagement, and the sustained professional development of the graduates. We conclude with insights from this research which will inform the ongoing development of the Postgraduate Diploma.

PRESENTERS	TITLE
Marese Bermingham CIT	A Good Start.... at Cork Institute of Technology..... A student induction programme, by students for students
Kerry Greer, Deirdre ryan, David Moloney MIC	Achievable Student Engagement (Individual and Student-Student) in an online module in Social Psychology
Jen Harvey, Rachel O'Connor, Sinead McNulty DIT	Does student engagement with extra and co-curricular activities need to formally recognised before it is valued?
Darvree Downey ITTD	First Year Student Experience of a Learning Skills Module: Information to drive improvements
Rebecca Roper, Lisa Murphy, Laura McDowell, Ron Hamilton IADT	From the ground up to the top down: Enhancing an Institute-wide first year orientation programme
Barry Ryan DIT	Students as co-producers of the curriculum; a viable option?

A Good Start.... at Cork Institute of Technology..... A student induction programme, by students for students

Marese Bermingham

Cork Institute of Technology

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The proposed paper/presentation is on the design and development of a new student induction programme in CIT by a project team (4) of current students and recent graduates in collaboration with CIT management and staff under the new CIT Strategic Student Engagement and Retention Initiative. The project called 'A Good Start..' is a strong example of a student to student initiative and will be piloted in September/October this year. It is intended that this project will give us templates for future development in CIT but also templates for action that other HE providers might find useful should they be disseminated.

The paper will outline how the project was initiated, designed and developed; the engagement of internal stakeholders in its development, the challenges faced and overcome, and immediate feedback on the first pilot rollout. Conference paper will draw on very recent research on student engagement and retention and will also present themes emerging from CIT´s ongoing primary research with student and staff focus groups. Included in presentation will be feedback from very recent student and staff focus groups on the expectations and challenges faced when starting in Higher Education.

At time of conference the first pilot will be in final weeks enabling some discussion on a live project its issues, its successes and lessons for next year.

The presentation will be made by the student development team so they benefit from the experience and feedback (this is an important element of their personal and professional development and is both an incentive and a reward) but also because they will make quite an impression!

Achievable Student Engagement (Individual and Student-Student) in an online module in Social Psychology

Kerry Greer | Deirdre Ryan | David Moloney

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A substantial body of research indicates that the probability students will be effective within both traditional (face-to-face or classroom-based) and Computer-Based Learning Environments (CBLE) is a function of their level of Self Regulated Learning (SRL) skills (Zunbrunn, Tadlock & Roberts, 2011; Winters, 2000). Students who do not possess SRL skills demonstrate enhanced probability of distraction, an inability to deal with the material, cognitive overload and importantly for student engagement, issues with goal orientation and intrinsic motivation. Scaffolding can compensate for some deficiencies in SRL. In the case of CBLEs, students also have problems with software and technology (Jiang et al, 2009). Devolder et al (2012) stress a greater need for Scaffolding in CBLEs than in traditional SRL environments

This paper reports on the high levels of student performance, individual student engagement and student-student engagement observed in an online 'immersion-style' six-credit module in Introductory Social Psychology undertaken over a two-week period in June 2013. The students interacted with the material and each other from remote sites throughout Ireland. The online module embedded design principles that maximized the use of pedagogical, architectural and technological scaffolds in its construction. The bulk of the cognitive and motivational scaffolds were integrated into the content of 34 Learning Activities (both individual and group-based). Administrative scaffolds were provided in part by an Animated Pedagogical Agent; technological scaffolds were inherent in the architecture of the module. On the basis of feedback from five sources (student performance; individual student activity and student-to-student interactions monitored by count and content; an online survey, an independently-run focus group, and individual student unsolicited commentary), the authors argue that although Student Engagement can often be no more than rhetoric, with the judicious use of scaffolds, Student Engagement is demonstrably achievable in the case of CBLEs.

Does student engagement with extra and co-curricular activities need to formally recognised before it is valued?

Jen Harvey | Rachel O'Connor | Sinead McNulty

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The Hunt report (2011) emphasises the importance of undergraduate education providing students with the generic skills needed for effective engagement in society and in the workplace. In 2010, DIT established The Lead, Engage, Achieve, Develop (LEAD) module. The LEAD Module aims to recognise and award academic credit to the important learning that takes place outside the confines of formal academic study.

Places on the LEAD Module are limited. Successful applicants are assigned a mentor group and begin by negotiating a personal action plan, with their mentor, that is related to the development of their selected 3 employability skills. Critical reflection on the development of these skills and how they might learn and apply these skills more effectively, within the module timeframe, is integral within this process. The module is assessed through the completion of a 2000 word Portfolio and associated evidence of their engagement in activities.

This presentation will report back on evaluative data collected since the Module was established. Students found the module both interesting and challenging with the formal recognition of employability skills attained within extra-curricular activities being cited as a key reason for taking the course. Graduates also talked about an increased sense of self-efficacy and confidence in being able to articulate these skills within subsequent job interviews. However, some reported difficulties in fully engaging with the reflective writing tasks. The module coordinators propose that it is the development of critical reflective skills that is core to the overall module success. The paper will make recommendations arising from this module that are likely to be of interest to any staff exploring strategies to better support employability skills development within programmes

First Year Student Experience of a Learning Skills Module: Information to drive improvements

Darvree Downey

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Students coming directly from school to third level and mature students can struggle to manage their learning in a new environment. One approach to helping students make the transition to third level is providing a module in first year that aims to develop learning skills. ITT Dublin introduced a learning skills module (Learning-to-Learn at Third Level (L2L)) in September 2012 on a college-wide basis. The module syllabus was prepared by a multi-disciplinary team, based on similar courses introduced in recent years in other third level institutes. Module content includes learning strategies, group work, communication skills, study skills, self-management and academic writing. Assessment was based on an in-class writing-skills exam, a group project and a learning journal. Feedback was sought from first year science students with the aim of assessing the efficacy of the module from a student perspective in order to enhance future delivery. A total of 103 students were surveyed of whom 81.6% had completed the Leaving Cert in the previous two years. The survey was completed in-class and was anonymous.

40.4% of respondents found the module helped them to understand the difference between learning at second and third level but 26.9% did not. More than half the students surveyed did not believe they needed the module. The feedback indicated that group-work opportunities should be retained. There were contrasting attitudes to the validity of reflective writing. Removal of time- consuming reflections with greater use of the learning journal in-class may help to develop reflective practice without making it a resented chore. It was notable that practical information on how work is assessed and how GPA is calculated was appreciated by many students. Different aspects of the module appeal to different students depending on their perceived deficits but greatest engagement occurs when students understand the practical application of the learning skills to their core subjects.

From the ground up to the top down: Enhancing an Institute-wide first year orientation programme

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'Belonging' as a social-psychological construct and important indicator of persistence, retention and student success in higher education has been particularly prevalent in the literature over the last decades (Thomas, 2012; Levitz & Noel, 1990; Tinto, 1999; Wilcox et al, 2005; Yorke & Longden, 2008; Reay et al, 2001; Lowe & Cook, 2003; Christie & Fisher, 2004; Harvey & Drew, 2006). Fostering a sense of belonging in the early stages of the first year student experience through responding to social, as well as academic needs is at the centre of institutional orientation. Robert K. Merton's concept of 'Anticipatory Socialisation', coined in 1957 and taken up by Ernest Pascarella in 1986, is as relevant now in view of student induction and orientation as it was over half a century ago, and lays the framework for student engagement well past the first semester.   For Mullendore and Banahan (2005), student orientation can be a 'defining moment' and 'a time in which basic habits are formed that influence students academic success and personal growth'. Fidler (1991) shows evidence that extended orientation enhances student success into second year.

This paper explores and outlines an inclusive process of re-development, enhancement, extension and branding of the first year orientation programme in the Institute of Art, Design and Technology (IADT), Dun Laoghaire, Dublin. The extended orientation programme was instigated by the Education Officer in the Students Union in 2012, and was enriched by cross institute-wide stakeholders, including lecturers, student services and managerial support, as well as the formulation of a First Year Task-Force to develop further programme enhancements into September, 2013. The paper chronicles the genesis of the project and discusses the process of cross-institute 'ground up/top down' inclusion as a model of practice for design and implementation in other institutions.

Students as co-producers of the curriculum; a viable option?

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Incorporating students in curriculum design and reform actively promotes and integrates the

"student as producer" philosophy in a tangible way for both students and staff (Neary and Winn, 2009). This paper will describe the implementation of such an approach, on a pilot scale, based on two first year science laboratory modules. The case study will describe how final year students were tasked as "change agents" of the curriculum to enhance peer learning and peer assisted learning. Multimedia technology incorporation formed one aspect of this student driven curriculum change as the final year student created several reusable learning objects (RLO) to promote pre-laboratory preparation for first year students. The subjects of the RLO were the threshold concepts identified by student questionnaire and lecture experience (Cousin, 2006). The second student converted a traditional laboratory into a problem based learning laboratory to promote a more student centred discovery learning experience for the first year students. It was noted that to effectively re-design a section of the curriculum the final year student must analyse and synthesise several multimodal sources on the subject content. The student must then brainstorm, storyboard, create, implement and evaluate the change(s). Many steps in this process are repeated several times and each time the student refines not only their design, but also their understanding of the content. This ultimately leads to increased student engagement with their design and deeper learning of the subject matter. The final year students, under the guidance of the supervising lecturer, evaluated the effect of these curriculum changes through quantitative and qualitative methods. The paper will describe the process of improving peer-interaction, incorporating students as 'change agents' of the curriculum and also, analyse the data generated though the student-generated evaluation. Finally, the paper will conclude with study limitations and some recommendations for further implementations of this concept.

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Facilitating design student engagement with older people and people with disabilities

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The ability of older people and people with disabilities to use products and services is vital to enable them to lead independent lives and fully participate in society on an equal basis with their peers.

It is crucial that the design students of today who will design the products and services of tomorrow can take account of diverse and extreme needs of the people who will use their designs. Universal Design is the design of products, services and environments to address the needs of as many people as possible. At the heart of Universal Design is the direct involvement of users, including older people and people with disabilities, during the design process.

When actively participating in engagement with older people and people with disabilities, students learn how important it is to address human diversity in design and they learn practical ways to achieve this. While engagement can lead older people and people with disabilities to become empowered by the to stand up for their rights as consumers and to demand products and services that both address their needs and provide value for money.

The National Council for the Blind of Ireland Centre for Inclusive Technology (NCBI CFIT) runs initiatives to support students in third level institutions across Ireland in engaging with older people and people with disabilities through design panels, focus groups, user testing and other methods. This is currently done on a case-by-case basis, requiring significant hands-on work and commitment. To enable us to widen this support to all students and designers within available resource levels, this project is developing a user engagement framework. The framework will provide a platform through which design students can gain access to a database of older people and people with disabilites and the platform will be supported by a comprehensive set of resources, to ensure that engagement is done in a way that is effective, appropriate and rewarding for all parties.

Making Makers

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"The hand is the window on to the mind" Immanuel Kant

The Maker Movement is a contemporary culture or subculture that constitutes a technology-based extension of DIY culture. An international coming-together and celebration of grass-roots innovation and individuals' determination to create at both a local and global level, it espouses a sharing philosophy that encourages the creation of "instructables". Instructables are educational tutorials or instruction manuals, which, in the main, lack anypaedagogical framework and would benefit from the application of a formal teaching and learning approach.

Since 2006 regular Maker events have been held internationally. On July 27, the team from the Model Making, Design and Digital Effects programme in IADT participated in Dublin's Mini Maker Faire, reaching out to the growing Maker community in Ireland and beyond. For this, I designed and built a unique roto-casting machine(for casting hollow objects) and created an 'instructable', going beyond the usual instruction manual and including all elements of the process to create an 'etymology' of a professional Maker's creative process, illustrating visually the design process, research methods employed, unforeseen challenges and solutions and the crafts employed.

Final year students on our model making, design and digital effects programme at IADT will in the academic year 2013--2014 create an 'instructable' also, not as a manual but as a self-reflective exercise.

In my paper, I propose to give a short history of the international Maker Movement and IADT's participation in Dublin's Mini Maker Faire 2013; I will explore the movement and its potential, within the teaching environment, with reference to teaching aids I have developed and the reflective journals our students will create; and, lastly, I will discuss the multifarious possibilities that the

Maker movement offers for collaboration across the education sector, the wider community and industry.

Models of student engagement: Pre-service teachers supporting community development through process drama

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Student placement is a critical aspect of initial teacher education. Within this context, 14 pre-service elective drama students were placed in a community setting with a view to supporting community partnership and empowerment. In addition, the placement sought to support students understanding about the multiple contexts of children's lives (Ball and Cohen, 1999). Students worked with men's groups, women's groups, young people, families and an active retirement group over an eight week period. Drama was chosen as the core methodology as it embodies principles of critical pedagogy. Educators employing principles of critical pedagogy aim to develop their students' capacities for critical judgment and commitment to the social world (Giroux, 2006). Process drama and critical pedagogy share a common philosophy with regard to a vision of education that is centred on the theory of dialectical activities that encourage collective participation, teacher as a collaborator and active, embodied learner (Aitken, 2009 Heathcote and Bolton, 1995). With this in mind, the students were required to collaborate with community groups in terms of planning a program using process drama to suit the interests and needs of the different groups.

Findings revealed that students initially found it challenging to move from an 'all knowing position' to a power sharing position. It was felt that drama supported this transition, as it requires the teacher and the student to negotiate meaning together. The placement empowered members of the community and the students to negotiate their identities as teachers and community learners. Students learnt to value and understand the importance of supporting community partnership.

They developed a deeper understanding of the link between their students, their student's families, and their student's communities as a central part of the learning continuum. This placement enhanced student enquiry, engagement and empowerment. Students developed an understanding of the role of drama in community settings and concurrently developed skills and understanding of the art form.

Engaging academic staff as co-creators of an online resource to enhance Assessment and Feedback Practice across an Institution

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Assessment is a key component of the role of lecturers in Higher Education (Nicol, 2007). Assessment determines largely what students see as being important, how they decide to allot their time, and how in general they understand the nature of their role as students (Gibbs and Simpson, 2004) Timely feedback on assessment has a major influence on the quality of student learning achieved (Black and Wiliam, 1998) and can impact upon student retention within the first year (Yorke and Longden, 2008) The selection of appropriate assessment methods in conjunction with the provision of appropriate feedback to students by a lecturer can not only increase the effective use of time spent on assessment related processes but can also significantly enhance the meaningful engagement by students across a programme and their overall learning experience.

The Resources for Assessment and Feedback Toolkit (RAFT) project was established in January 2013 to develop a toolkit of resources, guidelines, templates and case studies to support DIT staff in choosing the most appropriate forms of assessment and feedback. The project draws from the experience of colleagues in DIT and aims to produce a comprehensive collection of resources that can be referenced by academic staff.

An online survey was used to collect initial data regarding current Assessment and Feedback practice within the institute. The 12 DIT RAFT Coordinators (3 per College) appointed as part of the project are using this information as a way to engage with other academic staff to identify and explore examples of assessment and feedback methods that have proven to be effective (or not) on programmes across the Institute. This Presentation will report on initial data collected from the survey and follow-up interviews to explore key issues, challenges and solutions associated with assessment and feedback on assessment that are emerging from this study

Supporting Recognition of Prior Learning; is it possible to create a service that can handle high demand and still maintain the flexibility to address the needs of the individual?

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SThe National and European Qualifications Frameworks have made specific provision for Recognition of Prior Learning (RPL), resulting in third level colleges making arrangements for its delivery and support. RPL allows for recognition of all forms of learning when coming onto a programme of study. Global recession and an uncertain macroeconomic picture have resulted in workers increasingly returning to education to invest in reskilling or upskilling opportunities. These students tend to be mature, balancing working life and family commitments and are most likely to avail of RPL.

This research explores the implementation of an RPL service designed to manage large numbers while retaining the flexibility to deal with individuals as required. Organisations such as the OECD and CEDEFOP call for a systemized approach where one can access information on RPL policy and procedures, however in reality no two prior learning cases are the same and questions arise based on the individual nature of a person's case. This results in RPL being resource intensive in practice.

This research considers the question of striking the balance between providing a systemised approach to the delivery of an RPL service, in an environment where resources are limited, while retaining the opportunity to obtain one to one support should that be required.

To answer the research question, an action research methodology allowed for a range of interventions which included questionnaires, focus groups, the redevelopment of the institute's RPL website and a trial of e portfolios using Google sites. The work concludes that it is possible to deliver a system that provides a streamlined approach to delivery of RPL, while maintaining the opportunity to meet an individual's particular needs or concerns. It also concludes that delivering such a model maintains overall quality with RPL case preparation.

Students in a booming Animation Industry – not a complete Bed of Roses…

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The Animation Industry in Ireland is currently experiencing a boom, with a huge demand for graduates (and even undergraduates) to do real production work in studios large and small. IADT's DL041 Animation course has had long experience with community and industry collaboration, with undergrad external work fully credited (by negotiation) under our modular system.

This presentation will describe some of our community engagements over recent years and will also describe our student's successes in the current boom climate. I will also describe the evolution of our policy document on traineeships, internships and work placements and will highlight how we strive to protect and enhance student learning in the pressurised environment of animation studio production.

There are downsides, dangers and challenges to engagement with community and industry partners – we've learned and we continue to learn many lessons in our dealings with external partners. Fundamentally, the Teaching and Learning needs of education do not always chime with the demands of business and industry. Studio partners are more preoccupied with filling short-term production seats in studios, rather than considering the long-term learning benefits for students. Why do successful studio heads fail to understand the potentials of education and what can we do to address this problem? How do we future-proof our students through progressive and flexible Teaching and Learning?

David Quin has worked as an animator continuously since the early 1980's, producing TV series and award-winning short films, as well as becoming Brown Bag Films first CGI (Computer Generated Imagery) Technical Director. David Quin has also lectured in IADT since 1999. On the subject of education's engagement with industry, his experience allows him perspectives from both sides of this complex and evolving issue.

Lecturers as problem-based learning (PBL) students talked about the PBL process as finding and being in flow

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The students in this study (Barrett 2010) were lecturers undertaking a module on problem-based learning as part of an education development Postgraduate Diploma in Learning and Teaching in Higher Education. They worked in two PBL teams with eight students in each team. The PBL students in this study were all lecturers from a variety of disciplines in higher education in Ireland.

At the centre of this study was the research question: "What can we learn about problem-based learning (PBL) from how lecturers, as PBL students, talked about the PBL process?" All the PBL tutorials for both teams were video and audio-recorded. Firstly the study identified and explored the different ways each team talked about the PBL process, that is, the interpretive repertoires. There were consistencies and contradictions together with agreements and conflicts in the ways both one student and a team of students talked about the PBL process. Secondly, the study involved deriving the illuminative concept of the PBL process as finding and being in flow by analysing the interpretive repertoires about the PBL process across both teams.

Flow is a state where students are working on a challenge and performing at their optimal best with creativity and where one action flows to the next action. Students talked about being in flow in terms of 'doing something completely different' and 'creative' when faced with a 'scary' and 'different' challenge. But there were stages of finding flow before experiencing flow. Students also talked about the process being 'confusing' and being 'lost' and being bored and 'not interested' at times. Lecturers experiencing the PBL process as students, is a powerful way for them to understand the potential of PBL for creativity and flow and then to adapt the PBL process to the context of facilitating the learning of their own students.

References

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HOW DO I STRUCTURE AN E PORTFOLIO TO PRESENT NON FORMAL AND INFORMAL LEARNING FOR ASSESSMENT THROUGH RECOGNITION OF PRIOR LEARNING?

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This work explores a question that was central to a recent Master of Arts (MA) which was finalised in March 2013. This research used an action research methodology to explore student centred ways of supporting the learner with Recognition of Prior Learning (RPL) case preparation. RPL allows for recognition of all forms of learning when entering onto a programme of study.

The research links to the theme of "Sustainable Models of Student Engagement" in considering the use of innovative ways to support RPL case preparation in a time of significantly increasing demand for its provision. E portfolios can be potentially used with large numbers. The "lecturers as students" theme was chosen, as this was the context within which the research was carried out, the author was an MA candidate and used class time to trial the creation and structuring of e portfolios for RPL case preparation.

The objective of the research was to explore the most effective way of structuring RPL cases on an e portfolio system. The research process took an action research methodology and allowed for a number of cycles which involved "planning, acting, observing and reflecting" within the research piece. The work began with the preparation of an 'open-book' example which was built around the learning outcomes of the common first year module 'Creativity Innovation and Teamwork CMOD6001' in Cork Institute of Technology. This example was used to support the creation of e portfolios by the first year class of the BA in Community Development.

The e portfolios were prepared in class time. Individual approaches were explored between participants and active discussion allowed for further reflection and amending of the e portfolios. Data was sourced by using class notes, observations, a reflective journal, discussion and a questionnaire. This data was analysed by selecting themes which became apparent. Finally this data was interpreted to yield key findings.

The findings provide insight as to how to effectively structure the e portfolio around a prior learning case and emphasises clarity of presentation and careful labelling of the evidence presented for assessment. The work highlights the importance of the reflective element in preparing the case, how its actual creation is a reflective act in itself. The candidate must consider what they are including in the prior learning case and why this learning is significant. The research concludes that e portfolios are purpose built scaffolds for RPL case preparation, however individuals benefit from seeing good examples and mentoring support throughout the process.

THE LECTURER-AS-LEARNER : A CRITICAL ANALYSIS OF A TEAM-TEACHING PILOT PROGRAMME

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In an attempt to displace traditional lecturing hierarchies with a co-learning dynamic, the lecturer-as-learner paradigm was explored in GMIT Letterfrack. An action research study was carried out in the context of a final year level 8 degree Professional Studies module (2012-2013) which had a cohort of nineteen students. Two lecturers piloted a team teaching model of delivery in order to explore the effectiveness of parallel teaching, alternate teaching, and co-teaching formats. A co-learning model was adopted, where lecturers participated in the dual roles of lecturer and learner, in structured dialogue with students. This dynamic was made possible by means of student-led weekly lecturer evaluations/critiques, which were systematically built into the weekly timetable. This mechanism reversed traditional classroom roles, regularly re-positioning the lecturer as student, and providing lecturers with student-led direction. Both lecturer and student perspectives were examined. One participating lecturer conducted an in-depth critical reflection on his team teaching experience, in the context of a GMIT Special Purpose Award Research Cycle (level 9) module. Furthermore, one participating student conducted a final year thesis on the effectiveness of the team teaching delivery in this module. In both cases, data collection sources included student questionnaires, facilitated class focus group meetings, lecturers' diary reflections, and student moodle forum reflections.

The research found that, as the module progressed, there were significantly fewer negative critiques of performance and increasing satisfaction with the delivery of the module, since lecturers organically addressed student needs within the lecturer-as-learner framework. Students cited the variety of approaches, mix of personalities and richer discussion as further positive factors. Lecturers cited a co-sharing of knowledge and expertise and increased motivation when working with a committed colleague. Compatibility between team teachers was considered to be a crucial factor. Negatively, the financial cost of team teaching was recognised as a significant prohibitory factor, and planning time was significantly more extensive given the structured relationship between critique/evaluation and forward planning.

THE NOVICE LECTURER AS THE STUDENT OF EDUCATIONAL PRACTICE

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This paper seeks to establish that the novice to expert journey in teaching is distinct from the learner's journey and also the journey of the lecturer within their own discipline.

Over time, it has been accepted that lecturer's credentials and qualifications go beyond the aquisition of a third level degree in the discipline that the lecturer teaches, and also beyond vocational experience in the particular field. The need for lecturers to have a teaching qualification is being established and facilitated via associations such as the Learning Innovation Network. This approach leads to an increase in the quality of higher education teaching, and increases esteem in the lecturing profession. On this basis, many lecturers who undertake an initial education programme to validate their teaching, could be considered a novice to the language of pedagogy and validated practices.

This paper draws on the experiences of participants in the AIT/IADT Post Graduate Certificate in Learning and Teaching, considering them all as novices and charting their journey to an advanced beginner. The paper draws on research undertaken by researchers such as Moore, O'Neill, Barrett, Race, Brocklebank, McGill; this time focussing on the lecturer as the learner rather than the student.

Learning to lecture to an increasingly diverse student body

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The National Strategy for Higher Education to 2030 (Department of Education and Skills, 2011) offers the view that as well as having an expertise in their disciplinary area there is a need for academics to have an understanding of learning theories and their practical application. The challenge of transforming best practice into standard practice is one which has to be faced by Higher Education in Ireland. This challenge is further complicated by the Increasing diversity of students in Higher Education in Ireland. As well as indigenous students from various backgrounds there is a significant cohort of International students which has been estimated at 32000 for the 2011/2012 academic year. (Enterprise Ireland, 2012).

One of the means by which these challenges are being met is by the provision of the modules 'Creating an Inclusive Curriculum' and 'Supporting an Inclusive Curriculum' (both LIN Academic Professional Development Modules recently piloted in Athlone Institute of Technology).

This paper discusses the experiences of the Authors as a lecturer on these and other LIN APD modules. The experience of the lecturer as a student on one of the modules is also addressed as is their experience in delivering a 5 ECTS Credit module entitled 'Technology in the Classroom' to a class composed entirely of International students.

The aim of the presentation is to increase awareness among academics of the issues surrounding accessibility in Higher Education and foster discussion on the devices which may be used to enhance the experience of an increasingly diverse student population.

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Students as co-producers of the curriculum; enhancing student- student engagement?

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This research project was designed and carried out by a fourth year undergraduate student to examine the effectiveness of the traditional expository style chemistry laboratory practical following this a Problem based learning style laboratory practical was designed incorporating feedback obtained from the investigation on the traditional style lab and was executed in a first year undergraduate organic chemistry class, the problem based learning style laboratory was designed around the elements of Process oriented guided inquiry learning (POGIL) were the students were presented with the problem of turning an medicinally effective compound into a form which would be more suitable for pharmaceutical use. The students were presented with a series of memos, these memos were designed in line with POGIL to guide the student by means of the process of asking leading questions and providing guidance but no direct answers into designing a methodology to convert the compound salicylic acid into the compound acetyl salicylic acid along with a risk assessment for their methodology. The students then had to carry out the synthesis following their own methodology using the reagents and equipment they requested. The results of this explorative action research revealed that the traditional laboratory was somewhat lacking from a pedagogical standpoint, leaving some doubt as to its role in teaching chemistry. Another survey was conducted after the PBL lab and this showed statistically significant improvements in students confidence in how much they learned from the lab session. The results of these surveys were both qualitatively and quantitatively analyzed. Converting to a PBL lab in this case yielded a variety of benefits including some areas that the traditional method completely neglected, the conversion has an initial high workload for the academic but once the labs are converted the workload in no higher than the traditional method. This suggests that further research should be carried out into improving the pedagogical value of the chemistry laboratory and that the laboratory might not be as inflexible and adaptable to change as once thought.

Evaluation of level 10 PhD education in the School of Science at an Irish Institute of Technology

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Ireland still retains a binary system in third level education, i.e. both traditional universities and Institutes of Technology (IOTs). There are seven traditional universities and a total of 14 IOTs recognised under Irish legislation.

The aim of the current study is to use a questionnaire to evaluate how well level 10 PhD graduates from the School of Science at a specific IOT are prepared for, and succeed in, the workplace. These are important questions for a number of reasons: (i) the 2004 OECD Review of Higher Education in Ireland advocates retaining the binary education system in Ireland (i.e. IOTs and traditional universities), (ii) there are equivalent numbers of third level students in Ireland in IOTs and in traditional universities, (iii) there are some negative views on the role of IOTs in educating level 10 PhD students and (iv) the possible merging of IOTs to form Technological Universities (TU) as suggested by the Higher Education Authority.

Analysis of questionnaire data shows that while the PhD graduates from the School of Science at this IOT took longer than average to complete their PhD training programme, they acquired a number of valuable discipline-specific and transferable skills that resulted in 94% of graduates being currently employed, with 41% in management positions, and 35% in the higher education sector. The unique IOT PhD graduate environment, albeit with fewer students and resources, appears to contribute to a more holistic learning and training experience producing PhD graduates who are independent thinkers and planners, and good communicators. A number of specific practices that could be put in place to enhance the existing PhD programme in the School of Science at this IOT were suggested by these PhD graduates.

The conclusions from this study are specific to the level 10 PhD programme at a specific IOT but may resonate with other IOTs and contribute to the national discussion on the merit of level 10 PhD graduate education in TUs.

Enhancing student engagement while on work placement: Resources and implementation of a workshop on reflective blogging for peer learning.

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Students on work placement will have very different experiences from each other. However they are generally not connected to their peers, and cannot learn from the diverse range of activities their peers will experience. Over several years we have implemented an online reflective blog assessment through which experiences can be shared with the whole class. We will outline how the recent assessment and feedback strategy actively promoted more meaningful student engagement with their peers, along with improved quality of reflective writing. This was achieved through a comprehensive assessment rubric, and a series of activities carried out in a pre-placement workshop. This ensured that all students had the potential to learn: from their own reflections, from each other's experiences, from tutor feedback on peer blogs, from the process of peer review and through broadening the curriculum by connecting the 'class room' setting to 'real life working environment'. Overall this assessment allows more efficient achievement of learning outcomes that all work placement modules share. For example, blogs can help to develop further their personal and employability skills such as critical thinking and analysis through reflection, writing skills, communication, professionalism, listening, and giving/accepting constructive criticism through the discussions with each other. In addition, all of these important student graduate attributes can be further enhanced and developed through directed discussions with the lecturer using blogs.

The focus of the presentation will be on the resources and activities used in implementing a pre-placement workshop, and tips and recommendations we can make to practitioners based on personal reflection, experience over several years, and student evaluations.

Higher Education must promote the documentation of non formal and informal learning on an ongoing basis, to document as you go' is protective in an uncertain economic climate

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Higher Education should promote a message of valuing non formal and informal learning while linking with local employers and community based groups. This work focuses on the connections made between Cork Institute of Technology and the Cork Adult Guidance Service as a result of an engagement for the recent Cork Lifelong Learning festival. The event named 'Your Operation Transformation' was run in CIT on the 21st March 2013 and has resulted in the Institute providing workshops to community based groups on e-portfolio preparation and how they can be used to capture non formal and informal learning.

It makes sense to promote the very idea of documenting knowledge, skills and abilities in an uncertain economic climate. Higher education should promote this mindset because it ties to the preparation of material for Recognition of Prior Learning should the individual's learning be comparable with a particular programme or module. With this mindset it is possible to capture significant learning events as they occur and claim the learning in a reflective, meaningful way.

The research concludes that Higher Education providers must promote a 'Valuing Learning' message and support the creation of an environment where providers recognise that learning occurs everywhere.

What are the key pedagogical factors in second language acquisition and how can technology be used to implement them?

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This paper looks at the theory and practice behind acquiring a second language and determines what the key pedagogical factors are behind second language acquisition (SLA). These pedagogical factors are examined in terms of their relevance and priority in overall SLA as well as in the key skills of reading, writing, speaking and listening in SLA. Primary research is completed using interviews with second language experts and a focus group with second language instructors. These factors are subsequently reviewed in terms of whether or not they can be achieved through technology and how technologies are used.

The findings highlight that a number of general learning and second language acquisition theories are relevant in practice today with Vygotksy's sociocultural theory the most prominent. The following eight pedagogical factors are found to be the most important in second language acquisition; 'active learning', 'autonomy', 'scaffolded learning', 'challenging activities involving critical thinking', 'collaboration among learners', 'context', 'opportunities for authentic communication' and 'practice'. Technology is found to be capable of facilitating all pedagogical factors needed for SLA and to actively enhance a number of key factors. It is therefore recommended that technology is used in the delivery of SLA programmes. However, while technology is found to be very useful as a tool, it does not sufficiently replace the tutor in achieving these pedagogical factors. It is therefore recommended that all SLA programmes delivered through technology involve a tutor who can guide the learner. The findings of this research provide a guide for SLA practitioners in the development of curriculum and instruction plans. They also provide direction to industry by highlighting the key areas that require research and development.

Structured Reflective Practice Practicums: a strategy to promote student enagagement and investment in learning from experiences.

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Reflective practice is promoted as a developmental process leading to competent practice (Johns, 2002) and is well represented and supported in education research and literature. It is also described as an essential attribute for competent health care professionals (Boud et al., 1985; Schon, 1983, 1987, 1995). Atkins & Murphy (1993) identified a complexity of skills for reflection including; self-awareness, description, critical analysis and evaluation. Dewey (1933) suggested that education based on experience may require more and not less guidance, and this holds true for nursing and other practice based professions. Johns (1994) emphasised the need for reflection to start with a model or framework to provide guidance and structure, and as the student develops skills of reflection, models or guides can then be adapted, combined or abandoned as required.

The Irish model approach to nurse education strongly supports these views with 'protected time status' provided for reflective practice throughout the four year nursing degree programme. A regional rural HEI provider of Pre-registration nursing degree programmes, in the Republic of Ireland has adapted and revised its curriculum and approach to the operationalization of reflection and reflective practice for student nurses in the classroom and clinical setting. Structured Reflective Practice Practicums (SRPP) were introduced for pre-registration nursing students in three disciplines including; general, mental health and intellectual disability nursing programmes after successfully piloting. The curriculum was revised and now incorporates SRPP in order to foster students' engagement in the reflective process including; self- awareness, reflection, enquiry, dialogue, understanding and synthesis of clinical practice experiences. SRPP are scheduled by academic and clinical practice development staff and are clinically based as part of the students work based placements. This ensures students acquire and develop reflective skills which in turn leads to a process of inquiry, investment in learning and promotes evidence based practice whereby the student seeks empirical evidence and research to add or deny congruence to their experiences in clinical practice.