E-Portfolio

Our Student Voice

[Put your name here]

Episode 1: Being a Class Representative

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| **Completion of the Learning Activities for Episode 1 is required for the Active Class Representative badge.**  Completion of the Learning Activities for Episode 1 is not required for the Curriculum Co-Designer badge.  Completion of the Learning Activities for Episode 1 is not required for the Quality Assurance Expert badge. |

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| **Learning Activity 1.1. Identify Past Class Representative**  Each year, your programme year will elect new Class Representatives. Find out who was the Class Representative last year for the year that you are currently in (e.g. if you are now in TU123-2, find out who was the Class Representative for TY123-2 last year).  You may find it helpful to contact your Programme Coordinator or Year Tutor to assist with this. The Students' Union Office will also be able to assist you.  It is important that Class Representatives contact their counterparts from previous academic years so that they can be informed about work that has commenced but that still needs to be progressed or completed. |

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| **Learning Activity 1.2. Consultation and Engagement**  Write down the top 5 questions you have about the role of Class Representative.  Find someone who has previously been a Class Representative and ask them for their answers to your questions. |

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| **Learning Activity 1.3. Reflection on Being a Class Representative**  Write down your view on:  The top 3 reasons why the role of Class Representative is important.  The top 3 skills or abilities that you will bring to the role of Class Representative.  The top 3 skills or abilities that you will develop further in the role of Class Representative. |

Episode 2: Understanding our University

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| **Completion of the Learning Activities for Episode 2 is optional for the Active Class Representative badge.**  **Completion of the Learning Activities for Episode 2 is optional for the Curriculum Co-Designer badge.**  **Completion of the Learning Activities for Episode 2 is optional for the Quality Assurance Expert badge.** |

| **Learning Activity 2.1: Contact List**  Complete the contact list below | | |
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| **Role** | **Name** | **Contact Details** |
| Year Tutor |  |  |
| Programme Coordinator |  |  |
| Students' Union Officer(s) |  |  |
| Head(s) of Discipline |  |  |
| Head of School |  |  |
| School Administrator |  |  |
| Faculty Dean |  |  |
| Registrar |  |  |
| President |  |  |

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| **Learning Activity 2.2: Moya's Advice to Andy**  The scenario that was presented in the video for this episode is as follows:  Moya is a Class Representative in TU Dublin. Moya's classmate Andy got 35% in the Science module and he is worried that he failed. He explains to Moya that he had a tough time over the last couple of months and he doesn’t know what he can do about this. He hasn’t spoken to anyone else.  The correct outcome from this scenario is for Moya to reassure Andy and advise him about the people, supports and policies that can help him.  Write an email, from Moya to Andy, with specific details on the people, supports and policies that can help him.  Show this email to one of your own classmates to get their feedback on its clarity and helpfulness. |

Episode 3: Understanding Quality Assurance and Quality Enhancement

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| **Completion of the Learning Activities for Episode 3 is optional for the Active Class Representative badge.**  **Completion of the Learning Activities for Episode 3 is optional for the Curriculum Co-Designer badge.**  **Completion of the Learning Activities for Episode 3 is optional for the Quality Assurance Expert badge.** |

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| **Learning Activity 3.1. Quality Assurance and Quality Enhancement**  Review the Quality Framework documentation and create a diagram / brief essay (1 page) / video (~1 minute) to illustrate clearly the various points at which you, as a Class Representative can become involved in the management, review and enhancement of a programme. |

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| **Learning Activity 3.2. Reflection Upon Module**  Reflect on a module you’re taking and three things that you would like to improve. Use the Quality Framework documentation to find out how you can progress your ideas. Describe your actions and your plan to progress these actions. |

Episode 4: Understanding the Practices of Equality, Diversity and Inclusion

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| **Completion of the Learning Activities for Episode 4 is optional for the Active Class Representative badge.**  **Completion of the Learning Activities for Episode 4 is optional for the Curriculum Co-Designer badge.**  **Completion of the Learning Activities for Episode 4 is optional for the Quality Assurance Expert badge.** |

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| **Learning Activity 4.1. Student Life in TU Dublin**  Consider all aspects of the life of a student in TU Dublin, including teaching, learning, assessment, student support services, travel, social life. How can students and staff work together to ensure that the principles of equality, diversity and inclusion shape and inform all these aspects of student life?  Create a diagram / brief essay (<1 page) / video (<1 minute) to communicate your views. |

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| **Learning Activity 4.2. Microagression**  With our diverse student population at TU Dublin there is a responsibility to be sensitive to the comments and actions we make and the questions we ask that have the potential to microaggress.  Your task is to identify a microaggression that you have personally experienced while in TU Dublin. This could be based on gender, age, ethnicity, disability, marital status, family status, discipline of study, physical appearance (e.g. height, weight, hair, etc.), accent, postal address etc.  Reflect upon why you categorise the experience as microaggression, the context of when and where it took place, and how it made you feel.  Reflect upon what can be done to minimise, avoid or stop the microaggression from recurring.  If you'd prefer, you can simply indicate that you have completed this task. |

Episode 5: Reflecting Upon My Experience

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| **Learning Activity 5.1. Positive Experience**  Identify something positive that occurred in your recent learning experience. Considering that scenario, use the reflection process to plan how to respond to similar situations in the future. |

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| **Learning Activity 5.2. Challenging Experience**  Identify something challenging or disappointing that occurred in your recent learning experience. Considering that scenario, use the reflection process to plan how to respond to similar situations in the future. |

Episode 6: Providing Feedback to Enhance the Student Learning Experience

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| **Learning Activity 6.1. Writing Constructive Feedback**  Consider a situation in your recent experience for which you would like to provide feedback.  Use the ABCD approach to write an email in which you are providing the feedback.  Share your email with a classmate, if you're comfortable in doing so, to get their view. |

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| **Learning Activity 6.2. Evaluating Feedback**  Consider the last time you provided feedback on your learning experience.  Use the ABCD approach to evaluate your feedback, and assess how you would do it differently if you had used the ABCD approach. |

Episode 7: Communicating Effectively

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| **Learning Activity 7.1. Past Presentation**  Think about a great lecture or presentation you attended. Use IMPACT to break down and evaluate the approach to communication. Identify three lessons you can learn from this communication. |

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| **Learning Activity 7.2. Future Presentation**  List three concerns that you might have about communicating your message to others. What can you do to help overcome these concerns? |

Episode 8: Providing a Voice for Others

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| **Learning Activity 8.1. Engagement Plan**  Considering all the advice provided in this episode, put together your plan for how you're going to engage with your class. Describe this plan in 1 page (or a 1-minute video). |

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| **Learning Activity 8.2. Polling Tool**  Investigate the polling tools that are available online to conduct a vote among your classmates. Set up an online poll in the polling tool. |

Episode 9: Participating Effectively in Meetings

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| **Learning Activity 9.1. Your First Meeting**  After your first meeting, use the reflection framework to analyse the meeting. If you felt you couldn’t participate, what can you do differently next time? Consider how you communicated, do you make an IMPACT? What did the other people in the meeting do? Who impressed you in the meeting? Why? |

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| **Learning Activity 9.2. Your Year Long Experience**  At the end of your term as a Class Representative, identify the best meeting you attended. Identify the reasons why this meeting worked so well. |

Episode 10: Building and Managing Professional Relationships

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| **Learning Activity 10.1. Reflection on Relationships**  Think about the professional relationships that you have in TU Dublin and how you approach each of these relationships. What is the balance of demandingness and responsiveness in each relationship and what can you do to ensure, as best you can, that each relationship is authoritative? |

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| **Learning Activity 10.2. Class Representatives Relationship Exercise**  Pick one important Class Relationship relationship. Rate the level of trust that the other person has in you using the table below and reflect on how you could improve trust in the relationship. |

| **Basis of Trust** | **How would you be rated [1-5]** | **What stops you achieving a higher number?** | **What will you do to improve this?** |
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| **ABILITY (QUALITY OF WORK/ PERFORMANCE)** |  |  |  |
| **CARE AND CONCERN (do you consider the impact of your actions on them or show interest in their needs/concerns? e.g. delivering work on time to the right standard so that they are not left to do additional work at the last minute/supporting them during difficult times.** |  |  |  |
| **VALUES (HONESTY, ETHICS)** |  |  |  |
| **OPENNESS (do you speak openly, sharing information and your thoughts/feelings?)** |  |  |  |
| **KEEPING PROMISES (re deadlines etc)** |  |  |  |
| **WORK ETHIC/ EFFORT (are you attending classes and team meetings, knowledgeable about assignment expectations etc?)** |  |  |  |

Episode 11: Working Effectively with Others

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| **Learning Activity 11.1: Ground Rules**  Create a set of ground rules for a team that you will (or may) be leading.  If you are not planning on leading any team, imagine that you have been asked to put together a team to organise the Students' Union Christmas party.  Ask a fellow student for their feedback on these rules.  Include the rules and the feedback (or a link to these) below. |

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| **Learning Activity 11.2: Role Model**  Identify someone whom you think is an excellent team player and/or team leader. This could be a sports player, a member of a band, or someone you know in your own life.  Create a brief essay (1 page) / video (~1 minute) to explain why you think they are an excellent team player and/or team leader, and identify three of their behaviours that you could try to implement yourself. |

Episode 12: Participating Effectively in Programme & Module

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| **Learning Activity 12.1. Module Descriptor**  Identify a module descriptor in your student handbook. Address the following questions:  Are the learning outcomes appropriate for the module?  Does the assessment align with the learning outcomes?  What alternative assessment methods could be applied?  Are the learning and teaching methods appropriate for the learning outcomes?  What alternative learning and teaching methods could be applied? |

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| **Learning Activity 12.2. Programme Learning Outcomes**  Locate the Programme Learning Outcomes for your programme. Briefly explain (1 page, or 1 minute video) whether the Programme Learning Outcomes help you, as a student, understand what you will be able to do as a graduate. |

Episode 13: Participating Effectively in Quality Assurance Panels

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| **Learning Activity 13.1. Your First Panel**  Congratulations! You’ve been invited to participate in a Quality Review Panel.  To prepare for this review:   1. Read the Self Evaluation Report (SER) prepared by the unit under review. 2. Take notes of key points arising from the SER, bearing in mind the purpose of the review as described in the process and other guidance provided. 3. Read the supporting documentation provided and find further information/evidence on the key points from the SER. 4. Following on from the above exercise, identify areas/issues that you consider should be discussed during the review meetings. 5. Prepare five questions that you would like to ask, including which of the meetings at which you would like to ask this. |

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| **Learning Activity 13.2. Post-Panel Evaluation**  You’ve participated in a Quality Review and the review is now completed.  In order to advise others who are participating in quality reviews, you should:   1. Reflect on your participation in this review, including your preparation in advance of the review and your participation during the review meetings. 2. Consider what you think worked well and what you might do differently for any future reviews you are involved in. 3. Identify key points that you would pass on to others who are participating in quality reviews, to help them in their role. |