
MINUTES OF 28th [Final] MEETING OF THE *TRANSFORM-EDU* PROJECT [Draft]

Held on Friday 27th My, 2022 at 15:30 Hrs, B013 Blanchardstown Campus

Present:

[WP1] Cormac MacMahon (Chair) Philip Owende; [WP2] Jen Harvey, [WS3.1] Mick McKeever; [WS3.2] Aiden Carthy; [WS3.4] Ronan Keaskin Martha Burton; [WS 4.1] David Gaul; [WS4.2] Margaret Kinsella, Jennifer Byrne; [WS4.3] Adrienne Fleming (Virtual); [WP6] Amanda Dixon, Thompson

Apologies: Phil Mulvaney, Jennifer Byrne

1. Adoption of Agenda

- Agenda Adopted – proposed by Martha and seconded by Amanda



Microsoft Word 97
- 2003 Document

Note Minor Error: Final meeting is actually the 28th meeting, not 29th [PWO]

1. Minutes of 27th Transform-EDU Meeting and Matters Arising

Minutes proposed by Margaret and seconded by Martha,



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2. Updates

WP1:

Philip provided a short reflective presentation on the key achievements of Transform EDU. The project was awarded €1.4 million by the HEA, under its 2018 Transformation Call. Philip acknowledged the work of the original team in developing the initial funding proposal. The project has made a notable contribution to Objective 3 of the System Performance Framework, namely “excellent/Relevant R&I & transformation”. This contribution has been achieved through the development of an innovative approach to transformative learning, in which a transformative learning record (STLR) is used to capture and recognise competencies developed from co- & extra-curricular activities as well as more formal programmatic elements. STLR recognises a range of transferrable skills as key tenets of transformative learning, including citizenship, emotional intelligence, sustainability and digital skills.



Transform EDU VITL
Presentation ST.ppt:

Philip also presented the latest budget v spend figures to March 2022. From the €1.4 million budget, there is an estimated underspend to date of circa. €400K. However the project has been given a no-cost extension to 31 August 2022, which provides a short additional period for completion activities.

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WP2: Jen noted that PG research PG student, Ellen Kampinga, continues to develop and is on track to complete her MPhil in the new academic year. Ellen plans to present her research at a conference in Oct/Nov 2022. Subject to executive approval to travel, the Transform EDU supports Ellen's conference presentation. A particular note of thanks to Ellen's supervisors, Fionnuala Darby and Barry Ryan.

Education Explorers Event - Jen provided an update on the May 6th Educational Explorers event which brought together 50+ learning and teaching innovation project posters against the backdrop of the emerging university education model. Transform EDU and other projects, such as SATLE II and the communities of practice, featured prominently. The event was well attended and it provided a blueprint for future hyflex events in which people could attend in person or virtually. A particular note of thanks to Dr Derek Dodd and Dr Anna Schalk for their creativity in making the event an enjoyable and purposeful for all who participated. A note of thanks too to Diarmuid, Barry and Shaun for sharing the development of the university education model. Posters submissions are available on SharePoint [here](#). A recoding of the virtual aspects of the event are available [here](#). Derek is currently exploring the production of a digital artefact to capture the event.

WS3.1: Cormac spoke to the completion of the final report. The first objective focused on mapping curricula to sustainability. 5,700+ TU Dublin modules were analysed, identifying 5% as "sustainability-focused" and 13% as "sustainability-inclusive". A computational technique developed that maps module descriptors to the SDGs, provides TU Dublin with the capability to "badge" its sustainability modules in a university-wide offering. The technique has served as a tool for programme teams to enhance sustainability embeddedness. It is in the process of being published and is in the exploratory stages of being integrated in curriculum management software. Circa. 100 staff have taken Education for Sustainability CPD in enhancing sustainability components in their courses. The second objective focused on generating a pipeline of living lab projects. Introduced early in the project, almost 3,000 students have taken the Sulitest, with 100 staff becoming Sulitest examiners. The scale of adoption was reported to the UN's high-level political forum (HLPF). Staff are leading a collaboration on developing a Sulitest module for Ireland and in contributing (with Sulitest) to the development of a Certificate in Sustainability Literacy and an Introduction to Education for Sustainability DIGITAL BADGE through the National Forum. SDG Literacy www.sdgliteracy.ie has emerged as a vibrant community of practice, contributing the development of OERs, TL events, and the definition of new projects and initiatives. Transform EDU has contributed capital application for HEA / TWSSPF funding to support a hydrogen generation and transport facility as a flagship living lab. In 2021, TU Dublin delivered a Summer School aimed at nurturing sustainability required problem-solving skills. Circa. 45 students from TU Dublin, Bahrain, Purdue, Coventry, Hochschule Lucerne and Hochschule Darmstadt participated.

Noted: Transform EDU has acted a multiplier for seeding several sustainability initiatives, supported by SATLE funding, which has extended the sustainability work of TU Dublin beyond the initial scope of the project. Additional funding include circa. €30K for SDG Literacy Community of Practice, €100K for Sustainability in the Curriculum [JH].

Transform EDU has also contributed to additional projects, such as the Erasmus funded NEMOS, circa. €50K [CMcM]

Cormac acknowledged the contributions of Andy Maguire, Philip Lemarchand and Mick McKeever to the achievements of this work stream. He extended this to a wider team across TU Dublin, including the SDG Literacy Community of Practice; the LTTC and various staff and students, particularly in the School of Food Science and Environmental Health, who contributed to the piloting of the Education for Sustainability CPD. He noted opportunities to develop further the work of WS 3.1 through the VP for Sustainability office.

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WS3.2: Aiden noted that the objectives of WS 3.2 were largely achieved, thanks to a highly motivated and capable team in PEEI. A complete work-readiness module is ready for adaptation and delivery. Aiden is currently seeking ways to embed the work readiness module that the team has designed in one or more courses at TU Dublin. This work is ongoing and it is hoped that the module will be offered from September 2023. Recent activities in this WS have focused on disseminating the results. A peer-reviewed paper on [EI Coaching](#) was published in Frontiers in Education and a second paper on the design and delivery of the work readiness module is review with the European Journal of Higher Education. The work of WS 3.2 was submitted to the UEM team and presented at the Educational Explorers event on 6 May.

Noted: A particular thanks to Dr Aiden Carthy (Director of PEEI), Dr Miriam O'Regan (Post Doc) and Wyndham Chambers (Research Assistant) for such a well delivered work stream [CMcM].

Noted: New statutory requirement for reporting employment / employability status of graduates will increase the relevance of the work-readiness module. Potential to negotiate with individual Faculties [PWO].

WS3.3: Civic Engagement and Citizenship. A note of apologies from Phil who was unable to attend. Phil noted that PG student, Paula Donovan, is currently in the write-up phase for her MPhil and is on track to complete in the new academic year. The pilot of the Active Citizenship module is coming to a close as the semester ends.

Cormac / Philp / Philip to follow-up with Phil on completion plan for PG student and for mainstreaming the Active Citizenship module.

W3.4: Transformative T&L Events: Martha and Ronan presented a comprehensive report on the transformative teaching and learning events organised under this WS. The work was undertaken in collaboration with other work streams, in particular, STLR, to recognise the learning captured by these events. The objectives of WS3.were: (a) to determine elements that could be offered as part of cross-disciplinary TL events; and (b) generate a pipeline of inter-disciplinary events to provide innovative opportunities for extracurricular experience in interdisciplinary projects and teamwork. The first year of the project focused on compiling an offering of inter-disciplinary events to provide innovative opportunities for extracurricular student experiences. Two university-wide calls for project proposals (with seed funding of €200 per event awarded) raised the profile of Transform EDU and awareness of the concept of a transformative learning event among staff and students. Many the events were also STLR tagged. A checklist and operational guide for supporting transformative learning events in the future has been created. The events were highly diverse in nature, taking place across all TU Dublin campuses. The team recently presented its work on TL events to the PG Cert students and at the Education Explorers session, where some of the event organisers, also presented. An example of one event is provided [here](#).

WS 4.1 and WS 6: David, Amanda and Sandra presented the WS 4.1, which focused on developing a system (known as STLR) for capturing and validating the learning gain from TL events, and WP 6, which focused on engaging early adopters to piloted and engage with STLR as a distinguishing teaching and learning brand of TU Dublin. Statistics and evaluations of STLR progress for 2021-2022 will be completed by the end of June. However, the main achievements have been [1] the adoption of STLR across all three campuses; [2] its recognition as a level 1 capability in Faculty of Business organisation design; [3] the ongoing development of a plugin independent of the VLE; [4] the university wide approval of the STLR quality handbook; [5] the presentation of STLR transcripts to the first cycle of TU Dublin graduates; the diversification of STLR recognised activities. The UEM has also recognised STLR as a distinguishing element of the student experience at TU Dublin.

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Particular acknowledgment to the School of Business staff in the Blanchardstown campus, including Paul Dervan, Fiona Malone and Assumpta Harvey, for pioneering STLR. Its potential value to the university was recognised very early and the WS 4.1 and SP6 teams have lived up to this potential [PWO]

A TL community of practice was suggested as a useful way to continue the work of WS4.1 and WP 6 as well as the wider Transform EDU project [ST]

WS4.2: Margaret Kinsella gave a brief update on how the dial has shifted with respect to UD and UDL since the beginning of the project. Collaborations with CEUD on informing a UD/UDL policy at TU Dublin have progressed and a further workshop over the summer months is planned with Dr Ger Craddock and Donal Fitzpatrick. Inclusivity is now recognised as one of three core strands of the university education model. Margaret Kinsella contributed to a breakfast roundtable on ensuring UD is a hallmark of EUT+. Discussions are currently underway to bring the UDL Digital Badge to one the EUT+ partner universities in Romania.

WS 4.3: Adrienne Fleming presented progress in raising awareness of the issues of Academic Integrity over the past semester. The Epigeum Academic Integrity training was embedded in to Year 2 BSc in Pharmaceutical Science (89% completed), Year 2 Higher Certificate in Science – GMP and Technology (100% completed) and an industry group on a Level 8 programme (100% completed). In March, a workshop on practical strategies for building a culture of Academic Integrity as a shared responsibility between staff and students was delivered as part of the brown-bag series – speakers included Ms Marilla Keating, GMIT, Dr Gordon Cooke, TU Dublin, Ms Martha Burton, TU Dublin, Dr Catherine Spencer. A similar workshop was delivered in April as part of strategies for first year student success, speakers included – Ana Schalk, Jen Harvey, Geraldine Gray, Lindsay Dowling and Noirin McNamara). Academic integrity workshops were also delivered to the PG Certificate and MA in Education classes. All completions of the Academic integrity training are being STLR tagged. Over the coming weeks, Adrienne plans to create a Podcast to explore the views of senior staff in academic affairs to Academic Integrity, to setup a CoP for sharing ideas and best practice and to map the AI module across a full programme.

Philip thanks Adrienne for her contributed to Transform EDU. Although Adrienne only joined the team this semester, much had been achieved in a relatively short period of time [PWO].

WP5: Philip presented the development of the new quality framework at TU Dublin, which has recognized transformative learning as central to the learner experience. Academic Council have now approved a comprehensive set of quality enhancement processes, including associated documentation, such as forms, report templates, and guidance documents. Process approved include: programme validation, programme review, school review, faculty review, annual quality enhancement, collaborative provision and QE leading to external awards. Various sub-committees of academic council are in different stages of development. Transform EDU has enable significant academic policy / regulation development as well supporting the establishment of the academic governance structures for TU Dublin. The WP team contributed significantly to the coordination of the Cinnte Review process, which TU Dublin pioneered with QQI.

Project Closure

- Final reports for each WP or WS to be submitted before 24 June. Template based on WS 3.1 to be circulated to everyone in the Transform EDU team.
- Philip and Cormac to arrange individual WS/WP meetings to discuss key outcomes for reporting to HEA.

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- Cormac to send request for proposal for project activities to 31 August 2022.
- Philip noted that we would continue to scan for potential funding opportunities to maintain the progress of the different work packages under Transform EDU.
- Website and social media accounts to be updated before project closure.

- A note of gratitude to all who have contributed to Transform EDU over its project duration. Prof. Brian Bowe, Jennifer Byrne, Martha Burton, Dr Aiden Carthy, Wyndham Chambers, Dr Fionnuala Darby, Amanda Dixon, Paula Donovan, Dr Adrienne Fleming, Dr David Gaul, Dr Jen Harvey, Ellen Kampinga, Ronan Keaskin, Margaret Kinsella, Dr Philippe Lemarchand, Andy Maguire, Dr Cormac MacMahon, Dr Fiona Malone, Dr Mick McKeever, Dr Larry McNutt, Dr Phil Mulvaney, Dr Miriam ODonoghue, Dr Miriam O'Regan, Dr Kevin O'Rourke, Dr Philip Owende, Dr Barry Ryan and Sandra Thompson.

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