Lecturers Self-Reported Andragogical Case Studies
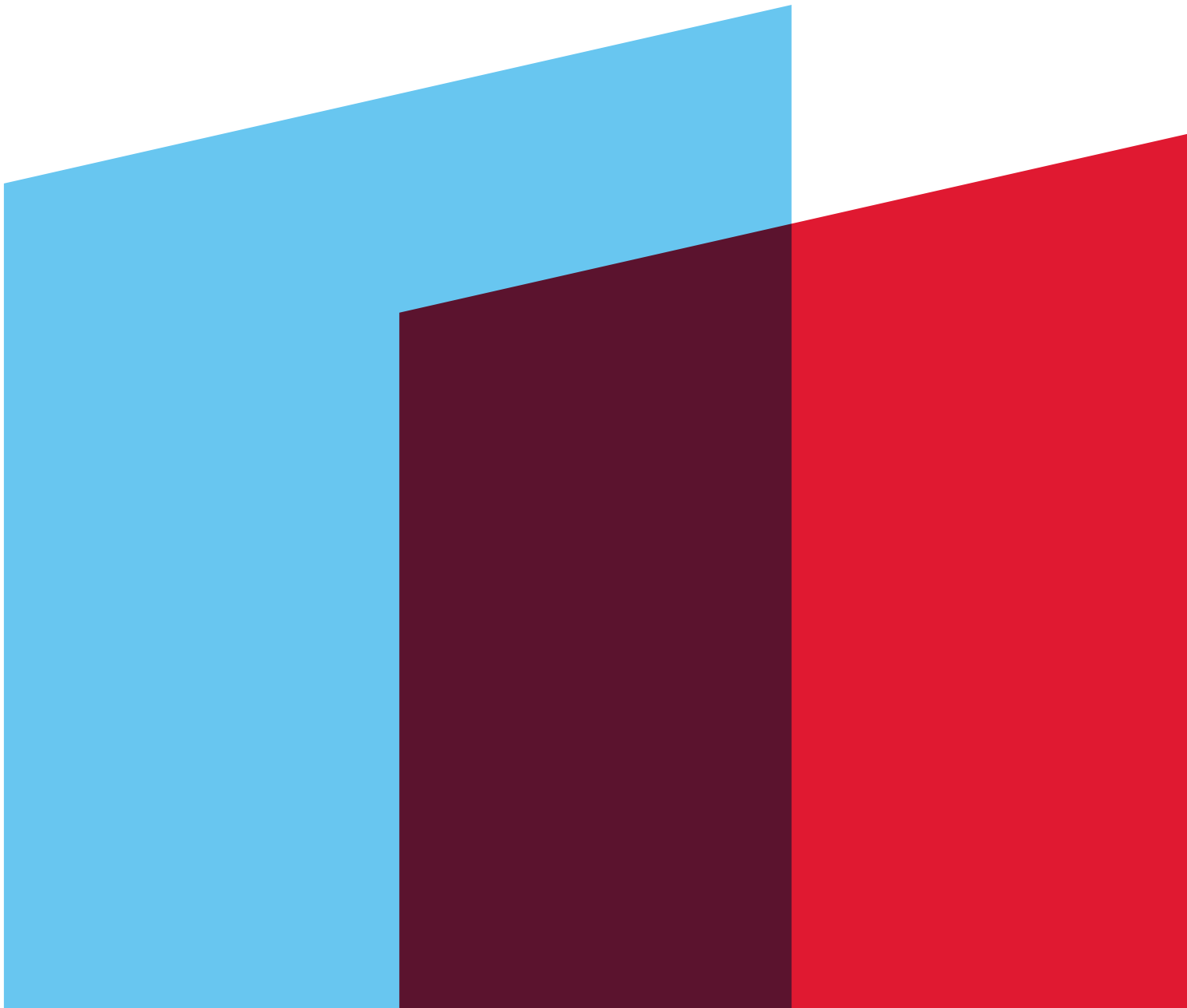
Andragogical Case Study A

A lecturer expressed her position that there is a false dichotomy between notions of theory and practice. Her belief is that all assessment needs to be in context of the Practicum approach and therefore teaching delivery, assessment and feedback processes should continuously focus on students development of ability to apply theory and practice whether in written or practical assignments. She would promote the development of Fixed versus Growth mindset within students as developing graduates. She sees this as a standalone aspect of teaching and learning. teaching ~~from~~ for growth requires a number of approaches including, the acceptance of different strategies to attain a goal (once the strategies adhere to criteria for good practice), the delivery of feedback that is constructive, encouraging students to embrace failure/underachievement as an opportunity for redirected and possibly deeper learning.

This lecturer disseminates marking rubrics to students at the same point she distributes her assessment. The rubric is an agreed one by the department and the assignment of marks and explanatory sentences are common across all lecturers. In offering feedback to students, the criteria are used to guide the feedback, with 2-4 sentences being provided under each criteria heading.

The Lecturer does not total the students marks in the rubric. As she feels the process of student totalling their own Marks is an important stage of student activation in the process of making meaning to marks and feedback. This she feels is important in aiding students step away from being solely number orientated in definition of grades in terms of success and to move towards ownership of new knowledge acquired.

Andragogical Case Study B

Two lecturers working within the Building Your Science Degree (BYSD) Module (**see Reusable Tool 8**) talked of a team teaching approach within the module, but also across other modules that first years are experiencing. They also spoke of the module in a scaffolding concept of developing student's skills during the 3 or 4 years of their programme. Assessment briefs, schedule, and rubrics are distributed and discussed with students on the first week of the module. This, as a working practice has spread to other modules in first year and across the programme. Within this module students submit work which they and the lecturer review together with the marking rubric and discuss constructive feedback. This first submission is not graded but is fundamental to the learning process and to feed forward to the graded components of module.

On the BA in Outdoor Learning, most modules include a free public seminar/webinar where the students, supported by the lecturer(s) display their learning to the public. This develops students range of professional skills, application of learning to 'real life' contexts, creates direct links with sector while also providing resources to give back to the sector that supports the programme. This is done on a phased basis. Where possible the topics delivered are linked to the assignments. A group final (year 3) students designed and developed an evaluation tool that is now being developed into an app. That same module next semester will most likely change to include them working in teams to write pieces for a practitioner magazine as the assignment. This 'write-up assignment' will then be the basis of the seminar as they create.

Within the Sports Development Module students must research content on individual themes that are then presented by experts in a Sports Development webinar for the class group . A range of themes are given and class groups are given a specific theme to research. Students

share their research with the rest of the students taking the module via OneDrive and then attend the webinar. Finally they must write an essay on one of the themes they had not previously researched, as part completion of the assessment in the module.. Here students are developing and expanding module content knowledge, digital skills, collaboration ☰

Both lecturers agree there is a debate as to what adequate feedback is, and they promote the idea of the need for an agreed 'minimum feedback' expectation to be agreed by staff and students. The use of technology is actively explored by these lecturers in terms of feedback and engagement. The move to 'Ouriginal' tool from 'turnitin' tool is a cause for concern by these lecturers as it does not provide in text feedback opportunities to be given from lecturers to students.

One of these lecturers promotes the use of Microsoft 365 OneNote classroom notebook. He is using it for a portfolio assignment with first years to help them demonstrate their understanding of the two key theories for that module/elective pillar. He finds that it facilitates a more effective learning environment as the lecturer has more control/input into the design of the portfolio for individual students. It also removes the need for students to share their work by a certain date and provides a way to give students ongoing actionable feedback.

Integrated assessment is used within the department across modules where it is seen to enhance learning and modifying student workload. For example, the essay in semester 2 for the BYSD module uses titles related to all other modules within first year, and students can choose one that they prefer to focus on. The students taking the Activity Leadership Outside (ALO) stream can choose a title related to the ALO module and submit as an assignment for both BYSD and ALO, reducing their workload.

The lecturer taking the Activity Leadership Outside minor aspect of Education in Aquatics in first year has developed an active learn by doing approach to his delivery, assessment, and feedback in this module. He cites the Beames and Brown (2016) model of Adventurous Learning as an influence on his approach. Beames and Brown (2016) model includes 4 key considerations of practice: Authenticity, Agency, Uncertainty and Mastery. The ALO experiences of the Education in Aquatics students have been designed taking this model as a base. Below is a description of how the four key aspects of this model are progressively incorporated into the programme. The OEL experiences are planned and set up in a manner to progressively develop the skills of the student cohort across the three semesters. The initial fieldtrip sees these students going coasteering, which is an aquatic sport, but somewhat removed from their daily aquatic experiences. Whilst this may be an authentic experience, in terms of agency, the ownership of and responsibility for this day is firmly with the MTU and technical staff. The students approach this day with an amount of uncertainty (for the most part), as they are unsure of what may happen or even if they will enjoy it. That said, there is very little left to chance in terms of the delivery of this experience. These are the types of sessions that occur every day across the outdoor sector and are very much focused on skill acquisition and mastery. The main emphasis of this day is adventure sports skills. The students do build an amount of, albeit minor, skills in say, various ways of entering the water, for example. In semester two this entire section of their Education in Aquatics module is devoted to the students designing their own outdoor experience. At the outset of the semester the facilities and resources available to the students, from both MTU and the technical provider, to organise and roll out their journey are outlined and discussed. The next number of classes are spent   developing   ideas   and   designing   plans. One of the key points here is that students are guided in incorporating aspects of their learning

from other modules into their planning, for example, applying their knowledge of sport psychology during a rock climbing experience. This has the potential to become a truly authentic experience as the students themselves choose what to do and how to do it. There is also a fair amount of uncertainty for the students, lecturer and Outdoor Centre staff as this trip will most likely never be the same twice. In terms of mastery, the students should be in a position, by the end of the programme, to have developed skills in leadership, planning, safety, logistics as well as experiencing the development potential of a bespoke and specific outdoor experience. **(see Reusable Tool 14)**

The use of an engaged/ simulated classroom learning and assessment opportunity resulted in the development of a 'Courtroom' Case Study, where students prepared for the roles and engaged in the 'Courtroom Scene' as their assessment. Table. 12 below give details of the information that students received to prepare. Students were given clear content on The Safety, Health and Welfare at Work Act, 2005 and content experience prior to 'Courtroom Enactment'on the Employees duties in an outdoor context. The group are split up. There needs to be a judge, defence and prosecution, as well as a jury. The employers and employee must also be chosen, as well as a mountain rescue representative. Each group are given different information as can be seen in the table below. The defence and prosecution are given time to prepare as the jury study the simple hand-pout on the HSWWA 2005. Then the case begins, for real, as neither side, nor the jury has all of the information. In the end the jury decide on a verdict based on the hand-out.

Table 12. Simulated Activity Sample: Director Public Prosecutions Vs. Aylward, Ross, Kelly & Associates Ltd.

	General Information
The Case	The state has issued a writ against Aylward, Ross, Kelly, & Associates Ltd. for breach of their duty of care to employees pursuant to The Safety, Health and Welfare at work Act, 2005. The state makes the case that, on the 14th April 2018 last the defendants did place their employee, Miss B., in a perilous situation which led to an accident resulting in severe injuries to the employee at An Sás, near Cloghane, Co.Kerry. The state contends that the defendants failed to create and maintain a safe and healthy workplace for their employee, Miss B. That they did not manage and conduct all work activities so as to ensure the safety, health and welfare of people at work and that they did not prevent an accident by appropriately protecting their employee from exposure to physical agents which posed a risk to the employee. On the 14th April, the employee Miss B. was sent to complete a habitat survey at An Sás, near Cloghane, Co. Kerry. She drove her company vehicle to the town land of Teer and parked at location Q491145. She proceeded on foot to the edge of the steep embankment above an Sás. She crossed the stile and after 5 Metres, slipped and fell some 40 metres, coming to a stop when she struck a boulder. She sustained a fractured left ankle and severe bruising. She has been unable to return to work since that time.

Employer Information	Miss B. was trained in Mountain Skills in accordance with the requirements of Mountaineering Ireland. She was given one extra days "site specific training" with a consultant in outdoor safety before the commencement of this project. She was issued with walking poles, mountaineering boots and a full set of other P.P.E. for work in a moorland environment. She was trained in preparing risk audit and management plans for outdoor environments. The protocol for this environment (in the risk audit and management plan) was to only go to the site in pairs. Her partner was at a staff training session on the day in question and Miss. B. decided to go anyway. It would appear that she wanted the project finished today as she had to go to a First Holy Communion the following day.
Mountain Rescue Information	When Miss B. was rescued by Kerry Mountain Rescue Team, she was wearing worn wellington boots, had no walking poles with her and her rucksack contained nothing but a mobile phone, MP3 Player and a bottle of water. She was very weak and hungry when they found her and she said that she had not eaten since the previous evening. The rescue team members commented on the strong smell of alcohol from her breath.
Plaintiff Information	You were in a hurry to get the work done. You didn't bring most of the P.P.E. because it weighs too much. You forgot your boots so you wore old wellies that were in the car since Electric Picnic last summer. You had been at a house party the night before and got to bed at 6am. You knew that you were supposed to go in pairs to this site but you did not want to miss the first Holy Communion the following day so you decided you would go alone and get the job done so that you would be able to get the following day off. You were involved in writing the risk assessment for the trip and know all the precautions to be taken.

A second example of this type of group Engaged/simulated learning and assessment approach is the 'Glentenassig Woods Development Group Planning Proposal Meeting' **(see Reusable Tool 8).** Students after exploring related content were given the opportunity to apply that content into the simulated environment. Each student had to prepare by reflecting on learning and apply it to this context and prepare to as a group debate and advance their specific position – local resident, politician, developer, or environmentalist.

Andragogical Case Study C

Two lecturers (Psychology Lecturer and Academic Support Lecturer) have been exploring their use of the academic essay as a teaching and assessment tool with first year students in the

first semester of their degree in Social Care. One of the challenges being addressed is how to assist students at this early stage of their studies with understanding and developing third-level scholarship skills (which include academic writing, thinking independently and critically, activating their own learning, making use of feedback, risk-taking, autonomy, sourcing, paraphrasing, summarising, referencing, peer critiquing, and self evaluation), while also developing their understanding and knowledge of an Introduction to Psychology Module. A second challenge is to ensure that assessment and feedback are meaningful and useful for students. As part of a degree in Social Care, the Introduction to Psychology module includes CORU proficiencies in addition to the module's learning outcomes. The methodological approach to the teaching and learning design in Introduction to Psychology module in collaboration with the academic support sessions provides CORU proficiencies learning opportunities with the specific proficiencies mapped to the module.

To address these challenges, the two lecturers reflected on practices and experiences from the previous academic year, as well as on pedagogical writings on assessment and feedback literacy, and on practices shared by other universities. Collaboratively, the two lecturers developed shared content that focused on scholarship skills development for first years. The Introduction to Psychology module handbook (**see RLO 10**), which was given to students in week one of the semester, was developed from the subject lecturer's direct experience of previous first year groups in this module and from online open sources. Both lecturers supported student transition to third level in the first weeks of classes by explaining the meaning and nature of scholarship, and discussing how developing the associated skills were necessary for success in all their academic modules, with a particular emphasis on the Intro to Psychology module. The psychology lecturer then focused on psychology content in lectures and essay planning in tutorials, with students submitting their essay plans for feedback. These essay plans were shared with the class group in psychology tutorials, where both peers and the lecturer were involved in offering constructive feedback. The Academic Support lecturer focused on research skills, and the use of MTU academic systems for example Anti Plagarism Policy and Procedures and Library Search tools and supports for Social Care . The students' first essay was reviewed by both lecturers for assessment and grading purposes, and appropriate student feedback on their scholarship development was agreed. In addition to this, general written feedback was made available to the full class group. Individual, student-specific feedback was emailed directly to students, who were then directed to review their submission using both general and individual feedback, as well as the rubric provided. If a student still had queries or concerns, they could avail of one-to-one discussion opportunities with either lecturer. The aim of this process was to assist in the students' understanding of and engagement in their individual learning, with the objective of promoting student engagement and autonomy

in their approach.   Working together, the lecturers and students identified thematic problem areas which could be focused on in class to assist with ongong learning and skill enhancement in preparation for the second CA in the psychology module. This also aided in the transference of scholarship skills to other modules and stages. Psychology tutorials provided a discussion space for the development of concept understanding in module content and its application to the social care sector. Second essay plans were then submitted and presented to the group, with peers being asked to comment on how well the plans reflect the marking rubric. Ongoing support was provided in the academic skills support sessions.

Andragogical Case Study D

A lecturer, who uses a Critical Pedagogical approach in his design and delivery, seeks students to actively explore and critique together the power dynamics of learning for their own individual learning benefit. He does this from day one of engagement with class groups. This begins with student group and lecturer developing a 'Class Compact' (after Glasser, 1993) which identifies clearly students' and lecturers' roles and responsibilities in the acquiring and making meaning of knowledge within the module.   The contract addresses attendance, intergroup behaviour assessment and feedback.   This lecturer explores constructive and actional feedback mediums actively.   The Turnitin platform provide opportunities to give individual students feedback within text comments and voice note audio comments, this was received very well by students. Within and out of class student contributions vis Blackboard Discussion forums, Jamboard and Google Forms are other digital technologies the lecturer has successfully used to be able to give live actionable feedback to assist students to develop thought processes when exploring module content.   This lecturer would advise that Assessments are distributed week one of module contact.   This gives the adult learning ownership and ability to engage with an awareness of what is coming, what is required and learning expectations. Assessment methods for this lecturer move away from Final Exam type methods to assessments that assess the students ability to create evidence informed views and the application of module content in 'real life' contexts that require more from the learner than rote learning to ensure they critically engaging with content and developing skills to on graduation be able to apply learning in meaningful ways across many context experiences. Within module experiences students get opportunity to review previous students' submissions This is in the context of recordings of previous students poster presentations or to see, on screen in a classroom, the multimedia portfolios generated in previous years group work. This is a method used to stimulate student thought processes as to how they might approach task and develop their own generation of learning for the assignment. Students also in class with lecturer and peers explore against the Department rubric their evaluation of share example work on class screen to enhance their understanding of assessment expectations. The lecturer also gets students to explore their own graded rubrics to help them identify areas for development. The lecturer uses questionnaires after modules delivered to gain insight to his students' experiences. A key question in the questionnaires is 'Which assignment do you feel most improved your skills?' He notes that very often the assignment students most 'gave out' about the challenges

of while doing, is later often the one they feel they learnt more from.   He finds that the various digital tool records and the questionnaires are useful tools when meeting with externs and exploring practices. The use of Peer Triad groups in assessment is used with group creating a poster presentation. Multimedia Portfolios work well for some modules the lecturer delivers.

Andragogical Case Study E

A lecturer who delivers in both practical and theoretical contexts shared some of the techniques she has used. She uses the developed department rubric for written work **(see RLO 3).** For practical skill assessment students get the opportunity to trial run the skills demonstration. (**see RLO 4 for sample of practical Rubrics)** Through this experience they test their own knowledge base, receive lecturer and peer constructive feedback and develop competency confidence. In a number of modules this lecturer participates in Team Teaching. All lecturers are equally involved in ensuring a shared pedagogical approach to teaching, assessment and feedback processes experienced by students within the module.   As the co-ordinator of Undergraduate 4th year research projects she and the team who work with students on these research projects identify that the skills, competencies and learning for research is a academic year process. Therefore first semester engagement is not graded.   In first semester a number of key milestones must be achieved by student. Students must develop a 'Research Proposal', they present this to peer students and lecturers and receive constructive feedback and opportunity to discuss. The next milestone is to produce a first draft 'Literature Review' which they receive a detailed individual feedback on from their assigned supervisor. **(see Reusable Tool 10**) Students are continually directed to rubric in terms of the ongoing development of proposals and literature reviews. The focus in this semester is for students to learn and embed their research competency before assigning marks/grades. Two lecturers are assigned to each research project. Each lecturer independently grade final submissions in semester 2 and then meet and discuss and agree final grade. 1st and 2nd years have opportunities to acquired embedded certs from the external agency Register of Exercise Professionals. The department with the agency set the baseline to achieve a minimum of 60% in the assessments with the embedded cert to ensure 'Fit for Practice' skills are acquired by students. Practical skill assessment can be challenging due to student numbers as all students are given feedback as they complete demonstration to ensure embedding of competency and knowledge in each student. This lecturer in commitment to team teaching models also annually with 'team' colleagues will review all results for students to ensure anomalies identified and explore future deliveries. Feedback delivered in writing to each individual student on written theoretical work within modules is given via Blackboard. This is challenging as lecturer can see via Blackboard Tracking system that not all students engage with this and hence feedforward is not always evident in students work. This lecturer is in favour of continuous assessment over final exam. During Covid this lecturer made use of online open book exam and found that it created an insight into how to structure exam type assessments to challenge students to explore their insights to content and multi context application. With 1st year students this lecturer facilitates a 4 week transition period at the start of the module delivery for students to attempt to settle into their new environment and to start understanding the scholarship expectations. During this time a small % Continuous Assessment worth 10% is used to give feedback to support aide their transition. This lecturer uses 3 or 4points of assessment in first year groups and points of

assessment decrease as the student progress to 4th year. **See RLO 13** for sample Module handbook given to students at start of the module.

Andragogical Case Study F

This lecturer approaches design, delivery, assessment and feedback through the theoretical framework of Flourishing based in Positive Psychology. Modules have a civic engagement focus and are delivered whilst students engage with community organisations and University initiatives.   In this way students develop real understanding of difference, need, social responsibility, as their societal lens is widened, through their experiential learning. The class group work as a community of practice, as issues/achievements/insights are shared in weekly debrief sessions, where the group and lecturers contribute to the feedback process. Essentially everyone gets an insight into each community initiative.

Students through this engagement gain career clarification, whilst also growing in confidence as they apply their knowledge and skills in a meaningful way.

Students deliver an end of semester presentation on their community engaged learning experiences. Present at this assessment are: community organisation representatives, Dept. staff, and their peers. These presentations are graded by 2 assessors who are external to the module delivery. **See Reusable Learning Tools 15,16,17** assessment guidelines that serve as a guide to the external assessors.

Andragogical Case Study G

A lecturer on a 4th year module taken by all Health and Leisure Students shared her approach. The module is a Facilitation skills development module. There are a number of Streams in the BA Health and Leisure programme. The streams are Physical Ed., Adapted Physical Activity, Massage, Coaching and Sports Performance, Health and Fitness. In this module students from all streams are brought together to have the experience of facilitating their knowledge to others. The experience is in a range of community based settings for example Education sector, Disability sector and Youth sector. The module allocation is 2-hr lecture and 2 hr practical. The students are assigned into pairs. They in their pairing facilitate one 45minute session weekly for 6 weeks to a community groups under supervision of the tutor within the community group. Students are assessed through a 60% Continuous Assessment and 40% Final Exam. As students engage in module their Learning, Assessment and Feedback are interlinked.   In the first 5 weeks of the module the students meet with their assigned community group in the community groups setting. In these early weeks students carry out "getting to know you" exercise activities and a needs analysis. These experiences are shared with peers in class and enhance students learning by contextualising module content to student experience.   The students prepare a resource pack of lesson plans and resources to deliver to their groups over the next 6 weeks - this is the first part of the CA. Students then facilitate in pairs to their community group either in Kerry Sports Academy or in the community group centre for 6 weeks. Kolb's learning cycle is continually applied in the students experiences. Students receive feedback from three sources over the 6 weeks from a) Their lecturer supervising the work b) The tutors within the community group and c) From their class peers. This work makes

up the second part of the CA. This approach allows the students to work to their own strengths and to the uniqueness of the stream they are in e.g. The Coaching and Sports Performance group work with the 1st years in delivering content on coaching, the PE group work with the Youth sector on Health-Related Fitness and SPHE topics.

The same lecturer to the latter case study delivers the Personal Training module at MTU Kerry. Module is made up of 2 hrs practical and 2 hrs lecture over one semester in third year. 60-70% of all BA Health and Leisure students choose to complete this module every year. It is referred to as "Embedded Service Learning". The students have completed a number of related modules in the first 2 years of their programme that give them a broad range of knowledge and skills that can then be applied in Personal Training module. This is an excellent model as it allows for the progressive development of learning to be applied in a certain context by third year. The module also has independent client work of 12 hours to be completed by the student. MTU staff are recruited by lecturer to volunteer to participate in a 6 week "Free Personal Training" Service. The provision of this Personal training by students to staff is part of the module assessment for students. The student must screen and assess the volunteer's goals, fitness level, design a programme, book facility at agreed times with the client, deliver/coach the programme and evaluate its effectiveness. This is assessed as a continuous assessment weighted at 70% of module. Student through their experiences develop their understanding of the key knowledge and skills needed in role of professional personal trainer and the skills to adapt to different client needs and contexts.   Students start working with volunteers in Week 4 and finish in Week 10.   Part of every week's class contact with lecturer and peers is about reviewing any issues the students may have had and together identifying best practice. Every volunteer is different so the applied contexts are all varied which gives a richness to the learning experience and a "very real-life experience" as it simulates the industry very well. The fact that the students work with MTU staff means they have real MTU community engagement in their learning space. This progresses well from peer work in the first 2 years and it also challenges their independent work in terms of communicating with the volunteers and organising times, venue and equipment needed. There is no real division between assessment and learning in the module experience for student. 6 weeks of the intervention uses the Kolb model of do, review, learn and re-apply on a weekly basis and this is facilitated by feedback in class time outside of the work with volunteer. Students also experience informal feedback by other Health and leisure practitioner staff members who may be in the gym while the students are working. The students are assessed while working over the 6 weeks by the module tutor and they receive feedback orally after the session and in the form of the completed rubric which is emailed to them on completion of the assessment. Students are encouraged to keep a reflective notebook where they record their learning each week and then use this to form the basis of a reflective essay which is the final part of the assessment. In class time students do informal "professional competency scores" – this is a score out of 10 for' how well I felt they did in class today' on whatever task they had to prepare for class e.g. it might be to design a programme using 3 mobile pieces of Personal Training equipment for their client or Complete a first consultation with their client in class – practice run. Tasks are based on confidence and competency skill development. It is not a formal part of the CA but it is used to inform their feedback on how well they are progressing in the module, This practice and feedback is on average 3 or 4 times in a semester. Students report this feedback process as a real help. The lecturer notes it is very good for confidence building which they need for their direct work.

Andragogical Case Study H

A lecturer expressed the importance of assessments and feedback in the students assessment journey, that through feedback lecturers impact on students learning habits. The more explicit the assessment directions and marking and feedback processes the better habit breaking or formation affect on student. As the notion of feedback only at the point of summative feedback is in essence already too late for learner to attain potential. Hence the importance of regular formative feedback opportunities to learners, practical skill based content affords itself to this and we can learn from this for other types of content assessment. It is important that academics need to share meaning, role and value of assessments and feedback. Team decisions on issues like how many points of assessment per 5 or 10 credit modules. Really teasing out what we mean by points of assessment e.t.c.. He highlights the need for linking Assessment and Feedback to programme learning outcomes as well as module learning outcomes. He has drafted an 'Assessment Guidelines Policy Document' to begin discussions of having a framework agreed within Schools and Departments.. **(see RLO 12)** This lecturer also spoke about the importance of ensuring that where there are fit to practice/ unsafe/dangerous' practice issues assessment/ marking schemes/ rubrics need to be designed to capture that passing equates to fitness to practice/ safe practice.

Andragogical Case Study I

Jan - May 2020

A lecturer in the Department of Social Sciences who was co-ordinating placements in March 2020 when Covid immediately affected the Early Childcare sector responded in action to the reality that many placements were cut short to 6/7 weeks as opposed to the average 12 weeks. Students were encouraged to reflect on the range of experiences that they had prior to closures of Lockdown. **(See RLO. 19-20) They** were asked to submit written pieces online on these reflections. These written pieces fed into their final written submission piece. The lecturer provided weekly online Mentoring sessions online to the whole student group through Blackboard Collaborate. These sessions were informed by what was needed in students learning, skill acquisition stage but also a hold space for students in such an unprecedented time of concern in general and specifically about their shorter placements. Work Placement Tutors also continued the normative contacts with their allocated students (in general there was an increase in email contact) and Early Years services where possible.

Sept - Dec 2020

The next cohort of students went out in Sept 2020. There was a planned increase in online mentoring put in place by team. Students received online mentoring once ever ¾ weeks as a group and 1:1 sessions online with their allocated tutor. Any Agency visits were also online visits. Students moved from traditional written assignments to the use of Screencast-o-matic. **(See RLO 20**) This focused them on creating an audio visual artefact of their learning and development while enhancing their digital skill set. The end product was max 15mins. They were encouraged to capture evidence of their growth beginning middle and end of their placement. This was all done within GDPR, privacy and confidentiality frameworks

as applied by MTU and the Early Years sector. They collaborated with peers through virtual platforms to develop their ideas. There was a virtual call-in day but was a shorter session than traditional face to face sessions.

Jan - May 2021

In January the next cohort were delayed starting so the ECCE course board team and the work placement coordinator developed simulated activities for students to work on online while awaiting 'opening' of services. Students started placements at different times. Tutors met their allocated students monthly through blackboard Collaborate. They also received monthly online group mentoring from work placement coordinator. Agency visits were a mix of online and face to face. A lot of anxieties existed as this cohort never had been on site so had limited knowledge of each other or of the staff. This coupled with anxieties relating to covid's impact led to it been an extremely challenging year for this cohort of students. There are challenges external to covid in terms of the Professionalisation of the sector, the use of online portfolio platforms need to be explored to ensure documentation can be tracked on request by external inspection processes.

Sept - Dec 2021

Students began placement as planned but with restrictions re moving between groups and classes. Monthly online meetings with tutors were maintained as well a monthly full group session with placement coordinator. A new model of capturing student ongoing learning is being used : students submit 10 weekly journal entries via Blackboard for formative feedback from tutors. These entries will feed into a final report submitted at end of placement. A mix of in-person visits and online supervision is being used by tutors depending on the requirements of different placement hosts.

This lecturer is also exploring online techniques to enhance internationalisation experiences of students (COIL 2020). The use of shared online platforms with students based in different EU geographical locations are hoped to share assessment, group work, peer learning and exposure. Students will be divided into groups and will present with visual aids on themes that they choose from module focus.

Andragogical Case Study J

A lecturer whose teaching is influenced from their original primary teacher-training and journey into the counselling profession aims to bring student in touch with the curriculum (Nakkula and Ravitch, 1998). She works experientially with students from the assumption that they can learn once material is presented at their level of understanding (Bruner, 1973) and that classroom conditions facilitate learning (Rogers, 1951). In a facilitative, experiential context, one of these conditions is respect. To this end, ground rules are developed with every class. These set the tone of the modules, clarifying expectations, rights and responsibilities in learning. Without fail, every group suggest "respect" as key for their learning. Respect is made

real by discussing its practical manifestation, modelling, reinforcement and challenge, if necessary.

Assessment foregrounds three learning domains- cognitive, affective and psychomotor (Bloom). Cognitive learning is assessed in an essay. Affective learning is recorded in weekly reflections, summarised and summited as a learning journal. An example of practical learning assessment is the fourth-year students' design, facilitation and evaluation of a six-hour Sexual Health module with first years. In pairs, fourth years facilitated six, one-hour sessions. Supervision with feedback along with student reflection facilitated their learning about learning aims and objectives, content development, methodologies, evaluation and pedagogic relating. Key to this project was timetable management facilitated by the school administrator, first year lecturers and Head of Department.

This lecturer also facilitates student development of Interpersonal Communication Skills with four themes- a)Awareness of self and other, b) Attending c) Active Listening and d) Responding. Practical assessment includes an interview where students interview a person of their choosing and compile a report afterwards. The report is students' opportunity to give account of their preparatory work; awareness throughout the process; skills used; theoretical needs-analysis of interviewee's experience (Maslow, 1943, Glasser, 2019 and Seligman, 2002); reflection of personal and professional learning.