Trinity Education Project – Student Forum on Trinity Electives

Monday 14\textsuperscript{th} November 1-2.30pm, McNeil Theatre, Long Room Hub

Map:  \url{https://www.tcd.ie/Maps/map.php?q=Trinity%20Long%20Room%20Hub};

Agenda

\textbf{Background:}\nAs part of the Trinity Education Project, a key element of the College’s 2014 – 2019 Strategic Plan, the student community is invited to participate in a conversation in relation to Trinity Electives. A light lunch will be provided.

\textbf{Aim of the event:}\nChaired by the Dean of Undergraduate Studies/Senior Lecturer and Chair of Strand 4: Trinity Electives, Dr. Gillian Martin, this student forum seeks to discuss which Trinity Electives might be designed and developed. To stimulate discussion, there will be a brief presentation by the Senior Lecturer at the start of the forum.

\textbf{Agenda : Start time is 1.00pm sharp - please arrive @ 12.45pm to register}

\begin{tabular}{|l|l|}
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\textbf{Item} & \textbf{Timing} \\
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1. Welcome from the Senior Lecturer with an outline of the forum objective and the Trinity Education Project & 10 minutes \\
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2. Participants break into groups [seated at tables] led by a facilitator & 55 minutes \\
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& Questions for discussion; \\
& 1. \textbf{Which kinds} of Trinity Electives would you like to see and \textbf{why}? \\
& 2. \textbf{How} might the Trinity Electives \textbf{support} the development of \textbf{Graduate Attributes}? \\
& 3. \textbf{How would you like} to see Trinity Electives \textbf{delivered}? \\
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3. Feedback from \textbf{one member} of each group – to be decided by each group and conveyed by the facilitator & 20 minutes \\
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4. Wrap up and next steps & 5 minutes \\
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Expected finish \textbf{2.30pm}
To Think Independently

To Act Responsibly

To Communicate Effectively

To Develop Continuously

A TRINITY GRADUATE
- Has a deep knowledge of an academic discipline
- Does independent research
- Thinks creatively and critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesizes evidence

A TRINITY GRADUATE
- Act on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is capable of participating in a team
- Has a global perspective
- Is ethically aware

A TRINITY GRADUATE
- Has a deep knowledge of an academic discipline
- Can do independent research
- Can think creatively
- Can think critically
- Appreciates knowledge beyond their chosen field
- Can analyse and synthesise evidence

A TRINITY GRADUATE
- Can present work through all media
- Is expert in the communication tools of a discipline
- Connects with people
- Listens, persuades and collaborates
- Has digital skills
- Has language skills

A TRINITY GRADUATE
- Has a passion for continual learning
- Commits to building career skills
- Commits to personal development through reflection
- Builds the confidence to take measured risks
- Is capable of adapting to change

A TRINITY GRADUATE
- I have a deep knowledge of an academic discipline
- I can do independent research
- I can think creatively
- I can think critically
- I appreciate knowledge beyond my chosen field
- I can analyse and synthesise evidence

A TRINITY GRADUATE
- I am able to present work through all media
- I am expert in the communication tools of my discipline
- I can connect with people
- I can listen, persuade and collaborate
- I have digital skills
- I have language skills

A TRINITY GRADUATE
- I act on the basis of knowledge and understanding
- I am self-motivated and able to take responsibility
- I know how to deal with ambiguity
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- I have a deep knowledge of an academic discipline
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Trinity Electives – what are they?

Trinity Electives are:
- Stand-alone, institution-wide modules;
- Available to students from all disciplines;
- Not available within a core programme of study;
- Chosen by the student

Discussion

1. **Which kinds** of Trinity Electives would you like to see and **why**?
   - Trinity Electives should not be too broad. They should give an introduction to a discipline and include languages, applied across the institution;
   - Trinity Electives should be broad in approach and aim to broaden and improve skills and allow student to gain insight into different teaching and learning methods e.g. science student taking a Latin module. Enables students to engage with different parts of the brain;
   - There should be a mix of Trinity Electives, including subject specific modules with modules that enable a student to experience a completely different way of learning (e.g., Arts students in a laboratory);
   - Link to research themes is welcomed – gives an opportunity for students to discuss “hot topics” in research. The mix of research topics complement cross disciplinary working;
   - Concept of broad research titles welcomed such as “ageing” – if there are very specific titles, less breadth could be expected; suggestion to use one word, broad titles;
   - Types of modules may include business, entrepreneurship, IT Skills, technology, sport (think outside the box), introduction to sociology, science of failure, ethics in different contexts (healthcare, science), multidisciplinary electives;
   - Focus on development of skills rather than be subject centred;
   - Emphasis placed on enhancing a student CV, employability, exposure to disciplines outside of the core programme of study;
   - Could use a project management approach – students could be asked to manage a project which had a contribution to society/community;
   - A creative approach could be taken to a topic e.g. discovery DNA. Students could focus on different aspects such as historical, societal,
performance and could be asked to do a piece of work as the assessment, e.g., performance;

- Could have 3 streams of electives (1 x science, 1 x humanities and 1 x interdisciplinary);
- Electives should place students on a level playing field.

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2. How might the Trinity Electives support the development of Graduate Attributes?
3. How would you like to see Trinity Electives delivered?

Generally tables discussed these two questions together.

- Trinity Electives should address areas of deficit in chosen discipline; however, this will be difficult to present, e.g. working in a team;
- A reflection on modules should be a compulsory component of a module;
- Trinity Electives will need to be more visible – perception that Broad Curriculum modules were not very visible;
- Need to make clear that there is an emphasis on breadth and that these modules are outside of the core programme of study;
- Student input into the design and delivery of modules is important;
- Assessment methods could include peer review, flipped classroom;
- If offered in the freshman years, students will be more likely to take a chance to study a module completely outside of their core area of study;
- By choosing a Trinity Elective module a student is already demonstrating that they are thinking independently;

Delivery & Assessment

- MOOCs not considered desirable without any face-to-face. Students welcomed some on-line components but not completely on-line. Value face-to-face and interaction with other students. Allows student to expand their experiences and it brings students together from different backgrounds and different skillsets;
- Blended learning preferred method of delivery;
- Student input into the assessment could be considered, i.e., student could choose the form of assessment for the module. Group work can be assessed independently using different formats;
- Assessment from a project perspective could involve organising the project team, presenting a report, making a presentation – all of these skills would develop Graduate Attributes (socialising, team working, fostering management skills, communicating, engaging etc.);
- Pass/Fail not supported as students do like to see how their work is measured;
- Peer review could be a good way of assessing;
• Extended transcript/e-portfolio could be a way of presenting student skills instead of just a mark and highlight skills for an employer;
• An award could be introduced for best presentation, best project etc.

Senior Lecturer
Fedelma McNamara
15.11.16