Trinity Education Project

Student Forum

Dean Undergraduate Studies/Senior Lecturer
Monday 14 November 2016 @ 1pm
Long Room Hub
To Think Independently
- 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

To Act Responsibly
- 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
- I am an effective participant in teams
- I have a global perspective
- I am ethically aware

To Communicate Effectively
- 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

To Develop Continuously
- I have a passion to continue learning
- I build and maintain career readiness
- I am committed to personal development through reflection
- I am building confidence to take measured risks
- I am capable of adapting to change
A TRINITY GRADUATE

- Has a deep knowledge of an academic discipline
- Can do independent research
- Thinks creatively
- Thinks critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesises evidence

A TRINITY GRADUATE

- Acts on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is an effective participant in teams
- Has a global perspective
- Is ethically aware

A TRINITY GRADUATE

- Can present work through all media
- Is expert in the communication tools of a discipline
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To **Think** Independently

To **Act** Responsibly

To **Communicate** Effectively

To **Develop** Continuously

A TRINITY GRADUATE

- Has a passion to continue learning
- Builds and maintains career readiness
- Commits to personal development through reflection
- Has the confidence to take measured risks
- Is capable of adapting to change
Trinity Curriculum

- Balance between depth and **breadth**
  - Trinity Electives
  - Approved Modules
  - Co- & Extra Curriculum
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
Institution-wide modules drawn from Research Themes?
Discussion Questions

1. **Which kinds** of Trinity Electives would you like to see and **why**?

2. **How** might the Trinity Electives **support** the development of **Graduate Attributes**?

3. **How** would you like to see Trinity Electives **delivered**?
Trinity Education Project – Student Forum on Trinity Electives
Monday 14th November 1-2.30pm, McNeil Theatre, Long Room Hub

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

Agenda

Background:
As 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.

Aim of the event:
Chaired 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.

Agenda: Start time is 1.00pm sharp - please arrive @ 12.45pm to register

<table>
<thead>
<tr>
<th>Item</th>
<th>Timing</th>
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<tbody>
<tr>
<td>1. Welcome from the Senior Lecturer with an outline of the forum objective and the Trinity Education Project</td>
<td>10 minutes</td>
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<tr>
<td>2. Participants break into groups [seated at tables] led by a facilitator</td>
<td>55 minutes</td>
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<td>Questions for discussion;</td>
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<tr>
<td>1. <strong>Which kinds</strong> of Trinity Electives would you like to see and why?</td>
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<td>2. <strong>How</strong> might the Trinity Electives <strong>support</strong> the development of <strong>Graduate Attributes</strong>?</td>
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<td>3. <strong>How would you like to see Trinity Electives delivered?</strong></td>
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<td>3. Feedback from <strong>one member</strong> of each group – to be decided by each group and conveyed by the facilitator</td>
<td>20 minutes</td>
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<td>4. Wrap up and next steps</td>
<td>5 minutes</td>
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<td>Expected finish <strong>2.30pm</strong></td>
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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.

Dean of Undergraduate Studies/Senior Lecturer
Project Manager, Fedelma McNamara
15.11.16