



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Centre for Academic Practice Annual Report

2024-25

Trinity Teaching & Learning

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Foreword

It is my pleasure to present the Annual Report of the Centre for Academic Practice.

Our Centre exists to support and enhance teaching excellence across Trinity and at the heart of our work lies a fundamental belief: that meaningful educational enhancement and change happens through genuine **collaboration, dialogue, and partnership**. This collaborative approach shapes everything that we do: from advancing research and scholarship in teaching and learning, to supporting innovation and excellence in teaching, to facilitating research-informed professional development. When we work with educators, we aim to create inclusive spaces where our collective expertise can be harnessed to translate research-informed approaches into lived teaching experience. We actively cultivate partnerships with students and we maintain strong connections with other universities, professional organisations and educational researchers, both nationally and internationally in the knowledge that the challenges we face are shared across an increasingly diverse global higher education landscape.

In this report, you will find a comprehensive overview of key milestones and achievements over the past year, encapsulating the dedication, innovation, and collaborative spirit that define our commitment to advancing teaching and learning excellence at Trinity.

I would like to thank my colleagues in the Centre for their commitment to enhancing teaching and learning across the university. To the many staff and students across Trinity who have partnered with us: your support is invaluable and greatly appreciated.

We hope you enjoy reading this Annual Report and we look forward to working in partnership with you as we fulfil our shared mission to foster transformative learning experiences for all Trinity students.



Dr Pauline Rooney

Head of the Centre for Academic Practice
Trinity Teaching & Learning



About the Centre for Academic Practice

Our Mission

"Our mission is to inspire and strengthen a culture of enhancement in teaching, learning and assessment underpinned by research, innovation, inclusivity, sustainability and collaboration."



Our Core Pillars of Activity

With a focus on dialogue, collaboration and partnership we fulfill our mission through three main objectives.



We **lead and advance** excellence and innovation in teaching, learning & assessment.



We **progress and promote** research and scholarship in academic practice.



We facilitate **research informed professional development** in teaching, learning & assessment.

The Team 2024-25



Dr Pauline Rooney
Head of The Centre for Academic Practice



Nicola Byrne
Project Manager



Jade Concannon
Programme Administrator



Dr Claire McAvinia
Academic Developer



Dr Caitríona Ní Shé
Academic Developer



Kevin O'Connor
Learning Technologist



Dr Ana Schalk
Academic Developer, Digital Learning



Dr Cuisle Forde
Education Fellow (ESD)



Dr Jonathan Hodgers
Education Fellow (ESD)



Dr Cicely Roche
Education Fellow (ESD)



Dr John Gallagher
Education Fellow (ESD)



Dr Clare Kelly
ESD Fellow, 2024



Dr Felix Mezzanotte
ESD Fellow, 2024



Dr Carlos Rocha
ESD Fellow, 2024

Our Student Partners 2024-25



Shrikalaivaani S. Jayalakshmi
Postgraduate Student,
Business Analytics



Anabel O Hora
2nd Year, European Studies



Isabelle Rees
4th Year,
Environmental Science and Engineering



Kaja Urbaniuk
Posgraduate student,
LLM in International and Comparative Law



Aryan Chandok
4th year, Computer Engineering

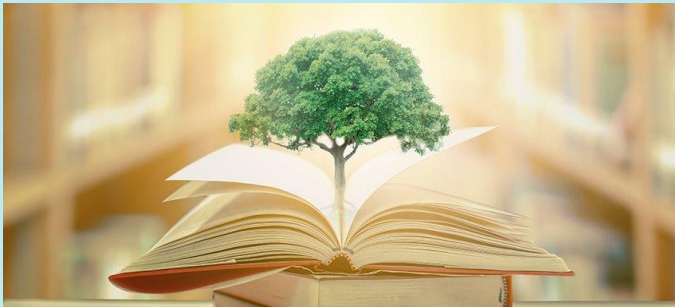


Advancing Excellence & Innovation in Teaching, Learning & Assessment

Strategic Educational Initiatives

The Centre for Academic Practices leads a number of strategic institutional initiatives aimed at advancing teaching excellence and innovation across Trinity.

These initiatives foster innovative pedagogies, support evidence-informed practice, and empower educators to create inclusive, impactful learning experiences for all students.



Education for Sustainable Development



Generative AI in Teaching, Learning & Assessment



Research Hub for Learning Innovation



Awarding Teaching Excellence

Education for Sustainable Development (ESD)

Trinity's strategic objective for education is to empower *"staff and students...to develop.. knowledge, skills and attitudes necessary to act as agents of change...in working towards sustainable development within planetary boundaries"* (**Sustainability Strategy 2023-2030**).

Trinity's Sustainability Strategy further commits to:

- **Curriculum renewal:** re-orienting Trinity curricula towards development of key competencies for sustainability;
- **Staff support:** with a particular emphasis on transformative learning.



In 2024, Trinity strengthened its commitment to ESD by establishing a cross-functional, interdisciplinary team within CAP – including four ESD Fellows and two Academic Developers, who work in collaboration with Trinity Sustainability.

With a comprehensive work programme aligned to Trinity's Sustainability Strategy 2023-2030 and Trinity's Performance Agreement with the HEA 2023-2028, key areas of work for 2024-25 included:

Development of Trinity's **ESD Curriculum Design Framework**.

Development and launch of an **ESD Resource Hub**.

Publication of an ESD Library of Teaching Materials - a suite of **Open Educational Resources (OERs)**.

Participation of 140+ staff in **professional development for ESD**.

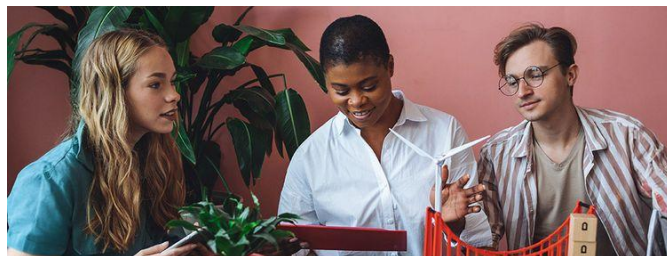
Representation on **National ESD Fora**, contributing to national ESD strategy.

Mapping of ESD themes, competencies and pedagogical approaches in undergraduate and postgraduate curricula.

Key ESD Milestones and Deliverables



Trinity's ESD Curriculum Design Framework



ESD Resource Hub



ESD Library of Teaching Materials
Open source, free to use in any discipline



Awarding of Certificates to participants on "Next Steps for Enacting ESD" staff module



Masterclass on designing ESD into curricula

Facilitated with experts Dr Kieran Higgins (Queen's University Belfast) and Dr Alison Calvert (Ulster University).



Presentation at National ESD Spotlight Series

The ESD team within the Centre for Academic Practice presented the work that has been completed within Trinity College to the national network as part of the [HEA/National Forum ESD Spotlight Webinar](#).



Generative AI in Teaching, Learning & Assessment

The rapid advancement of generative AI presents unprecedented opportunities and significant challenges for higher education. As GenAI becomes increasingly integrated into academic and professional environments, we are challenged to consider how to use GenAI ethically and responsibly while preparing our graduates for an AI-augmented workforce.

In the Centre for Academic Practice we have taken a strategic multi-stranded approach which focuses on:

- Empowering staff to **critically engage** with GenAI with a view to making informed pedagogical decisions regarding its use (or non-use).
- Engaging stakeholders in the collaborative development of **institutional guidance** underpinned by Trinity's academic integrity values.
- Fostering a culture of **critical inquiry, research and innovation** around these tools.

By taking this approach, we aim to position Trinity as a leader in reimagining education for the GenAI era while maintaining our commitment to rigorous scholarship and meaningful human-centered learning.

Key milestones for 2024-25 include:

Publication of College Statement on GenAI in Teaching, Learning, Assessment and Research.

Development and launch of a **GenAI Hub**.

National roll out of the open course/digital badge "Using GenAI in Teaching, Learning & Assessment".

Awarding of **266** digital badges on "Using GenAI in Teaching, Learning & Assessment" to participants across Ireland, including **46** badges to Trinity staff.

Co-hosted 15th International Conference on Learning Analytics & Knowledge (LAK25).

Publication of inter-institutional publication on GenAI in Irish universities.



College Statement on GenAI

CAP led a comprehensive stakeholder engagement process culminating in the publication of the College Statement on the Use of Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research.

This Statement:

- sets out a high-level institutional position regarding the use of artificial intelligence and GenAI;
- outlines overarching principles underpinning the use of AI/GenAI by staff and students;
- directs staff and students to supporting resources across Trinity including relevant policies and processes.

► [View the College Statement on GenAI](#)

GenAI Hub for Teaching, Learning, Assessment & Research

In September 2024, we launched our GenAI Hub for Teaching, Learning, Assessment and Research. Developed in collaboration with Trinity Research, and comprising a wealth of resources, this hub aims to support staff to:

- understand GenAI and how it works;
- illustrate how GenAI can be used in teaching, learning, assessment and research;
- identify risks and challenges to be considered when using GenAI.

► [Visit the GenAI Hub](#)



College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research

This statement is a living document that will be regularly reviewed and updated as Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) technologies evolve and as other related College policies are published.

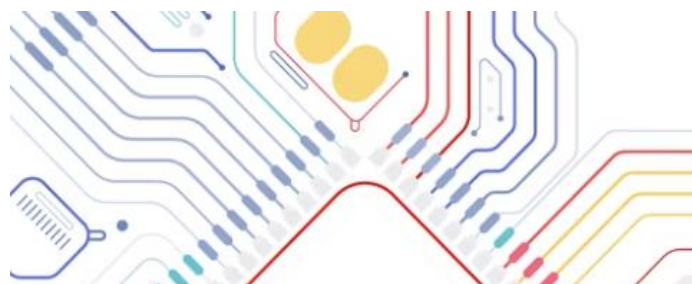
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National launch of Open Course on GenAI in Teaching & Learning

In October 2024, we launched a national open course on GenAI in teaching and learning, designed in partnership with Dublin City University and the University of Limerick. Funded by the Higher Education Authority (HEA)/National Forum as part of their **open courses suite**, this course supports participants to:

- explain GenAI terminology;
- evaluate the use of GenAI in teaching, learning and assessment contexts;
- explore and reflect on pedagogical practices which incorporate the use of GenAI;
- design and embed GenAI within teaching, learning and/or assessment practices.



GenAI in Teaching and Learning



Impact in Trinity

- **250** staff registered for the course.
- **38** digital badges awarded to date.



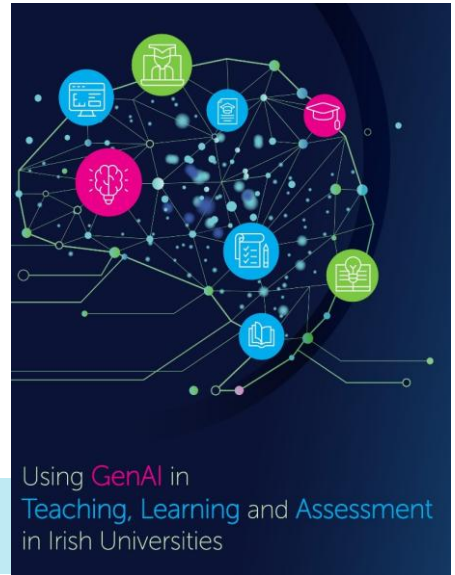
National impact

- **80** participants from **21** institutions in first roll out.
- **58** digital badges awarded nationally to date.
- Adopted by **7** higher education institutions across Ireland.
- National self-study version of the course launched by the National Forum/HEA with **380** participants to date



Inter-institutional publication of GenAI case studies in Irish universities

CAP led an interinstitutional collaboration with eight Irish universities to collate and publish an open-access collection of use cases, showcasing how educators across Ireland are using GenAI in innovative ways to enhance teaching, learning and assessment.



► [View the inter-institutional publication](#)

Hosting of the 15th International Conference on Learning Analytics & Knowledge (LAK25)



The 15th International Learning Analytics & Knowledge Conference



March 3 - 7, 2025



Dublin, Ireland



SOLAR
SOCIETY for LEARNING
ANALYTICS RESEARCH

acm In-Cooperation

SIGCHI
sig web




From 3rd to 7th March 2025, CAP was delighted to co-host the 15th International Conference on Learning Analytics & Knowledge (LAK25) with TU Dublin and the Open University.

As the highest-ranked education technology conference and one of the top 20 most cited educational technology events, this event brought together over 480 leading international researchers, practitioners, and educators to explore the transformative impact of analytics on teaching, learning and development.

► [Find out more about LAK25](#)

Research Hub for Learning Innovation (ReLI)



Research Hub for Learning Innovation (ReLI)

In May 2024, CAP was delighted to launch Trinity's Research Hub for Learning Innovation (ReLI). ReLI aims to empower staff and students to respond to educational challenges by (co)researching pedagogical innovations, evaluating and, as appropriate, integrating innovations within College curricula.

Sponsored by the Senior Lecturer and Dean of Undergraduate Studies, Professor Vinny Wade, ReLI has been established as part of an initial two-year feasibility pilot with aims to:

- harness College expertise across functions and disciplines to co-create pedagogic solutions to systemic challenges;
- consolidate Trinity's leadership in pedagogical research and curriculum design while building capacity for scalable, institution-wide enhancement in teaching and learning.

In response to an inaugural call for proposals, over **40 applications** were received totalling over **1 million euros** in potential funding, signalling huge interest amongst the Trinity community.

More details on selected proposals will be announced next academic year. For now, we look forward to leading on this important strategic initiative over the coming year, and to advancing Trinity's strategic goals for teaching and learning enhancement, in collaboration with our partners across the disciplines.

► [Find out more about the Research Hub for Learning Innovation \(ReLI\)](#)

Trinity Teaching Awards 2025

Each year, CAP has the honour of coordinating Trinity's Teaching Awards. The Teaching Awards are designed to recognise and celebrate those who have made an outstanding contribution to teaching excellence.

This year, our educators were recognised under two levels of Award:

The Inspiring Educator Award: recognises those who have made a **significant** contribution to enhancing teaching excellence, inspiring and motivating students to learn and inspiring colleagues to enhance their own practice

The University Excellence in Teaching Award: recognises those who have made an **exceptional** contribution to teaching and learning at Trinity, often with a lasting impact on students, colleagues, and the institution.

The recipients of this year's awards were announced by Provost Linda Doyle at a ceremony in the Provost's House on 5th June 2025.



University Excellence in Teaching Award
Winners 2025



Inspiring Educator Award Winners 2025



Congratulations to our Award winners of 2025



Inspiring Educator Award Winners 2025

- Prof Raj Chari, School of Social Sciences & Philosophy
- Dr Juan Diego Rodriguez-Blanco, School of Natural Sciences
- Dr Sarah Hamill, School of Law
- Prof David Hoey, School of Engineering
- Dr Supriya Kapoor, Trinity Business School
- Clare Kelly, School of Psychology
- Prof Christopher Morash, School of English
- Dr Noel Ó Murchadha, School of Education
- Dr Seamus O'Shaughnessy, School of Engineering
- Prof Joseph Roche, School of Education
- Dr Astrid Sasse, School of Pharmacy & Pharmaceutical Sciences
- Dr Martin Sokol, School of Natural Sciences

University Excellence in Teaching Award Winners 2025

- Prof David Hoey, School of Engineering
- Dr Astrid Sasse, School of Pharmacy & Pharmaceutical Sciences
- Dr Noel Ó Murchadha, School of Education



[Find out more about our Award Winners in our 2025 Teaching Awards Booklet](#)

Faculty & School Consultancies



The Centre for Academic Practice works collaboratively with individuals, groups and programme teams to provide bespoke guidance and support in teaching, learning, assessment and curriculum design.

Over the past year we have worked extensively with a range of staff, offering support targeted to School and Department needs including external contributions. In this period **22** consultancies were delivered:

Curriculum development for new programmes:

School of Natural Sciences, Pharmacy & Pharmaceutical Sciences & Trinity Careers (micro-credentials)

GenAI in teaching and learning:

School of Geography, Nursing, Student Support, Linguistics, Pharmacy, Texas A&M University & Carleton College, USA.

Curriculum redesign:

School of Physiotherapy, Religion, Theology and Peace Studies & Nursing and Midwifery

**If you are interested in working with us in 2025-26,
please email academicpractice@tcd.ie**



Research & Scholarship in Academic Practice

Research & Scholarship Current Projects

We play a central role in advancing Trinity's mission to enhance academic practice through pioneering research and transformative teaching and we have disseminated our work nationally and internationally. Members of our team have cutting-edge expertise across critically important areas including **generative AI, digital education, STEM pedagogy, curriculum design and assessment**. This breadth of knowledge informs our work, supporting the integration of new pedagogical approaches and technologies through our suite of academic development offerings and consultancy. See our current ongoing projects below.



Using GenAI in teaching, learning and assessment across the disciplines

Cross-sectoral research which captures pedagogical practices across Irish universities.



Curriculum analytics – a GenAI tool to scale mapping of ESD across Trinity curricula

Development of a GenAI tool to analyse and map ESD themes, competencies and pedagogies across Trinity curricula.



A Curriculum Design Framework for ESD

A review and analysis of best practice in embedding ESD in higher education curricula to inform development of a curriculum framework for Trinity.



Evaluation student experiences of ESD in the curriculum

A students-as-partners approach to evaluating experiences of ESD across Trinity undergraduate curricula.



Exploring the changing needs, challenges and uses of on-campus learning spaces

Collaboration with Trinity Estates and Facilities to research the changing needs, challenges and uses of on-campus spaces with a focus on the enhancement of teaching space and the student experience.



Evaluating professional development for teaching excellence and impact

Longitudinal research to evaluate impact of academic professional development strategies on teaching and learning at Trinity.

Supervision and examination of postgraduate research

CAP staff regularly examine postgraduate research (Masters and PhD) at other universities. Recent examples include postgraduate research on learning spaces and academic professional development for GenAI.

CAP staff also co-supervise doctoral students in other universities: current students are researching professional identity formation on placement in clinical education, and assessment of placement learning in engineering.

Research & Scholarship Publications 2024-25



Breen, S., Ní Shé, C., & O'Shea, A. (2024, June 10-14). *Role of example generation in implicit and explicit conjecturing tasks*. [Conference paper]. INDRUM 2024, Barcelona, Spain. [>> Read more](#)



Connery, A. & Ní Shé, C. (2024). Designing a Module on Stuttering and Cluttering: A Guide for Speech-Language Pathology Educators, *American Journal of Speech-Language Pathology*, 33(3), 1157-1173.



McAvinia, C. (2024). From flagship to flotilla? Findings from a review of literature on learning spaces in higher education and ESD. *Irish Journal of Academic Practice*, 11(2). [>> Read more](#)



Mir, K.; Gray, G.; Schalk, A.; Zafar, M. (2025) Designing a study to evaluate the Impact of WebXR with GenAI on Student Engagement in Distance Education. ECTEL 2025 Conference. Newcastle and Durham. [>> Read more](#)



Schalk, A. & Ní Shé, C. (2024). *Using GenAI in Teaching, Learning and Assessment in Irish Universities: Examples from the Disciplines*. Using GenAI with Teaching Staff on a Special Certificate in Teaching, Learning and Assessment. In A. Schalk & P. Rooney (Eds). [>> Read more](#)



Schalk, A. & Rooney, P. (Eds) (2024). *Using GenAI in Teaching, Learning and Assessment in Irish Universities: Examples from the Disciplines*. A collaborative initiative among the seven Irish Universities to share explorative and innovative teaching, learning, and assessment practices using GenAI within the disciplines. [>> Read more](#)



Schalk, A., & Rooney, P. (2025, May). *Leveraging GenAI for teaching, learning, and assessment: A transformative and collaborative experience across Irish universities*. EUA AI 2025 Conference, Brussels, online. [>> Read more](#)



Schalk, A., & Rooney, P. (2025, March). *Leveraging GenAI for teaching, learning, and assessment: A transformative and collaborative experience across Irish universities*. XV International Learning Analytics and Knowledge Conference. Pre-conference workshop. "AI in Education: Towards Developing International Standards" Dublin. [>> Read more](#)



Schalk, A. (2024). Using a Chatbot to Support Teaching in Large Groups. In A. Schalk & P. Rooney (Eds). *Using GenAI in Teaching, Learning and Assessment in Irish Universities: Examples from the Disciplines*. [>> Read more](#)



Schalk, A. (2024). *Unleashing Academic Integrity potential in a GenAI era: How the evolving landscape of GenAI reshapes academic integrity, presenting unprecedented challenges and opportunities for teaching and assessment practices*. CONUL Consortium of National and University Libraries Annual Seminar, 1 March 2024. Keynote. [>> Read more](#)



Peer Review/Editing:

(Dr Claire McAvinia) Co-editor open access peer-reviewed *Irish Journal of Academic Practice* with Dr Roisin Donnelly and Dr Kevin O'Rourke; special issue on Education for Sustainable Development in collaboration with UN's UNITAR group published in 2024; next regular issue in June 2025. Peer reviewer for *Innovations in Education and Teaching International*.

(Dr Caitríona Ní Shé) Peer reviewer on *Teaching Mathematics and its Applications* journal.



Academic Professional Development

Academic Professional Development

We offer a range of academic professional development opportunities designed to support faculty at all career stages in developing their teaching expertise.

Key goals of our professional development include:

- **empowering staff** to create engaging and transformative learning experiences for Trinity students;
- **strengthening connections** between research and teaching;
- encouraging **systemic inquiry** into the impact of teaching strategies and dissemination of pedagogical innovations;
- strengthening robust **assessment and feedback** strategies;
- building capacity to effectively integrate **digital technologies** into teaching practice;
- nurturing vibrant **communities of practice** where educators can share insights and learn from each other.



Our key offerings include:



Our flagship professional postgraduate qualification:
Special Purpose Certificate in Academic Practice (NFQ Level 9: 15 ECTS)

Structured PhD module for Graduate Teaching Assistants: Teaching & Learning

For-credit professional development modules (5 ECTS)

Annual Teaching & Learning Symposium

National Digital Badges (online courses)

Research Supervisors Development Programme

Academic Integrity Week

Academic workshops, webinars & seminars

Teaching & Learning orientation for new academic staff



Teaching & Learning Community Events

2024-25 Professional Development at a Glance



181

Graduates from Special Purpose Certificate (to date)



540

Graduates from Graduate Teaching Assistant Programme (to date)



29

Professional development events in 24-25



1550+

Participants at events in 24-25



80+

Participants attended our T&L Symposium



587

Staff enrolled on our modules (to date)



121

Teaching Award winners (to date)



830+

Postgraduate students attending the GTA Programme (to date)

Special Purpose Certificate in Teaching, Learning & Assessment (NFQ Level 9: 15 ECTSs)

The Professional Special Purpose Certificate in Teaching, Learning & Assessment for Academic Practice is a postgraduate 15 ECTS-credited qualification which focuses on four interrelated facets of Academic Practice: teaching, learning, research and leadership.



Our 2025 SPCert graduates at their graduation on 11th July 2025

Hear from our SpCert Graduates

“The SpCert has had a transformative impact on my teaching practice. Throughout the programme, I was able to integrate novel teaching methods into my lectures which really increased student engagement, resulting in positive student feedback. It also gave me the confidence to address diverse learning styles by incorporating variety into the curricula.

Dr Aisling Heeran,
School of Pharmacy Pharmaceutical
Sciences

“The SpCert has helped me adapt my teaching to the new realities of inclusive education, online delivery, and the growing influence of GenAI... The SpCert provides the opportunity to explore these issues in a supportive environment, to test ideas, and to learn from colleagues. It is both engaging and empowering, and I would strongly encourage others to take part.

Chris Gordon,
Trinity Business School

181

Graduates
to date

587

Participants
to date



Find out more about our SpCert

Structured PhD Module for Graduate Teaching Assistants (Teaching & Supporting Learning)

This **fully online** for-credit module (5 ECTs) is aimed at postgraduate research students (PGRs) with active roles in supporting teaching, learning, and assessment at Trinity.

Grounded in the scholarship of teaching & learning (SoTL), the module supports participants to engage in a community of practice where they will develop familiarity with, and insight into, evidence-based approaches to pedagogical practice.

Participants are introduced to core concepts of teaching, learning and assessment in higher education. They reflect critically on their professional roles and articulate their own philosophy of teaching, informed by pedagogical research.

This module contributes to the award of the structured PhD and is typically offered twice a year.



Teaching and Learning Methods

Themed blocks of resources and learning activities are released across the ten weeks of the module. This 'flipped' approach supports participants to engage with a wide variety of stimulus materials throughout the module.

Module participation is built around engagement in small peer learning sets which set their own meeting times. In this way, the module is as flexible as possible, enabling participants to fit their participation into existing schedules.



540

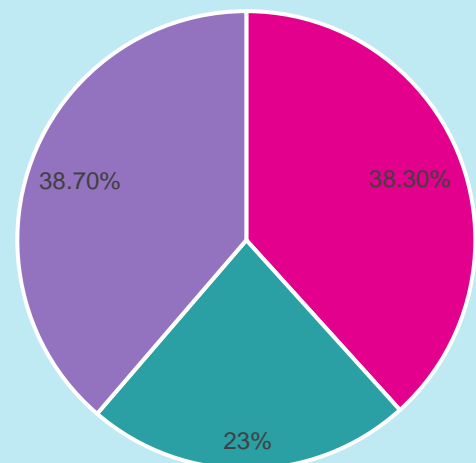
Graduates
to date



832

Enrolments
to date

GTA Graduates 2018-2025



Find out more about our Graduate Teaching Assistants Programme

Hear from our Students

” I gained a wealth of practical tools that I could immediately apply to improve my teaching. The module gave me the confidence I needed to deliver my first Research Methods class. The course was well structured and skilfully facilitated. The pace was just right, and the workload was very manageable. Finally, actively testing out the techniques and strategies introduced during the module is invaluable, as it really helps to embed the learning.



*Lisa O'Keefe
School of Education*



*Sheila Keegan
School of Religion, Theology and Peace
Studies*

” The attention to inclusive teaching in this module has broadened my teaching sphere. I realise now that how I communicate, whether through blackboard, email, conversation or during the session, must be clear and accessible to everyone in the class. Through weekly interactions with other GTAs, it is vital to take this module to ensure student success and a successful GTA experience.



Inaugural Teaching & Learning Symposium



SustAIning Educational Innovation

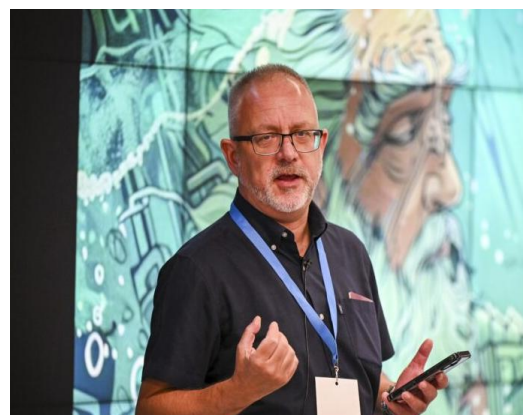
Empowering educators, inspiring innovation & strengthening impact in the age of AI

On 28th May, we hosted our inaugural Teaching & Learning Symposium **"Sustaining Educational Innovation: Empowering educators, inspiring innovation & strengthening impact in the age of AI"**.

The day opened with the **Senior Lecturer/Dean of Undergraduate Studies, Prof. Vincent Wade**, who offered strategic insights on the future direction of teaching and learning in Trinity.

This was followed by an inspiring keynote from Dr Martin Compton, (College Lead for AI and Innovation in Education, King's College London) titled **"Mixed Mythologies: Duality, Change and the Role of AI in Education."**

Parallel strands followed where academic staff shared their teaching, learning and assessment innovations, speaking to the themes of "Education for Sustainable Development" and "GenAI in teaching and learning".



[Click here to view the full Symposium Programme 2025](#)

Meet Our Speakers

Trinity College Dublin
Lecturer in Sustainable Built Environment
The University of Dublin

Teaching & Learning Symposium 2025
Centre for Academic Practice, Trinity Teaching & Learning

SustAIning Educational Innovation
Empowering educators, inspiring innovation & strengthening impact in the age of AI

Scan for the full programme:

Time	Event
9:30	Official Opening
9:45	Keynote
10:45	Refreshments
11:05	Parallel Strands
12:10	Senior Lecturer's Forum
13:00	Lunch
14:00	Workshops
16:00	Closing

Speakers

- **Dr Norah Campbell** and student **Amulya Sanagavaram** (Trinity Business School): **Turning despair into anger into analytical action: teaching and learning the commercial vectors of disease.**
- **Dr Jonathan Hodgers** and student **Cathal Aherne** (School of Creative Arts): **Sounding sustainability: integrating environmental themes into music education.**
- **Dr Rachel Hoare** and student **Bernadette Rollins** (School of Languages, Literatures & Cultural Studies): **Visual narratives: exploring the concept of 'Home' through imagery.**



- **Gavan Drohan** and **Zaur Samadov-Unsizde** (Trinity Innovation & Enterprise): **Empowering faculty and students through scalable entrepreneurship support.**
- **Dr Tracey O'Neill** and **Dr Lisa Kirwan** (School of Nursing & Midwifery): **Using GenAI to transform teaching methods and enhance students' learning outcomes in Children and General Nursing students**
- **Andrew Costello** (Disability and Assistive Technology Officer): **How GenAI tools assist students with a disability in TCD.**

The day finished with two interactive workshops:

- **ESD Capacity-Building in Curriculum Design with CRAFTS** led by Dr Caitríona Ní Shé & Dr Claire McAvinia;
- **Generative AI and Assessment - Rethinking and designing Assessments in an AI era** led by Dr Ana Schalk, Kevin O'Connor & Dr Martin Compton.

Academic Integrity Week, 14th –18th October 2025

As part of **National Academic Integrity Week**—an annual initiative organised by the National Academic Integrity Network (NAIN) and QQI—CAP coordinated a programme of events for students, academics and professional staff focused on the **intersection of academic integrity and the rise of Generative AI (GenAI)**.

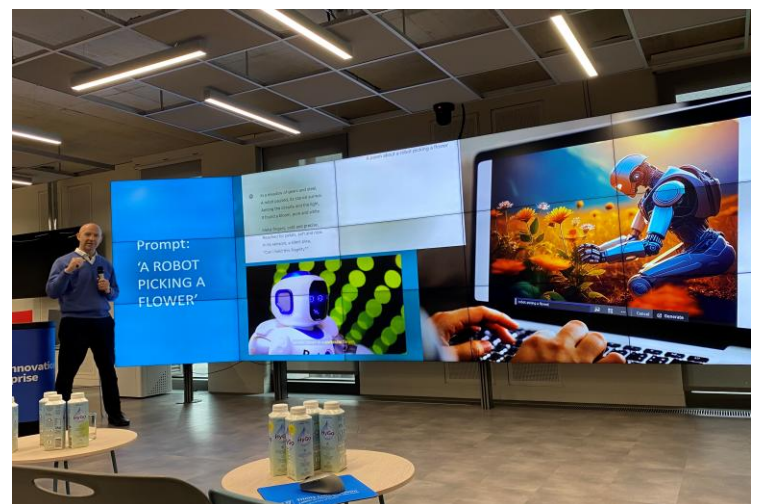


The week opened with a welcome from Registrar Prof Neville Cox, who set the context for the week. Staff and students from across the disciplines participated in **panel discussions, workshops, and webinars** examining the opportunities GenAI offers, such as supporting content creation and research proposal writing, while also addressing associated risks including biases, misinformation, and ethical concerns. The closing session was led by **Provost Linda Doyle**, who reflected on the importance of safeguarding academic integrity in an evolving digital landscape.

Highlights included:

- Staff and student roundtable: "Academic Integrity in a Generative Artificial Intelligence Environment";
- Expert-led workshop on "Strengthening Academic Integrity Through Effective Assessment Design in the Age of GenAI";
- Interactive student workshops on essay writing, plagiarism awareness, referencing, and academic skills;
- Staff and student panel discussion: "GenAI Intelligence in the Co-Creation Process".

With thanks to our panel members for their contributions: Prof Vinny Wade, Prof Martine Smith, Prof Eoin O Dell, Prof Jennifer Edmond, Aryan Chandhok, Prof John Kelleher, Prof Abeba Birhane, Prof Martin Worthington, Prof Padraic Fallon & Jeffrey Seathrún Sardina



Research Supervisor's Development Programme

Established in 2014, The Research Supervisor Development Programme is a unique Irish Universities Association (IUA) collaborative initiative run by Graduate Studies and The Centre for Academic Practice, in partnership with UCD (and in some years RCSI).

This programme is targeted at research supervisors new to their role, from across the disciplines, as well as more experienced supervisors who wish to share and expand their knowledge and experience.

The programme of online activity highlights approaches to common challenges, current practices and pedagogies within the field of research supervision.

Panel discussions with experienced research supervisors and experts, professional staff and research students take place across this interactive programme, offering a platform for discussion and an opportunity for peer learning and exchange.



Seven events were offered in total during 2024-25.

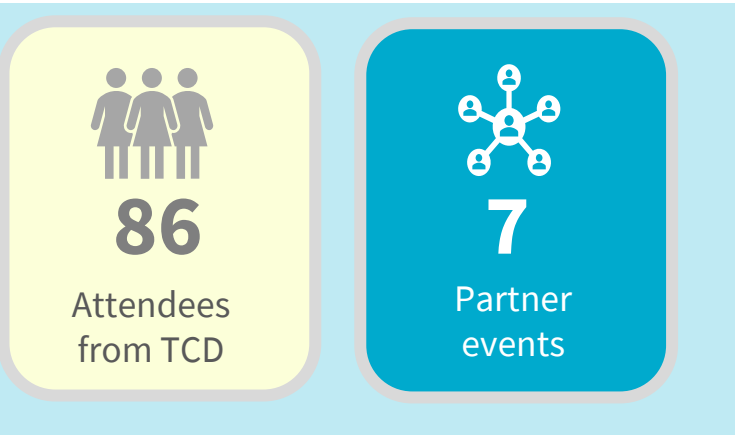
These events were supported by the Centre for Academic Practice and included:



- Mental health and wellbeing for research students and supervisors.



- The Fundamentals of research supervision.
- Attracting the right candidate.
- Expectations: navigating roles and responsibilities.
- Supporting & enhancing the research student's skills base.
- Navigating Supervisory Challenges.
- Monitoring, Assessment, Examination, Viva.



 [Find out more about the Researcher Supervisor Development Programme](#)

Brown Bag Lunches & Community Events



Our Brown Bag Lunch events provide an informal, collaborative space for staff to explore pedagogical challenges, exchange evidence-based practices, and build collegiality across disciplines.

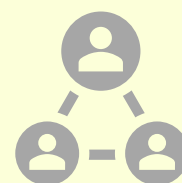
These facilitated sessions aim to:

- foster reflective teaching practice;
- encourage meaningful dialogue, collaboration and peer support;
- support the scholarship of teaching and learning;
- strengthen our community of educators.

In 2024-25, these events focused on a key emerging challenge for educators: **Generative AI**.

Four events were held throughout the year, with **169 colleagues** joining us from across the disciplines.

Whether you are refining established approaches or exploring new pedagogical strategies, these gatherings offer an inclusive and supportive environment for colleagues.



4

Events



169

Participants

Teaching & Learning Orientation for New Academic Staff

In September 2024 and February 2025, we welcomed new lecturers to our interactive teaching and learning workshops where we explored participants' experiences of teaching and learning, and the characteristics of effective teaching practice.

We examined how we can bring some of these characteristics into teaching through effective planning, student engagement, questioning and assessment techniques.

Embarking on a career as a teaching academic in a new university can be challenging. This workshop provided an opportunity for new academic staff to join a supportive, collaborative teaching community at Trinity and connect with academic colleagues across the disciplines, supported by educational experts in the Centre for Academic Practice.



This class was important to me as I have learned a lot on how I can approach teaching from various different angles. I also learned a lot from the experiences shared by other participants in that class. It has been inspiring.

Looking forward to 2025-26

As we move into the next academic year, we are looking forward to continuing our work with staff across College and to leading and contributing to institutional teaching and learning initiatives.



Find out more on our [Centre for Academic Practice website](#)



Email us at academic.practice@tcd.ie



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