



## A GUIDE TO DEVELOPING YOUR TRINITY ELECTIVE

### What are Trinity Electives and what are the Benefits of offering a Trinity Elective?

Trinity Electives are stand-alone modules, with no prerequisites, which may be taken by undergraduate students from across the University in their Senior Freshman and Junior Sophister years. They are weighted at 5 ECTS and are taught and assessed within one semester. A wide range of Trinity Electives is already available - to get a flavour of them explore [www.tcd.ie/trinity-electives](http://www.tcd.ie/trinity-electives). Trinity Electives seek to link research and teaching in an innovative way.

Trinity Electives are one of the seven features of the Trinity Undergraduate Education, which provides a programme-focused and research-centred curriculum that employs a range of teaching, learning and assessment strategies supported by technology-enhanced approaches. The curriculum consists of structured and flexible pathways that support the achievement of programme learning outcomes and the development of four graduate attributes - 'To Act Responsibly', 'To Develop Continuously', 'To Think Independently', and 'To Communicate Effectively'. Offering a Trinity Elective gives Schools, Trinity Research Institutes and Trinity-led National Research Centres the opportunity to introduce their discipline/s to a much wider range of students and to highlight key research directions. In this way, Trinity Electives visibly link research and teaching by exposing students to cutting-edge research across the university. This, in turn, can encourage interaction between academics in different disciplines that may generate other benefits including development of new teaching or research activity.

### Objectives of a Trinity Elective

The purpose of Trinity Electives is to add breadth to the undergraduate curriculum by providing students with meaningful and distinctive learning experiences beyond their main discipline(s)/subject(s) and with opportunities to develop the [Trinity Graduate Attributes](#). **All Trinity Electives should seek to connect student learning with research activity and enable students to engage with the societal impact of research.**

Ideally, the Elective should enable multidisciplinary exploration. The **content** of the proposed Trinity Elective should adhere to the following principles:

- examine current and/or past critical issues using techniques and approaches from multiple disciplines;
- expose students to new domains of knowledge, methods of enquiry and epistemologies, and the wider implications/consequences of the challenge/topic;
- foster reflection, inquisitiveness, skills of analysis and critical thinking;
- engage students in learning opportunities in diverse/heterogeneous groups;
- provide students with opportunities to develop the **Trinity Graduate Attributes**.

The **design** of a proposed Trinity Elective should take account of the following:

- The need to ensure meaningful engagement of students from multiple disciplines with the content at the appropriate intellectual level;
- The need for the Trinity Elective to be thematically coherent, i.e., not a series of 'show and tell' lectures or a sequence of multidisciplinary topics.

The **delivery** of the proposed Trinity Elective should ensure that students:

- are exposed to a range of teaching, learning and assessment methods including innovative methods;
- take an active and self-regulated approach to their own learning.

All Trinity Electives should incorporate **blended delivery** on a spectrum ranging from 80+% to 20% (see Guide to Blended Delivery below).

Guide to Blended Delivery		
Proportion of Content Delivered Online	Type of Course	Typical Description
1-29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example
<b>30 to 79%</b>	<b>Blended/Hybrid</b>	<b>Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings</b>
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings

### How to submit a Proposal

Schools, Trinity Research Institutes and Trinity-led National Research Centres are invited to submit their proposals for a Trinity Elective using the Module proposal template, which is available on request, to Ciara Conlon (conlonc2@tcd.ie). Schools may submit a proposal from one School or a proposal may be based on collaboration between more than one School. Proposals are submitted through SharePoint.

The proposal should state clearly how the module will achieve the principles of the Trinity Electives in terms of content, approaches to teaching, learning and assessment, delivery, and how it will develop the **Trinity Graduate Attributes**.

### Development, Evaluation and Approval Process

#### Development

Each Trinity Elective, irrespective of its origin should have a **principal named module coordinator, plus a secondary academic contact**, from Schools/TRIs/Trinity-led National Research Centres who are responsible for overseeing development, delivery, assessment, and quality.

Trinity Elective proposals must be signed off by the Head of the named host School and other participating Schools.

**When completing the template, please bear in mind the following:**

- Trinity Electives are stand-alone modules (no pre-requisites) available to undergraduate students across the university.
- Trinity Electives are taken by students during their Senior Fresh or Junior Sophister year.
- Trinity Electives are weighted at 5 ECTS Credits.
- Trinity Electives are taught and assessed within one semester.

### **Evaluation Criteria**

Proposals will be evaluated on the basis of how they align to the objectives of the Trinity Electives and how they develop the Graduate Attributes.

### **Approval Process**

Proposals must be signed off by the Head of the named host School and other participating Schools. In providing sign-off on a particular proposal, the relevant Head(s) of School commit(s) to the delivery of the Trinity Elective for a minimum of four years.

Proposals are then brought for approval to School Executive Committees of the named School and other participating Schools or their equivalent, where appropriate, in the case of Trinity Research Institutes or Trinity-led National Research Centres.

Proposals submitted are evaluated by the Trinity Electives Sub-Committee of USC. The role of the Trinity Electives Sub-Committee is to ensure coherence and quality of provision so that Trinity Electives are academically robust and innovative. **Feedback and guidance is provided following evaluation where required.** Proposals that are deemed by the Trinity Electives Sub-Committee to have met the evaluation criteria are brought for approval to Undergraduate Studies Committee (USC). Discussion on resource implications will take place with those invited to develop their proposal.

If approved by USC, proposals are noted at Council and formally recorded.