



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

TRINITY ACCESS



TRINITY ACCESS

STUDENT &
TEACHER DATA 2020

KEY FINDINGS

Trinity Access' longitudinal research has found that our core practices are indicative of higher levels in the following outcomes:



Wellbeing

Confidence in College Success

Aspirations and Goals

Student/Teacher Relationships

Active Engagement

Application Efficacy

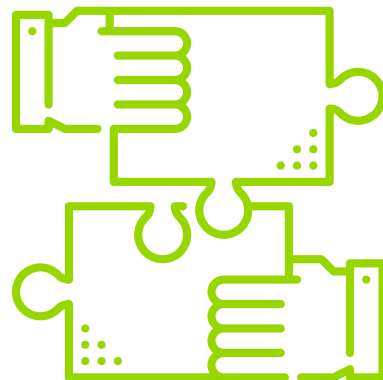
MENTORING



PATHWAYS TO COLLEGE



LEADERSHIP IN LEARNING



KEY COVID FINDINGS

A whole school approach, collaboration and a community of practice among teachers are key to success when moving teaching and learning online.



Connection before content! We need to prioritise student and staff wellbeing.

When teaching online, interactive live and recorded lessons as well as consistent feedback are paramount in maintaining high student engagement.



Times are changing - teachers need and want CPD to help support teaching and learning in these new environments.

TRINITY ACCESS

Trinity Access aims to support individuals from underrepresented areas to reach their full educational potential. The Trinity Access (TA) Surveys collect whole-school data from post-primary students and teachers in Dublin based schools. These schools are located within communities where progression to further and higher education is low. The longitudinal study has just completed its 2nd phase of student data collection and looks to investigate the impact of the three TA core practices; Pathways to College, Mentoring and Leadership in Learning.



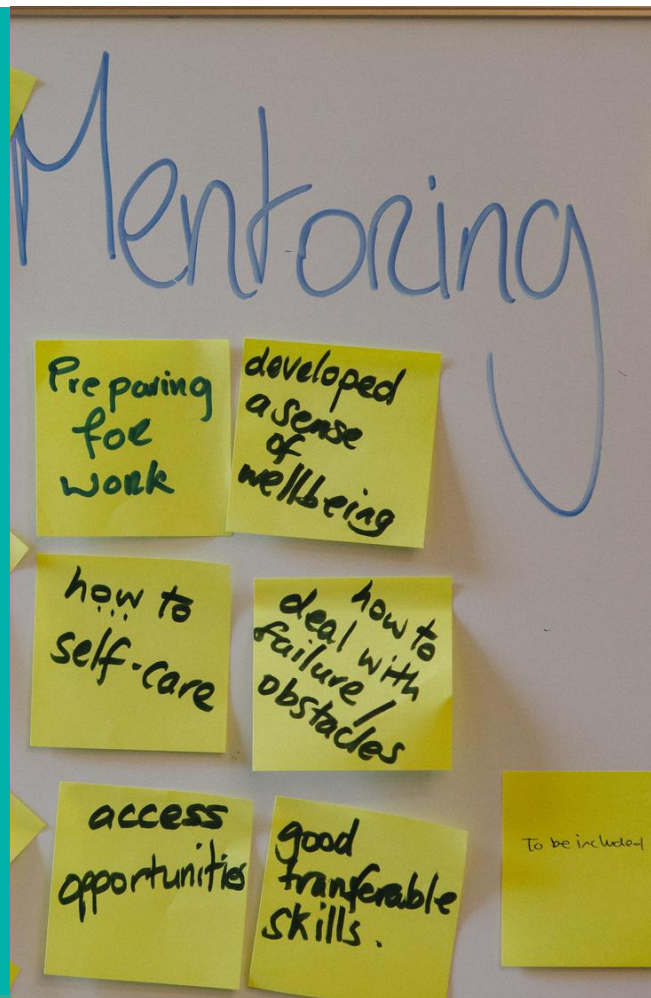
PATHWAYS TO COLLEGE

The 'Pathways to College' core practice involves coordinating activities that provide students with a chance to explore post-secondary options. Engagement in this core practice equips students with the knowledge to make informed choices regarding subjects and subject levels for Junior and Senior Cycle in the context of exploring post secondary educational and career options. Thus, the idea of progressing to college is promoted and made visible in the school and community.



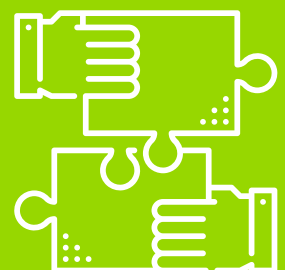
MENTORING

The 'Mentoring' core practice involves various type of mentoring programmes designed to foster personal and academic growth amongst all students. It includes, for example, college-focused mentoring, peer-to-peer mentoring and career-focused mentoring. This means that students could be mentored by a range of different individuals such as an older student, a teacher, a university student or an outside professional or expert. Ideally, the mentors come from similar communities and backgrounds to the students themselves, and serve as a role models that students can relate to.



LEADERSHIP IN LEARNING

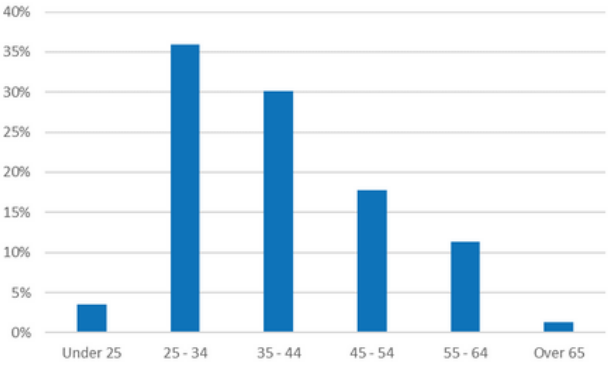
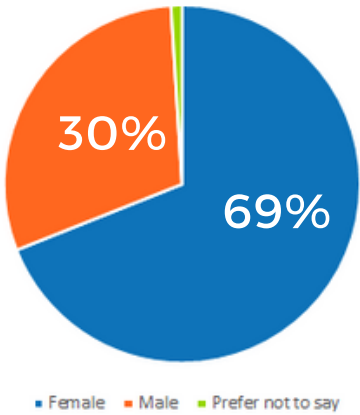
This core practice involves teachers guiding students in ways that help develop students' autonomy and self-direction, as well as 21st century skills such as collaboration, communication, creativity and critical thinking problem-solving. The model provides a framework for students to develop skills within the context of both teaching and learning in the formal curriculum and engagement in student-led community service projects.



WHO DID WE SURVEY?

303 Teachers

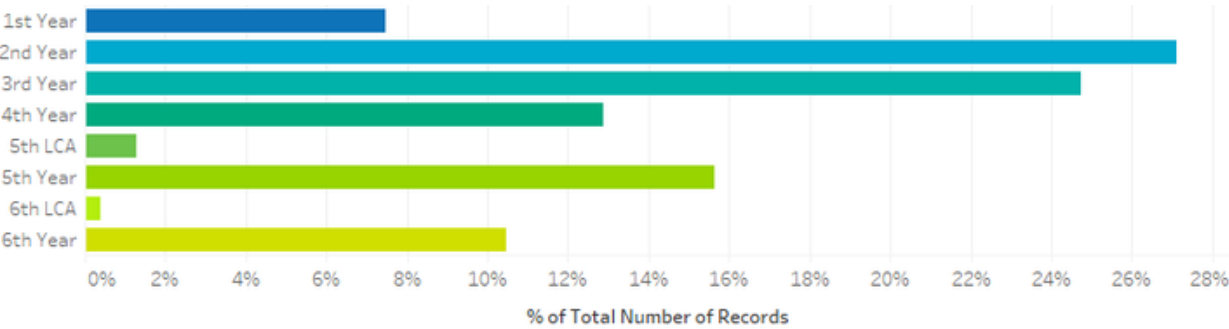
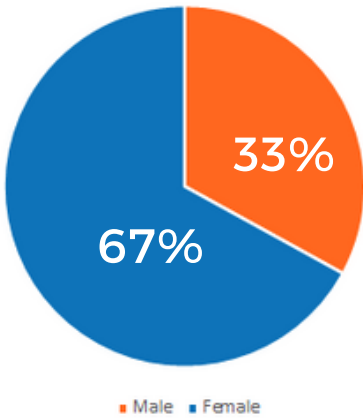
20 TA Linked Schools



Teachers across all TA Linked Schools were invited to participate in the survey. The survey was then extended to all teachers across Ireland. This report focuses on the results from TA schools.

1004 Students

15 TA Linked Post-Primary Schools



PATHWAYS TO COLLEGE

The more PTC activities that students engaged in, the higher their...

**Aspirations
and Goals**

Wellbeing

**Student-Teacher
Relationship**

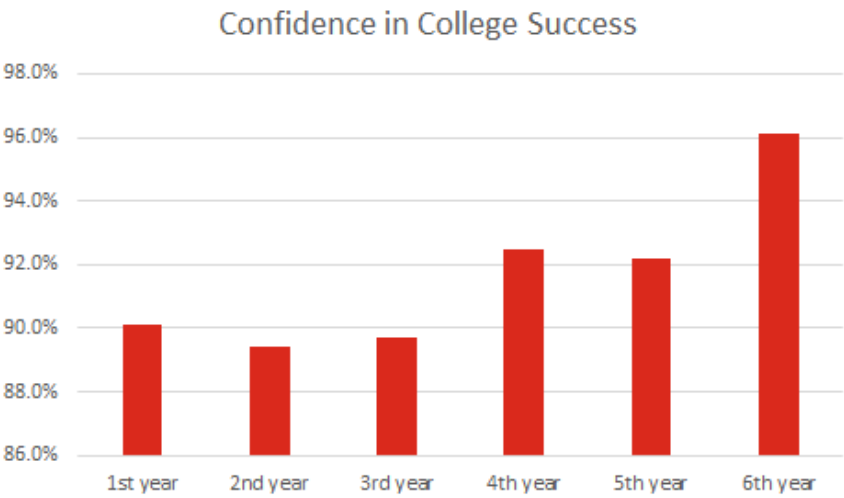
**Application
Efficacy**

**Active
Engagement**

**Confidence in
College Success**

6th Years

had the highest
confidence in
college success



92%

of 2nd Year
students
experienced
a College
Visit

80%

of 6th Year
students
attended a
Career Fair

71%

of students
plan to
complete a
University
degree

MENTORING

Longitudinal findings have shown that having a high quality mentor relationship is indicative of higher :

Aspirations and Goals

Wellbeing

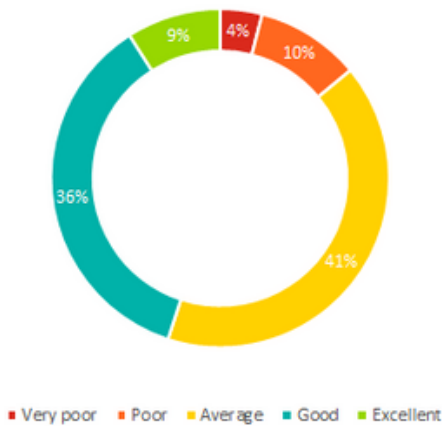
Confidence in College Success

Student-Teacher Relationships

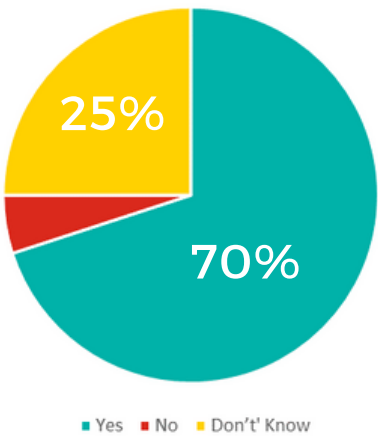
Active Engagement

Nearly half of students had an **Older Student** as a mentor and nearly a third of students had a **Staff Mentor**

Mentor Relationship Quality



Does your school have a mentoring programme?



7% of students have had a mentoring session since school closures

Mentor Type
Older Student, Staff Member in School, Scholars Ireland, College Student, Outside Expert

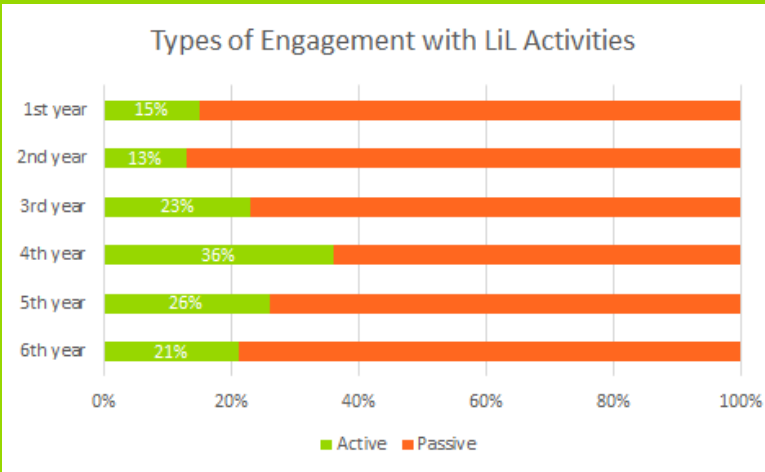
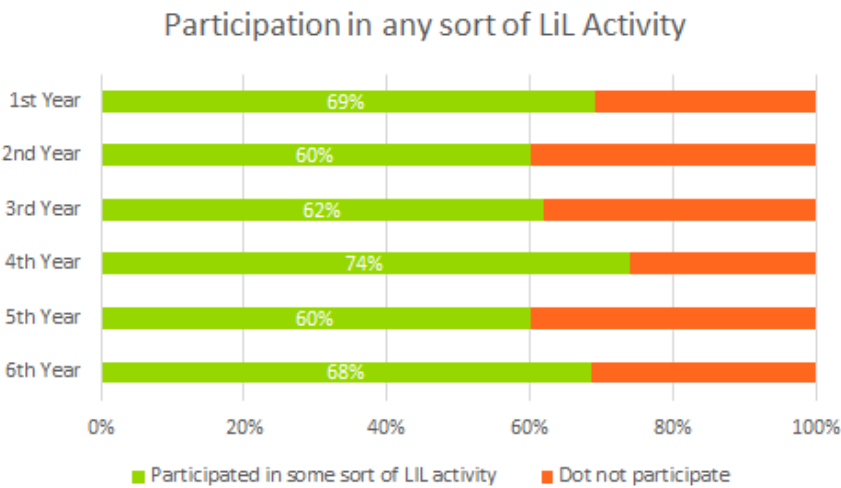
LEADERSHIP IN LEARNING

Longitudinal findings have shown that the more LiL activities that students engage in, the higher students'

- Aspirations and Goals
- Civic Engagement
- Confidence in College Success
- Application Efficacy
- Active Engagement

4th Years

had the highest participation in LiL activities



Activities that students were more likely to be actively engaged in were:

- Wellbeing Projects (Mental and Physical Health)
- Fundraising (School and Charities)
- Environmental Initiatives

LEADERSHIP IN LEARNING

Through the Trinity Access PG Cert, teacher training and CPD, we try to foster the implementation of a 21st century teaching and learning approach in teachers practice. These consist of student-led, innovative pedagogies. Trinity Access research has found that students who have higher exposures to 21st century teaching and learning also score higher in the following areas:

Wellbeing

**Aspirations
& Goals**

**Confidence in
College Success**

**Student-Teacher
Relationship**

Student Voice

Higher scores in student exposure to

21st Century Teaching & Learning

**positively correlated with higher
scores in**

Active Engagement



72%

**of teachers surveyed
this year have
participated in some
sort of Trinity Access
CPD or Certificate course.**

2020 COVID-19 REPORT



We now have data to track progress and changes from students between last year and this year. This gives a unique insight into any changes that may have occurred in the last year including the impact of the current pandemic on our students. Teachers also completed the survey online anonymously.

This report represents the voices of teachers and students in schools linked with Trinity Access. The study allows the reader to gain a valuable insight into the thoughts and opinions of those experiencing remote learning first hand. The goal is to use this information to inform school planning and the development of supports and resources for schools in the event of another period of online learning.

A detailed report on both the teacher and student data collected during school closures 2020 is available to download from; www.tcd/trinityaccess. The Research Team aims to use this data to continue to advocate on behalf of Trinity Access Schools.



The Trinity Access Research Team would like to sincerely thank all the students and teachers who participated in the Trinity Access surveys. We hope that our work will allow your voices to be heard.

*Thank
you*

ENGAGEMENT

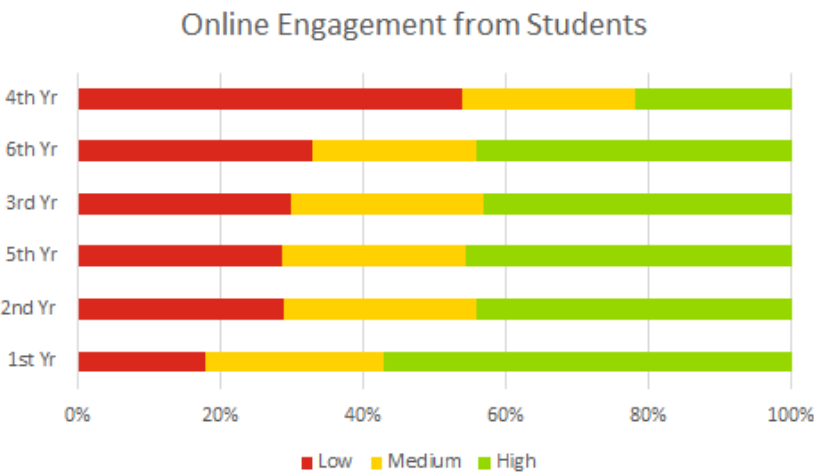
This section of the report analyses teachers' perceptions of students' engagement. Teachers were asked about how often students engaged with online learning as well as what the barriers were to students engaging effectively with online learning.



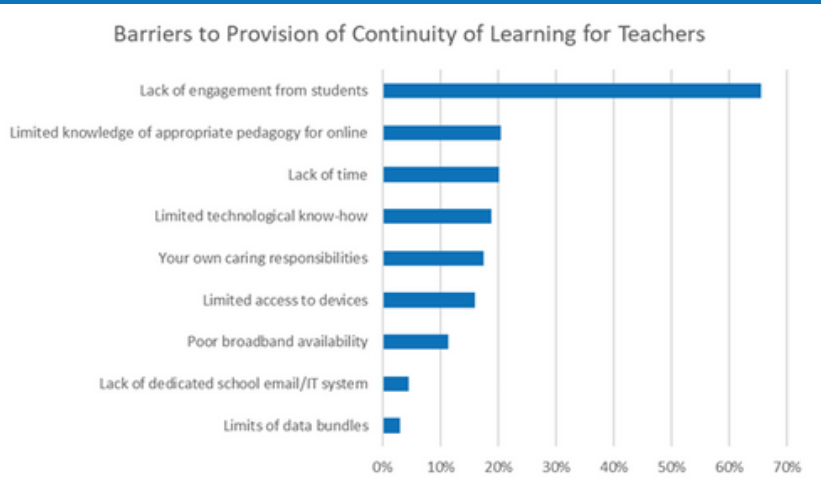
1st Year

students were reported as being the most engaged. In comparison, just over half of TY students were described as having low engagement.

Low engagement was categorised as less than 30% engagement.

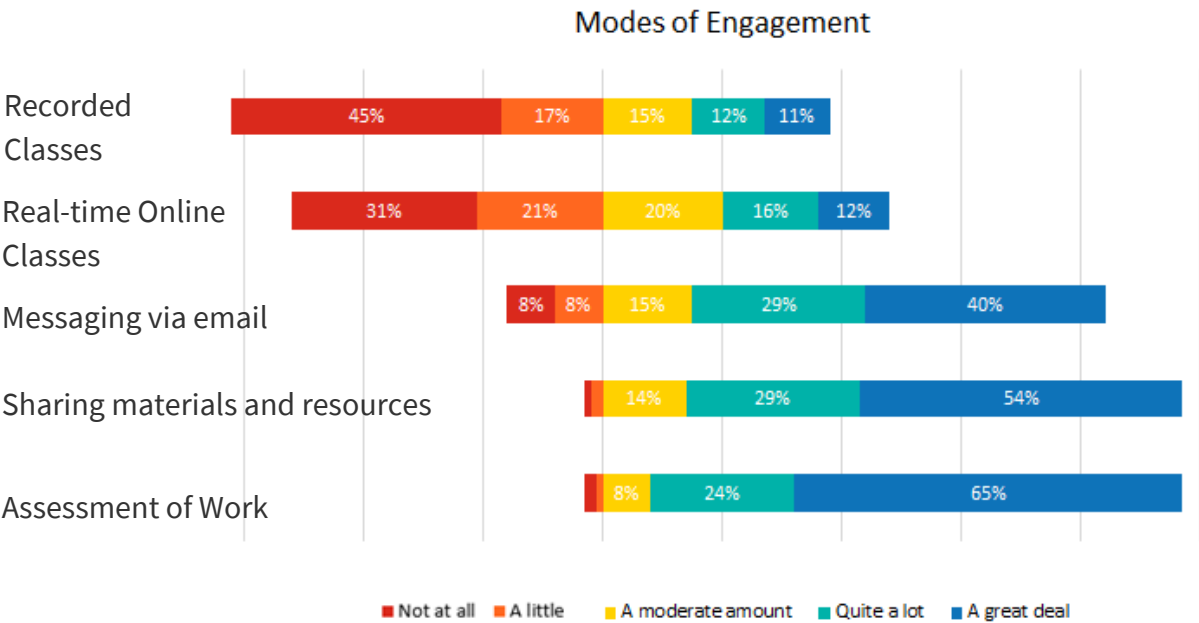


Teachers identified a 'lack of engagement' from students as the largest barrier to teaching and learning since school closures. Historically, DEIS schools have had to combat higher rates of student disengagement than non-DEIS schools. The move to online teaching and learning has exacerbated this issue and widened the gap in students engagement between DEIS and non-DEIS schools.



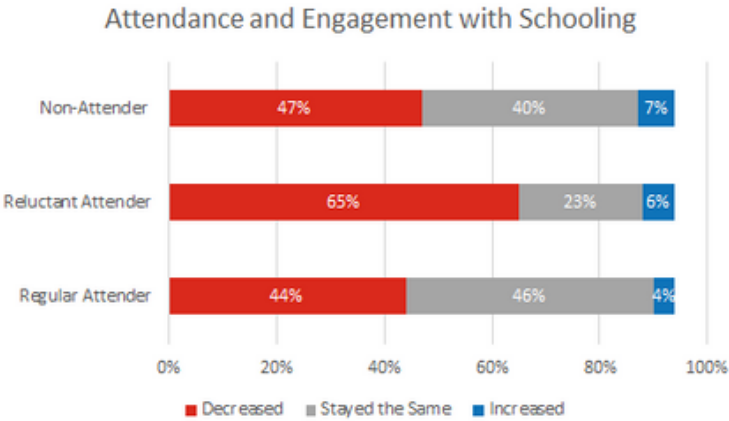
“Students are more likely to give up than ask for help”

Traditional Forms of Communication were mostly used by teachers. Findings show that teachers who were able to use **Interactive** modes of engagement reported having **Higher levels of engagement**



The method of teaching used may account for an increase in student disengagement since school closures. Students referenced being more likely to engage in a lesson if it resembled their normal classroom as much as possible. The use of video lessons allowed students to feel connected to their teacher and class group.

“More teachers need to be using apps such as google meets or zoom. Many teachers already do, but some have not engaged with the class at all.”

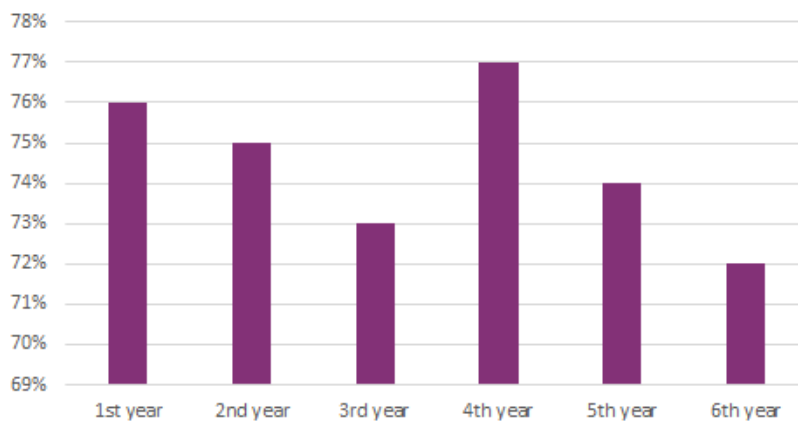


WELLBEING

Each year wellbeing is one of the outcomes that TA researchers measure. We can now track students' wellbeing from year to year. This year, school closures were unprecedented and a shock for students, parents and teachers. Some students struggled whereas others found positives in the situation.



Wellbeing Score 2020



I feel less anxious because I don't have to answer questions in class, attend school and see other people



It's too stressful. I get stressed out too much and cry almost every day. And I have more responsibilities at home now that I didn't have before so I can't keep up with schoolwork



3rd & 6th

year students had the lowest wellbeing scores.

Female

students reported lower wellbeing scores compared to male students

The Covid-19 pandemic has had a negative impact on students wellbeing. From tracking individual students over time it is possible to see that **wellbeing scores have decreased significantly since the same time last year.**



TECHNOLOGY

With the closure of schools on the 12th of March 2020, the teaching community was suddenly forced to enter a new virtual classroom. In the weeks and months that followed, teaching faced its biggest upheaval in recent memory. This change in the landscape presented teachers with a steep learning curve, allowing them the opportunity to discover new methods of subject delivery while also highlighting the need for human connections in the classroom.



1 in 7

students do not have
access to a device

1 in 6

students do not have
a quiet study space



I am unable to have a quiet room for the entire day. I do not always get use of the laptop, my brother's need to use it as well. My family disturb me at times. I have less concentration at home. I get less completed at home despite spending more time working.



Email

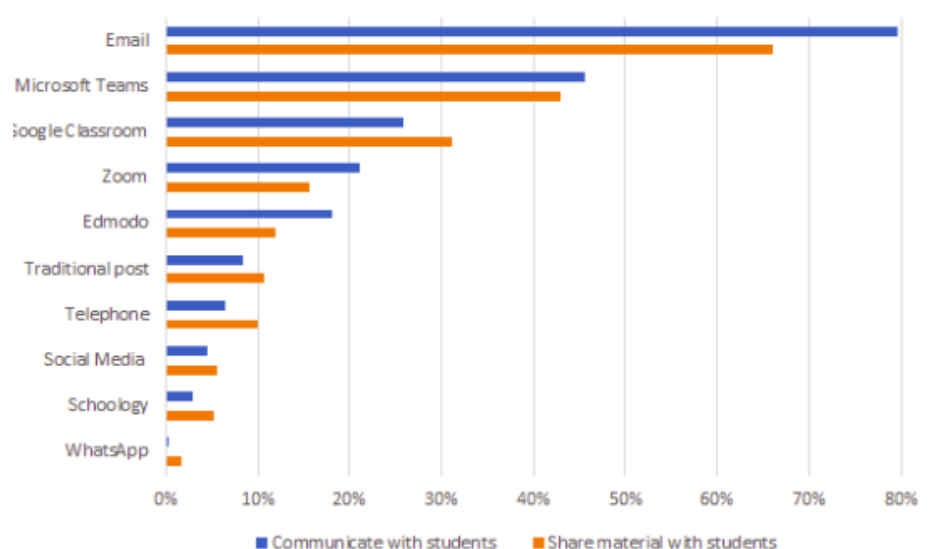
was the most used online platform for both Communication and Sharing Materials with Students



I feel that this change has prepared myself for what it may be like in college as the majority of the work is done online

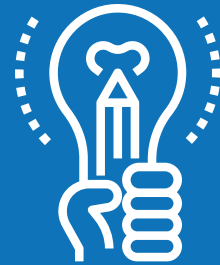


Online Platforms Used by Teachers

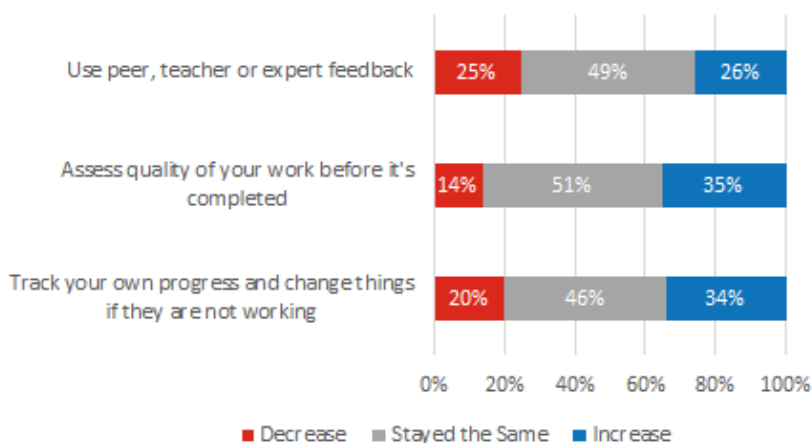


KEY SKILLS

Trinity Access has identified key skills that link to 21st Century Teaching and Learning. These key skills are Collaboration, Communication, Creativity, Self-Direction, Critical Thinking as well as Using Technology for educational purposes. This reports shows that online teaching and learning has had a huge impact on how students use these skills.



Self Direction



I believe working online gave me more freedom to work at my own pace in an environment that was not stressful



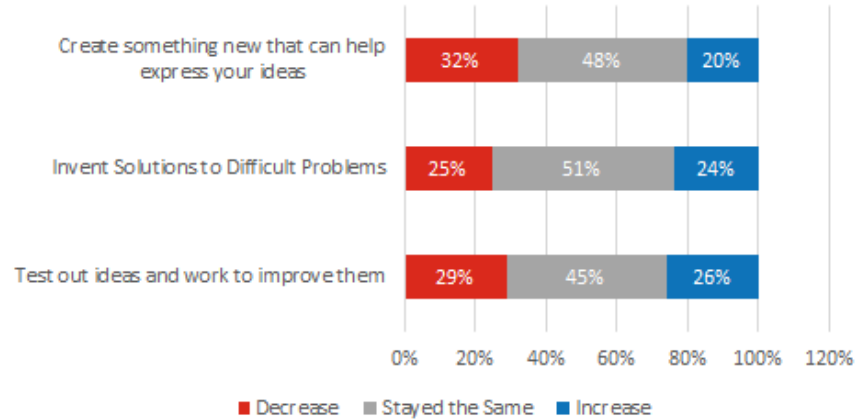
I feel like my learning hasn't made much of progress... Some teachers give feedback but most don't. There is no reflection process. That usually means that after a week I forget what I learnt.



Some students excelled in the freedom that online learning provided them. They reported enjoying the ability to plan their own schedule and what they would study . Other students found that the flexibility left them with a lack of motivation and they called for a return of a structured school day.

Creativity

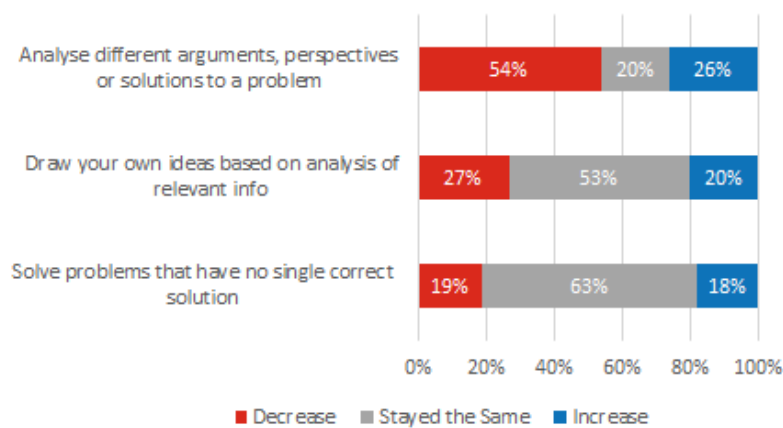
For the majority of students, their creative skills remained the same during virtual learning. Some students found that their engagement levels increased as their teachers used new methods of subject delivery. However, for students who were taught via traditional technological methods such as a email, their creativity levels decreased.



Some of the assignments I have been given are much more creative and entertaining than before (e.g making Spanish short films, creating Powerpoint on Chemistry topic)



Critical Thinking



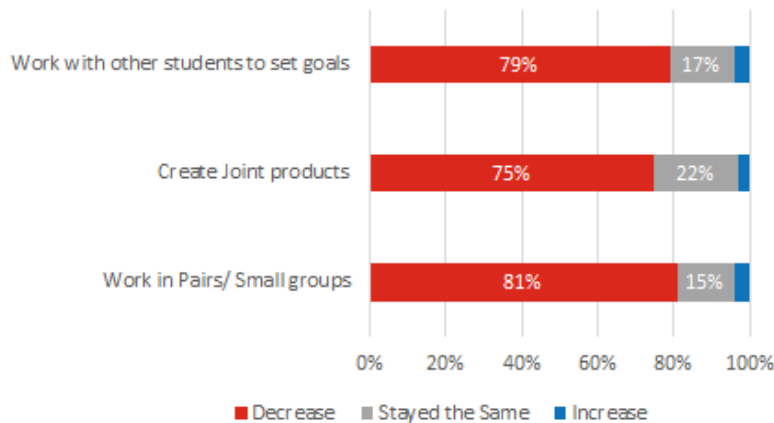
If we had an online meeting (Zoom, Google Meets) in every subject once a week, it would help us to share our ideas and problems



Critical thinking skills remained the same during online teaching and learning for a large portion of students. Students reported a decrease in the number of times they analysed different aspects of a problem. This may be due to the lack of contact they had with their peers and the lack of opportunity they had to engage in discussions with others.

Collaboration

The key skill of collaboration is a vital part of everyday learning. Students were asked whether practices that promoted this skill had increased, decreased or stayed the same since school closures.

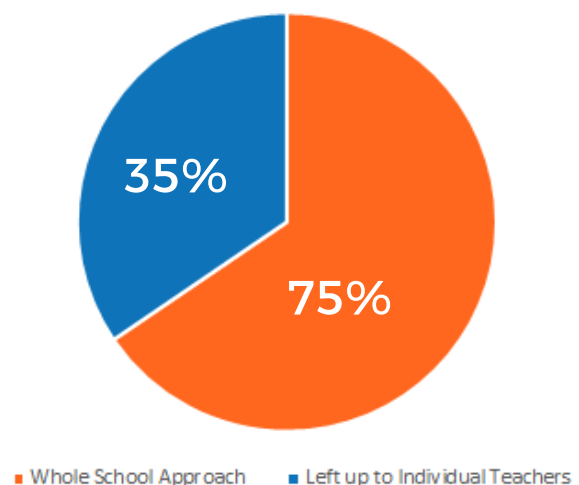


The graph on the left illustrates the drastic decrease in collaborative practices since school closures. Students describe missing this sense of social connection with their peers.

“It's hard being at home all day and not really being able to talk to my friends and teachers.”

“It is harder to have group discussions on zoom/google classroom calls because there are so many of us.”

75% of teachers reported that their school used a whole-school approach to moving their teaching online.

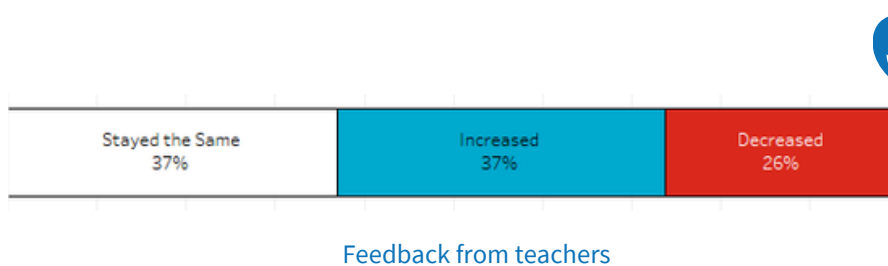


A Whole-school Approach

to the move to teaching and learning online was a significant predictor of higher student engagement.

Communication

How the teaching community communicated with each other changed dramatically overnight with school closures. Teachers suddenly had to navigate new methods of communication with both their students and their colleagues. While teachers managed a new classroom environment, students also had to readjust to a new form of communication. In some instances, the virtual classroom allowed contact to increase and in others long delays in responses led to student disengagement.

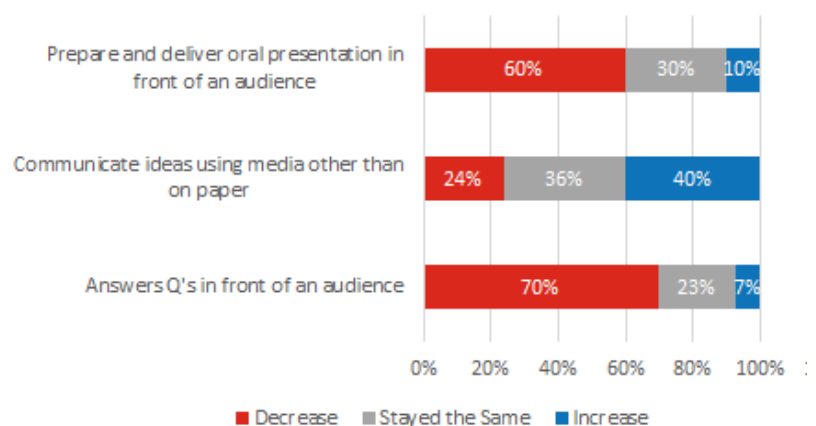


There is more one to one time with our teachers where we can get personal feedback

I had a hard time on my homework thinking if my answers are right because there's less interaction with the teachers.

Communication between teachers and students varied greatly across the board. A portion of students reported more feedback and communication than ever, with the added element of one-to-one feedback. Other students found online learning difficult as a result of reduced feedback which limited their ability to understand topics.

Peer contact between students was greatly hindered as a result of online learning. Students felt the negative impacts of this from both an academic and social point of view.



CPD

Since school closures, teachers had to rapidly change and adapt their teaching to cater for a new digital classroom. This survey explored the types of CPD teachers have engaged in since school closures as well as the level of support teachers received during this difficult period.



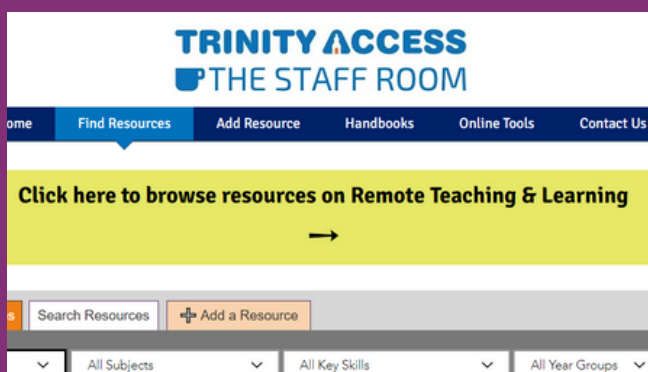
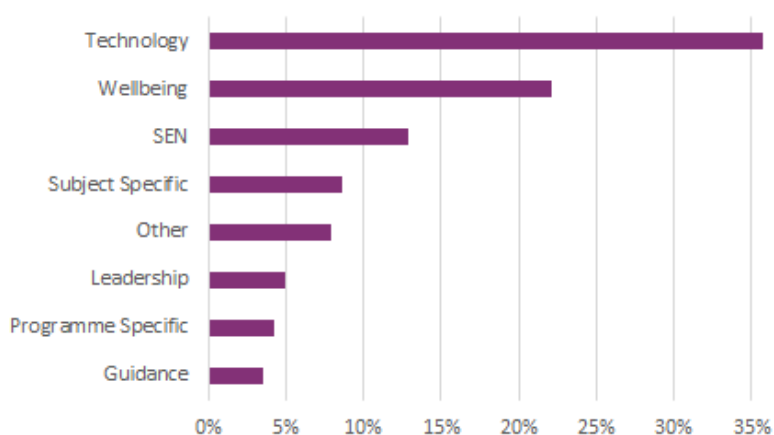
54% of teachers have participated in some sort of CPD since school closures.



Positive changes have been having to force myself to become more technology focused in my practice. I have had to become more reflective on what I do and don't know about electronic teaching resources that are available to me.



Types of CPD Teachers Engaged with



1 in 5

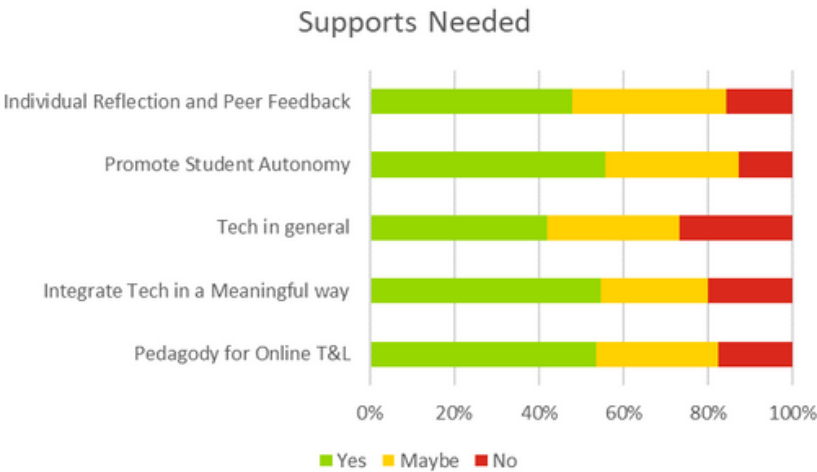
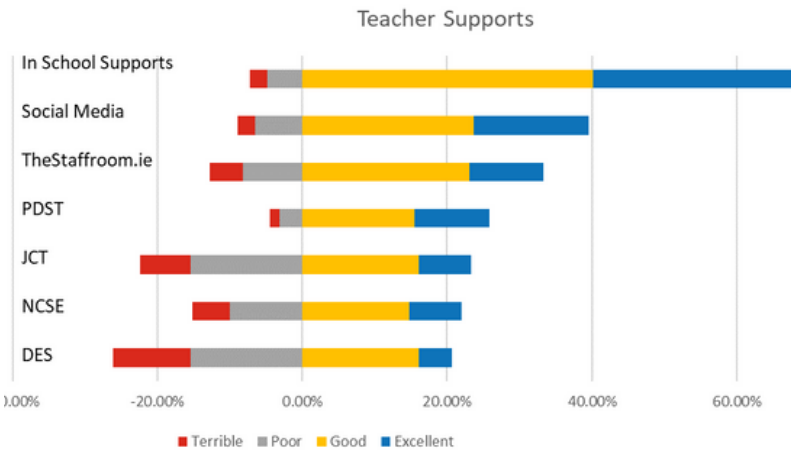
teachers have used Trinity Access' thestaffroom.ie website for support since school closures.

Teachers were asked about how useful they found various supports during school closures (first graph). Teachers noted in-school support as by far the most useful and criticised the DES for their 'lack of guidance'. Teachers were also asked what kind of supports and training they needed if remote learning was to continue in the future (bottom graph).

Interestingly, teachers found support from social media groups such Facebook, Instagram and Twitter to be particularly useful.



“The public announcements regarding education were extremely stressful and schools should have been consulted and informed of decisions that directly affected staff and students.”



Teachers called for support in relation to meaningful integration of technology and pedagogy for online teaching and learning rather than how to use the technology itself.

SCHOOL CLOSURES

LESSONS LEARNED

**WHAT IF SCHOOL
CLOSURES HAPPEN
AGAIN?**

01

**Prioritise student
and staff wellbeing**

02

**Take a whole-school
approach to moving
teaching and learning
online**

03

**Foster interactive,
live and recorded
lessons where
possible**

04

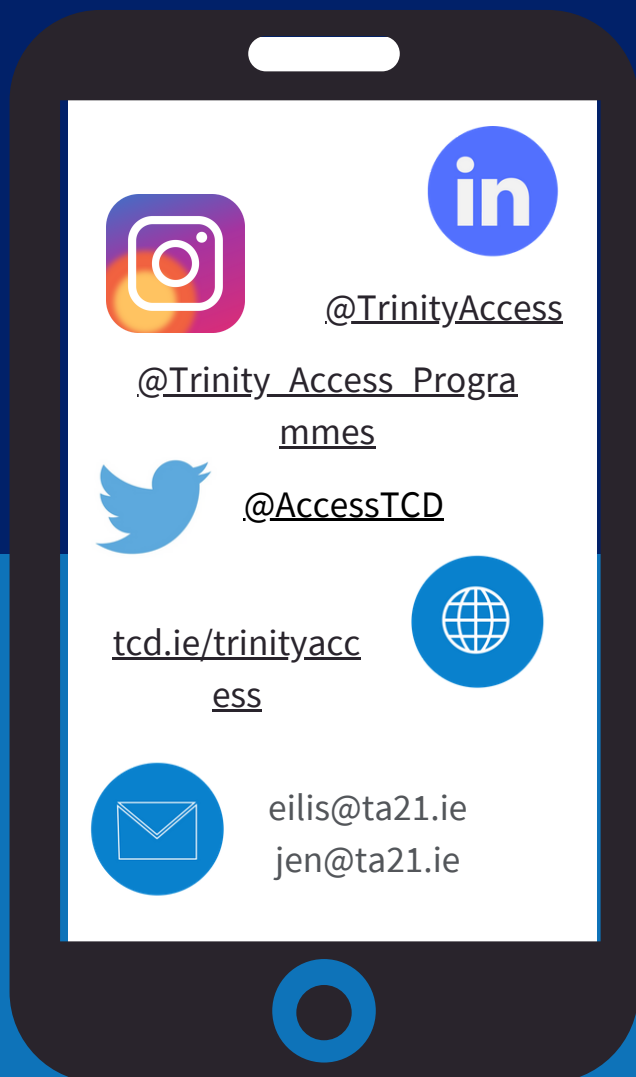
**Develop collaboration and a
community of practice
among teachers**

05

**Futureproof -
provide training
and CPD**

KEEP UP TO DATE

Follow up to date TA research on our social media handles



Research Reminders...



- Student consent - please collect this as early as possible in the school year.
- School planning document - use this throughout the year to help integrate the TA core practices into your planning.
- Schedule your data collection (March, April, May 2021)

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