



Graduate Student Conference

Proceedings and Abstracts

LTTTC, DIT Aungier Street
12 May 2016

Seventh Annual Graduate Student Conference

Educational Climate Change: Exploring our Learning Environments



LEARNING, TEACHING + TECHNOLOGY CENTRE



Dublin, 12th May 2016

Dear Conference Colleagues,

It gives us great pleasure to welcome you to our seventh Graduate Student Conference. Since last year, we are very pleased that a number of participants from last year's cohort have presented at national and international conferences and events. Also some have published in peer reviewed journals, and so the process of disseminating educational research is well and truly underway from the postgraduate programmes in Learning, Teaching and Technology in DIT!

Our vision is that this will grow and continue, and that many who present here today will ultimately disseminate their work further afield. We are confident that you will have a fantastic conference this afternoon where you will learn, share and meet like-minded colleagues.

As well as wishing you an enjoyable and engaging conference, we would like to take this opportunity to thank you for submitting and/or attending; without your presence there is no conference.

With best wishes,

Dr Roisín Donnelly and Dr Claire McDonnell

Graduate Student Conference Co-Chairs

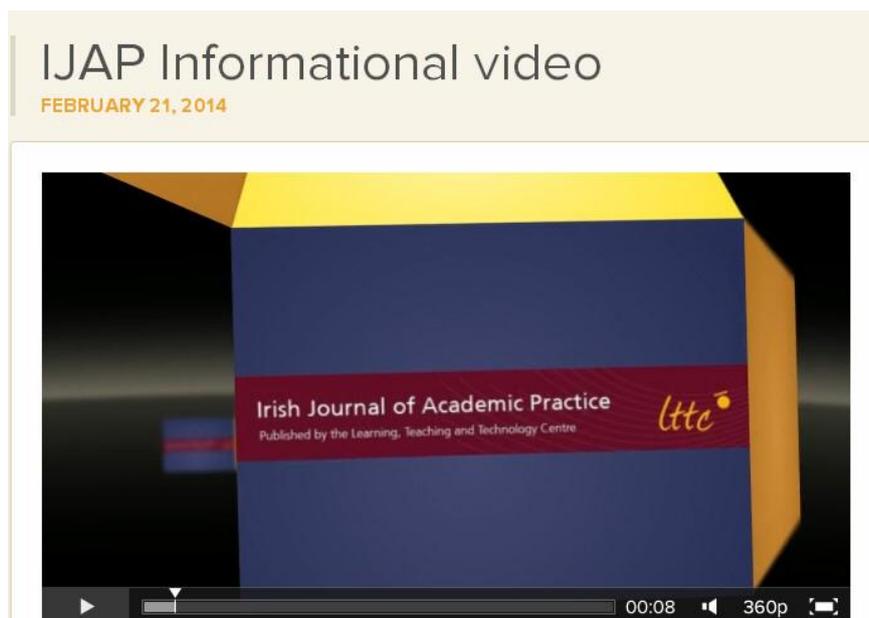
Previewing the next issue of the LTTC's Online Journal....

Irish Journal of Academic Practice
Published by the Learning, Teaching and Technology Centre



<http://arrow.dit.ie/ijap/>

<http://animoto.com/play/o2iRe7OCjRVrv53P4phGIQ>



Journal Overview: This academic year we are introducing the fifth issue of the online Irish Journal of Academic Practice (IJAP), which has been published once annually since 2012 by the LTTC at the Dublin Institute of Technology. It includes peer-reviewed scholarly & practice-based case articles, and research reports written by graduate participants in the areas related to the MA in Higher Education, MSc in Applied eLearning and Postgraduate Diploma in 3rd Level learning and Teaching. Articles by other higher education lecturers and researchers both within DIT and beyond also feature.

Purpose: This journal is a vehicle for the academics who are the participants on the postgraduate programmes to disseminate their research to a wider audience. The participants are drawn from different components of the third level sector in Ireland including vocational, further and higher education. Such a graduate journal is a good place to learn the 'ropes' of the publishing process, and try out ideas in early stages of research and study.

Journal Focus & Scope: IJAP is based in the areas of learning, teaching, technology and professional development. Special emphasis is on innovative practices in teaching and learning.

Vol. 5 Issue 1 will be published on 7th June 2016 at www.arrow.dit.ie/ijap

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Julie Dunne and Sinead Ryan: *Enhancing professional development and supporting students on work-placement by peer-peer learning using an online reflective blog assessment*

Angela Hamouda and Colman Ledwith: *A Multidisciplinary Approach to Creating the Entrepreneurial Mind-set Amongst Graduates*

John Healy: *The 'Crit' in Design Education: Towards a Common Understanding*

Colm Kelleher: *Taking Stock: Academic staffs' experiences of self-evaluating their programmes*

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Michael M^cMahon: *The adoption of a virtual learning environment among digital immigrants: A case study*

Lucia Morales: *A Reflection on the Use of ePortfolios in Financial Disciplines*

Barry Ryan: *An oasis in the Laboratory Graduate Teaching Assistant (LGTA) garden: developing pedagogical skills for undergraduate scientific laboratories*

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Postgraduate Diploma in Third Level Learning & Teaching
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- We support flexible pathways where possible including staggered accumulation of credits and online or blended learning

To find out more, please visit our Programmes page

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and contact the Programme Co-ordinators for more details

Application closing date: 30th June (or when places fill)

LTTTC Learning Innovation Showcase

& Graduate Conference 2016

Thursday, 12th May 2016, DIT Aungier Street

Theme: **Educational Climate Change: Exploring our Learning Environments**

Time	Event	Speakers	Room
9.15-9.30	Registration	Outside Lecture Theatre 5034	
9.30-9:40	Welcome	Dr Sheila Flanagan & Dr Jen Harvey (LTTTC)	Lecture Theatre 5034
9:40-10:40	Learning Ecosystems - Institutional & individual	Prof Norman Jackson	Lecture Theatre 5034
10:40-10:50	Holistic approach to teaching	Ciarán O'Sullivan	Lecture Theatre 5034
10:50 – 11:10	'Gastas' – lightning sessions by lecturers on current initiatives in teaching and learning	Various on First Year Experience projects	Lecture Theatre 5034
11.10-11.30	Coffee break ... opportunity to network	Corridor	
11.30-12.15	'Gastas' - lightning sessions by lecturers on current initiatives in teaching and learning	Various on First Year Experience projects & Seed Funded Projects	Lecture Theatre 5034
12.20-13.00	Parallel sessions: choice of four:		
Parallels	Programme Level Curriculum Development	Prof Norman Jackson	Lecture Theatre 5034
	Teaching Fellows - sharing experiences of innovations	Teaching Fellowships with Dr Claire McAvinia	LTTTC Seminar Room
	Exploring EPortfolios for Teaching and Learning	Dara Cassidy & Orla O'Loughlen	LTTTC Boardroom
	Technology workshop: 'The TELTA module: a taster'	Dr Frances Boylan & Dr Pauline Rooney	Computer Room 2069
13:00-14:00	LUNCH	Canteen area on 1 st Floor	
14.00-15.00	Graduate Programmes Participants present their work - three parallels. Abstracts online.	Graduates of Academic Writing module and Diploma graduates	Lecture Theatre, Boardroom, Seminar Room
15:05- 15:20	Presentation of certificates for CPDs and new Fellows. Close.	Dr Jen Harvey	Lecture Theatre 5034

Graduate Student Conference Programme – Afternoon Section of LTTC Showcase

Thursday May 12 2016, DIT Aungier Street

Parallel Sessions

Graduate Student Presentations from the MA (Higher Education), MSc (Applied eLearning), Postgraduate Diploma (3 rd Level Learning and Teaching) & Academic Writing & Publishing CPD Each presentation will last 15 minutes plus 5 minutes for questions			
	Theme: Disciplinary Focus <i>Chair: Claire McDonnell, Room 5-034</i>	Theme: Graduate Attributes <i>Chair: Claire McAvinia, Room 5-037 (LTTC Boardroom)</i>	Theme: Reflective Practitioners <i>Chair: Roisin Donnelly Room 5-038 (LTTC Seminar Room)</i>
2.00	Kieron Lawlor Has Ireland lost faith in Third-level Faith-based Education?	Mary Therese McGrath Exploring how to create integrative thinking Pharmacists	Brian Vaughan, Aoife Lloyd McKernan, Julie Ann Naughton & John Colleran Gamification to Improve First Year Engagement
2.20	Padraig McDonagh Observing the effects of introducing screencasts to support students using a computer simulation program to learn computer networking	Tazila Ramputh A review of sustainable assessment in higher education: promoting lifelong learning	Fionnuala Darby Are you listening to how I look? The impact of emotional labour on teacher effectiveness in higher education
2.40	Anne Hurley Exploring the Use of Computer Based Exams for Undergraduate Accounting	Michelle Lalor Preparing visual merchandising students for work placement: from an employer and lecturer perspective	Aaron MacRaghne The effect of introducing a peer-learning online tool on the conceptual understanding of Newtonian mechanics of student cohorts analysed as groups

Book of Abstracts

Disciplinary Focus

Kieron LAWLOR: Information Services, DIT

Has Ireland lost faith in third-level Faith-based education?

At a time when the government of the Republic of Ireland is amalgamating and closing smaller, mainly faith-based third level colleges, Oxford University is establishing Recognised Independent Centres (RICs) mainly catering for the study of minority faiths both within and beyond the United Kingdom. In this presentation I will look at the demographic requirements of the populations of the two countries and I will also examine the financing that motivates the closing/amalgamating of faith-based third level colleges in one jurisdiction and the opening of new centres in the other jurisdiction and whether there are lessons for the Republic of Ireland to learn.

Padraig MCDONAGH: College of Computing Technology

Observing the effects of introducing screencasts to support students using a computer simulation program to learn computer networking

Third level computing students are often exposed to a lot of new information between theory and the computer programs used to teach them. This project observed the effects of using screencasts to assist over one hundred and fifty first year IT students learn Cisco Packet Tracer, a simulation program to study computer networking. Students satisfaction with quality of screencasts, how they used them, and their ability to process the information in the screencasts were measured using surveys and focus groups. Students' performance in assessments using the software program was compared to previous years' cohorts who did not have access to the screencasts. The screencasts not only provided a supplementary study aid but they enabled students to revise and review in their own time, and were considered a trustworthy source of information. Performance in student assessments also improved although it must be stated that there are other possible factors which could have influenced this improvement. The lecturer was able to observe a decrease in interruptions during tutorials, and an increase in time available to assist students with content-related issues, as opposed to operational questions about the software program. The lecturer changed notes and teaching practice based on the lessons learned in the project and intends to expand the use of screencasts to other modules in the Institution where software programs are used as teaching tools.

Anne HURLEY: School of Hospitality Management and Tourism

Exploring the Use of Computer Based Exams for Undergraduate Accounting

The focus of the paper is on exploring the use of computer based exams (CBEs) for undergraduate accounting. The primary objective of writing this paper was to establish whether CBEs should be integrated with paper-based exams as a summative assessment in undergraduate accounting modules. The research involved contacting the professional accounting organisations and universities and colleges in Dublin, Ireland to establish whether CBEs have been adopted and, if so, to take on board relevant lessons from their experience. The literature reviewed the experiences of students, academics/institutions and professional accounting organisations of CBEs worldwide. Findings from this desk-based research from a student perspective indicated an overall positive experience with the computerised exam. The professional accounting organisations are continuing to adopt CBEs as a method of assessment with one professional accounting organisation adopting CBEs for examinations across their entire syllabus; this is in contrast to the third level colleges and universities in Dublin, where CBEs are not being used by these institutions for preparing students for careers in accounting. In comparison with the third level institutions focussed on by this study, CBEs are unique to professional accounting organisations. The adoption of CBEs in undergraduate accounting is an area that needs further exploration in order to determine what is best practice to facilitate students who wish to pursue a career in accountancy and intend to complete the professional accounting exams. An area for further research is to interview some of the academics to hear their reasons for not adopting CBEs and to survey the student experience on CBEs exams for post undergraduate and post professional accounting.

Graduate Attributes

Mary Therese MCGRATH: School of Food Science and Environmental Health, DIT
Exploring How to Create Integrative Thinking Pharmacists

Tazila Parveen RAMPUTH: Liffey College

A Review of Sustainable Assessment in Higher Education: Making a Case for Promoting Lifelong Learning

The need for graduates to cope with challenging demands of rapid changes in professions has raised questions about how to acquire sustainable assessment skills in higher education. In the context of a worldwide paradigm shift towards long-term learning, this paper reviews published literature concerning the theory and practice of sustainable assessment to promote lifelong learning in higher education. Well-established journals were chosen to conduct the review with a focus on Assessment & Evaluation in Higher Education to ensure the quality of reviewed articles. The article was written for practitioners in higher education, including academics and instructional designers who are engaged in curriculum development. It considers the problems of conventional assessment faced by higher education over the last fifteen years. The article analyses research evidence concerning the state of the assessment debate and contributes to changes in assessment practices to make a case for promoting lifelong learning in higher education. Based on the review, a framework is presented in this instance as a guide to adjust assessments for lifelong learning. A research agenda is subsequently proposed to test the framework in order to draw conclusions. While the array of benefits provided in the framework practically implies sustainable assessment skills is an asset to educational programmes for lifelong achievement, it is recognised that gaps between the implementation of such practices and monitoring of improvement being made towards learning outcomes remain to be investigated.

Michelle LALOR: Dublin School of Creative Arts, DIT

Preparing Visual Merchandising Students for Work Placement from a Dual Employer and a Lecturers Perspective, A Literature review

Work placement can provide an invaluable insight into the working world of Visual Merchandising; it can create opportunities to enhance networking also integrating employability skills into the curriculum and applying theoretical knowledge in practice. Certainly, work placement is a compulsory core module on the Visual Merchandising Degree course in DIT. A central challenge to this is balancing the needs of all stakeholders – students, employers and teachers. Specifically, how best to prepare students for their work placements from an employer’s perspective and how best to support students further developing skills acquired from their placements from a teacher’s point of view. The need for improved employability involves course relevance and skills training; the task from a teacher’s perspective is to prepare the student in terms of both their skill set and confidence to promote student autonomy. Work placement preparation can underpin students’ success in their future employability.

Reflective Practitioners

Brian VAUGHAN: School of Media, DIT

(with Aoife Lloyd McKernan, Department of Optometry, Julie Ann Naughton, School of Biological Sciences & John Colleran, School of Chemical & Pharmaceutical Sciences)

Gamification to Improve First Year Engagement

The purpose of the Sputnik group project was to examine the role of Gamification in increasing first year student engagement within the third level educational setting. A literature review was carried out in order to explore the teaching philosophy behind gamification in education and review the quantitative and qualitative evidence regarding its use. Qualitative analysis suggests that Gamification can result in beneficial emotional and social impacts on students, particularly important in the area of increasing student engagement. This advantage of the use of gamification in enhancing student engagement can be linked to improved student retention, particularly in the first year of third level education (Mooney et al., 2010; Nelson and Clarke, 2011). Furthermore, there is a positive correlation between lecture attendance and outcomes of examinations (O'Dwyer, 2011a). However, definitive quantitative analysis within the literature on the cognitive impact of gamification is lacking (Domínguez et al., 2013).

The findings of this literature review are outlined within this presentation and are intended to supplement the infographic artefact, video and website created as part of the group project.

Fionnuala DARBY: Department of Business, Institute of Technology Blanchardstown

Are You Listening To How I Look? An Exploration of the Impact of Emotional Labour On Educator Effectiveness in Higher Education

A publication that has been cited in excess of three thousand times cannot fail to capture attention. Three decades on from the identification of a new form of labour by Hochschild and there is still much to explore with regard to emotional labour. Recent publications of literature concerning emotional labour have all helped to fill a gap left by the neglect of the impact of emotional labour on educator effectiveness in higher education. The purpose of emotional labour is to promote in others a feeling of being cared for. This paper will add to the topic by exploring the role and value of emotional labour with respect to lecturers in higher education.

This objective is addressed by the author reflecting on her experience of 20 years employed in higher education predominantly in Ireland and is complemented by an analysis of the literature. It will identify types of emotional labour and emotional labour strategies within an Irish context. It will also examine the managerial implications of emotional labour and its impact on educator effectiveness. A related line of inquiry in the paper is the inclusion of aesthetic labour as an emotional labour strategy. To date aesthetic labour has been researched in isolation. This paper is unique in evaluating aesthetic labour along with the more widely researched forms of emotional labour in the context of educator effectiveness in higher education.

Aaron MACRAIGHNE: School of Physics, DIT

The effect of introducing a peer-learning online tool on the conceptual understanding of Newtonian mechanics of student cohorts analysed as groups

It is generally accepted that peer-learning and active-learning has a positive effect on students' engagement and learning. PeerWise is a free, low-maintenance, web-tool designed to allow peer-learning between students within a large class group by allowing them to create, answer and review multiple choice questions. It has often been suggested that students creating content in this manner can form deeper understanding of the topics. In this study we attempt to bring quantitative evidence to bear on that suggestion. The effect of introducing PeerWise into two introductory science undergraduate programmes in an Irish Higher Education Institution is investigated. Gain in understanding of Newtonian mechanics as measured by pre- and post-instruction testing of students using concept tests allows the comparison of student cohorts which used PeerWise to student cohorts which did not use PeerWise. In this study no significant gain which can be attributed to PeerWise is measured between student cohorts. This result runs contradictory to the current literature and reasons for this and implications for future work are discussed.