



**Trinity College Dublin
The University of Dublin**

Minutes of the Trinity Electives Sub-Committee

8 February 2022, 2.00 pm, online

Present: Áine Kelly (AK), Clair Gardiner (CG), Stephen Maher (SM), Rachel Hoare (RH), Ciara O'Farrell (COF), Linda Darbey (LD), Ciara Conlon (CC).

Apologies: Jennifer Pepper, Bev Genockey.

TESC/21-22/010 Minutes of 24 November 2021

The minutes for the meeting of 24 November 2021 were approved.

TESC/21-22/011 Matters arising

AK advised that now that the Trinity Education Project is officially concluded, the budget to provide start-up funding to module co-ordinators is no longer available. A budget is still available to fund the filming of pitch videos and any required software, and modules will derive income through the normal full-time equivalency (FTE) accrual process.

TESC/21-22/005: AK thanked members for providing feedback on the proposal form. Further feedback has been received and this will be incorporated and circulated by e-mail for approval.

TESC/21-22/012 Trinity Elective Proposals

a. Creativity and Technology

AK advised that the proposal has been re-submitted following feedback. Members discussed the revised proposal and approved the proposal pending clarification on supports provided to students to complete the Multimedia Project and the adjustment of the total student workload to 105 -125 hours.

b. Music-Making, the Arts and Society

AK noted that the School of Education has been identified as a host school. Members reiterated that this would be an excellent topic for a TE and felt it would deepen the inter-institutional collaboration with RIAM. Members commented that while much of the feedback had been addressed, some issues remained outstanding, for example:

- Further clarification is needed in regard to module content for weeks 4 – 11, and examples should be provided.
- Students will not necessarily know how to complete reflective pieces and should be given strong guidance. It was suggested that resources could be supplied for this.
- Assessment modalities require further refinement, in particular the group project, to ensure all learning outcomes are being assessed.

AK advised the module proposal writer will be referred to Academic Practice for guidance on the assessment components.

c. Identities and Ecologies of Latin America and the Caribbean

Members felt the premise of this TE is very interesting and it would make for an exciting offering, however co-contributors to deliver teaching need to be identified and AK and RH to meet with the proposal writer to advise on developing collaboration with potential co-contributors. The following feedback was provided from committee members:

- The mapping of learning outcomes to module content and assessment components require further attention as all the LOs link to each element of both the module content and assessment component. This may make meaningful assessment of learning outcomes difficult.
- Module content could be further refined to focus on fewer aspects.
- Further detail is needed on the assessment components for example the scope of the group project output; how will individual components be assessed?
- Currently teaching is delivered by only one person, which may have both pedagogic and administrative implications and more teaching staff members should be identified.

d. Life and Death in Data: Plagues, Pestilence and Pandemics

Committee members noted the clear potential of this module and the multi-disciplinary aspect was commended however members identified some issues that should be addressed before recommending to USC. The following feedback was provided:

- Further clarification is needed on the sources of the data utilized for teaching.
- The number of assessment components should be reduced; between 2 – 4 components with a more substantial percentage weighting would be more appropriate.
- Further detail to be provided on what the re-assessment component consists of and how it will map to learning outcomes.
- Clarification on how the module learning aims and outcomes align with TE principals is needed.
- Students will not necessarily know how to complete reflective pieces and should be given strong guidance. It was suggested that resources could be supplied for this.
- Member were concerned about the sustainability of the TE, and suggested content is widened to ensure it is future proof.

e. Global Science Communication

AK noted that this proposal is a Higher Education Authority (HEA) funded module for blended mobility which would be offered to both external applicants and internal Trinity students. It has been proposed as a TE as it needs formal approval for delivery internally to Trinity UG students. Members noted the module does not strictly fulfil TE requirements and may not have broad appeal to students. Members also expressed concern about the profile of the external applicants, and it was not clear if they would be equivalent to SF and JS undergraduate students. If it is to be offered as a TE, it would need major revision and given that funding stipulations require that the module is offered to students in the academic year 2022/23, the TE route may not be suitable. AK proposed meeting with the proposal writer to discuss other routes for approving this module and Sorcha De Brunner and the Global Relations office to also attend.

f. Systems – the Science of Everything

Members commended this proposal and felt it would be a great theme for a TE module. Members would welcome a re-submission on the basis that the following feedback is addressed:

- While very well written, the module content should be described in a more accessible way in order to appeal to a broad range of students.
- A clearer narrative thread should be articulated, and care must be taken to ensure cohesion is maintained throughout the module given the large number of contributors.
- The cap on the re-assessment component should be removed to maintain a consistent approach to assessment across all TE modules.
- Further information should be provided on how individual contribution to the group project is assessed.
- More clarification on how participation will be assessed is needed. It was suggested that this may not be suitable as student learning styles may vary.

Action/Decision

012.01: TESC recommended the Creativity and Technology TE proposal to USC pending clarification on supports provided to students to complete the Multimedia Project and the total student workload is adjusted to 105 -125 hours.

012.02: AK to advise the proposal writer of Music-Making, the Arts and Society to make contact with Academic Practice for guidance on revising assessment components.

013.03: AK and RH to meet with the proposal writer of Identities and Ecologies of Latin America and the Caribbean to advise on building collaboration to further develop the module.

012.04: AK to meet with the Global Science Communication proposal writer, the Global Relations office and Sorcha De Brunner to discuss other routes for approval of the module.

012.05: AK to contact the proposal writers of Life and Death in Data: Plagues, Pestilence and Pandemics and Systems – the Science of Everything with feedback and to invite amended submissions to be re-submitted before 11th March. It was noted that proposal writers should provide a cover letter detailing any amendments and circulation of the amended proposals to TESC will be carried out electronically.

TESC/21-22/013 Programme Rules 2022/23

AK spoke to the programme rules noting information was circulated related to new programmes and amendments to existing programmes. All other programme rules roll forward from 2021/22 to 2022/23. She noted that curriculum architecture is mainstreamed at this point, and the enrolment process should be smooth this year.

TESC/21-22/014 Trinity Elective Module Requirements 2021/22

AK spoke to the circulated data on TE requirements for 2022/23, which had been collected from TE module coordinators. She noted that a number of modules will not run in 2022/23 due to module co-ordinators taking sabbatical leave or staffing restrictions in schools. Capacity in semester 1 will marginally reduce while there will be an additional 250 places in Semester 2 compared to 2021/22.

TESC/21-22/015 Any other business

- a. AK stated that this would be the last meeting of the year, and she will step down from her role as chair of the TESC at the end of this academic year. A subset of members to meet to consider TE marks later in the year. She thanked members for their contributions.
- b. AK advised that an event will be organised to give module co-ordinators a chance to share experiences. The date is not yet decided but expected to be in late March.