

**Student Transformative Learning Record (STLR)
Activity for Academic Year**

2021 2022

in the

School of Business TU Dublin (Blanchardstown)

REPORT

July 2022



**STUDENT
TRANSFORMATIVE
LEARNING RECORD**

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Executive Summary

This report provides a review of the Student Transformative Learning Record (STLR) initiative for academic year 2021/22. The results of this review show:

- Student engagement increased by 48%.
- Staff feedback is positive and encouraging and staff have retained engagement with STLR during the pandemic and organisational design.
- Dr. Philip Owende, Assistant Head of Academic Affairs, endorsed the Transformative Learning transcript by approving his digital signature to be placed on all transcripts.
- TU Dublin's Transformative Learning Transcripts were released to students on the 11th July 2022.
- STLR is listed under the emerging University Education Model.
- Actual expenditure is below budget.
- Organisation design and Covid-19 did have an effect on activity levels.
- The STLR plugin will be developed into a Learning Tool Interoperability (LTI), This tool will be independent of any Learning Management System.
- The initiative continues to be sponsored by Assumpta Harvey, managed by Sandra Thompson, operationally led by Dr. David Gaul and Amanda Dixon, and governed by all members in the STLR steering group.

1. INTRODUCTION AND BACKGROUND

Student Transformative Learning Record (STLR - pronounced 'Stellar') is a learning initiative that allows students to gain formal recognition for learning experiences gained inside and outside the classroom. At the heart of STLR is the idea of Transformative Learning. Transformative learning aims to develop students beyond disciplinary skills and expand students' perspectives of their relationships with themselves, others, community and the environment.

While the traditional academic transcript gives a snapshot of students' *Discipline Knowledge*, STLR captures students' growth in our core competences. These core competencies are:

1. Civic Knowledge Skills and Experience
2. Leadership and Teamwork
3. Global Culture Competence
4. Health & Wellbeing Development
5. Research & Innovation Competency Building

The STLR initiative was initially developed in the [University of Central Oklahoma](#) and was implemented by the School of Business on the Blanchardstown Campus of TU Dublin (then Institute of Technology Blanchardstown) on a pilot basis in 2018. Since then, STLR has grown to be a TU Dublin wide initiative and has recognised students' achievements across a variety of Programmes, Schools, across TU Dublin.

This document will provide a summary of the initial findings during academic year 2021/22 in TU Dublin and compare these findings to previous academic years.

It should be noted that staff and student engagement is defined as:

- Student engagement – students who have availed of a transformative learning opportunity
- Staff engagement – staff who have provided, organised, or facilitated a transformative learning opportunity for students.

2. SUMMARY FINDINGS AND COMPARISONS

	Semester 1 2021/2022	Semester 2 2021/2022
Total # Achievements	1183	2194
# Achievements through CA	798	1035
# Achievements through Events	385	1008
STLR tagged events	40	52
STLR tagged continuous assessments	46	51
# Programmes engaged in STLR	15	37
# Students	634	1004
Competency most tagged	Civic Knowledge Skills & Experience	Civic Knowledge Skills & Experience
Competency least tagged	Global Cultural Competence	Global Cultural Competence
Staff engagement (<i>It is important to note there are many staff within and outside the School of Business who are supporting STLR but who may not have directly STLR tagged an event or CA</i>).	44	53

Table 1: Summary of STLR activities in Academic Year 2021/22 per semester.

3. STUDENT ENGAGEMENT WITH STLR

Students can engage in transformative learning via numerous channels. Activities that uses and assesses transformative learning are class assignments, campus events and reflection assignments based on part-time working and/or volunteering.

For the first time since the initiative STLR was launched tagged events ran across the University. These events were led by staff and students. For example:

- The Climate Launchpad team ran a “Founders Dream; Beginning Your Journey as a Climate Entrepreneur” event attended by over seventy students.
- Events ran across all campuses for Green Week including a propagation workshop, a single-use plastic in bio pharma event with a virtual tour of ABEC and a Sustainable Development Goals (SDG) workshop.
- The National Learning Network collaborates with the STLR initiative by STLR tagging University wide workshops such as Positive Perspectives, Get Results Ready and facilitated Peer Mentoring.

Module led events were included during module delivery and assessment, for example, guest lecturers were used throughout the academic year across the University, and were STLR tagged.

Student engage with STLR via the STLR dashboard on their Virtual Learning Environment (VLE). The dashboard is deployed on the Moodle VLE and Moodle is currently used on the Blanchardstown and Tallaght campus. Brightspace is used on the City Campus. Significant work arounds led by the STLR operational leads with the IT department and our learning technologist have resulted in some students using Brightspace having access to the STLR dashboard via Moodle. The STLR operational leads have noted student engagement is adversely affected by the lack of visibility of the STLR dashboard by students using the Brightspace LMS. At present due to the lack of access to city campus programme codes and the absence of a STLR plugin for Brightspace there is currently an additional 1528 students from City Campus who have completed the SULITEST but have not been awarded STLR recognition. However, when the standalone LTI is developed these achievements can be awarded to the Transformative Learning records. Please see section 8 for further details on the development of the STLR plugin.

COVID – 19 impacted student engagement during the academic year. Events moved online however student engagement was lower, and in addition student engagement with on campus activity lagged when face to face activities resumed.

Please see section 8 for student feedback.

Items to note:

- Total student engaged in STLR reached 1,638 during 2021/22 in comparison to 1,104 in 2020/21 academic year, a 48% increase.
- Accessibility to STLR dashboard affects student engagement

4. ACADEMIC PROGRAMME ENGAGEMENT

STLR is now across TU Dublin offering students throughout TU Dublin the opportunity to capture and recognise their transformative learning.

Figure 1 provides a high level summary of programme engagement. To note, programmes have been linked to campuses to visually show STLR across TU Dublin.

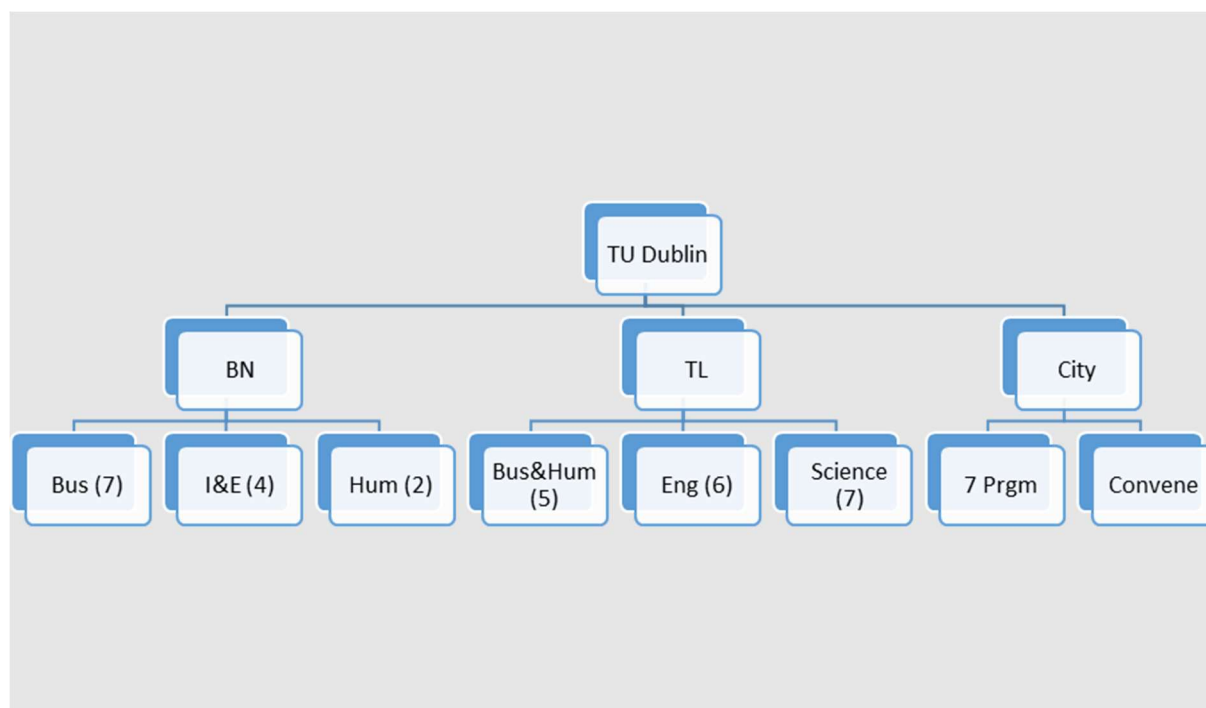


Figure 1: Engagement (number of Programmes) with STLR across Campus/Schools of TU Dublin

All schools on the Blanchardstown campus are integrating STLR. Department of Accounting and Professional Services within the School of Business and Humanities, the Department of Engineering and the School of Science on the Tallaght campus also adopted STLR this year. Via Convene the Student Innovators for Enterprise (SIE) programme adopted STLR to enable recognition of STLR tagged assessments and events.

The roll out of University wide programmes, activities and events further aided STLR to reach students throughout the University. For example, SULITEST ran across multiple programmes and provided 594 transformative learning achievements under the Civic Knowledge Skills and Experience competency.

The feedback received from staff who were engaging in STLR on the Tallaght campus for the first time was using the STLR dashboard made the implementation of STLR very seamless into their programme/module.

Items to note:

- Academic programme engagement grew from 9 programmes in 20/21 academic year, to 39 programmes in 21/22.
- Accessibility of the STLR dashboard aids the integration into academic programmes

5. STAFF ENGAGEMENT

For this report, staff engagement is defined as:

1. Any staff member who engaged via an event – the staff member organised the event and STLR tagged it under one or more of the STLR tagged competencies
2. Staff engaged via a continuous assessment – the staff member STLR tagged their continuous assessment in their module under one or more of the STLR tagged competencies and graded the student artefact against an approved STLR rubric.

As with student engagement, staff engagement has grown substantially and will hopefully lead to future growth of STLR engagement in Academic Years 2022/2023.

Staff received training in the use of the STLR dashboard and the use of transformative learning in their teaching and assessment pedagogies from the STLR operational leads. The training in the STLR dashboard streamlines the process of recording STLR achievements. Where staff have not received training a STLR operational lead works very closely to roll out their transformative learning activity. STLR training and support will continue to help encourage and support adoption of STLR by both academic and professional service staff members.

STLR tagging university wide activities increases awareness amongst staff of the University who are currently not familiar with STLR.

Messaging of STLR and building awareness of the initiative continued throughout the academic year. The correct messaging, and understanding is a paramount to ensure the success of the initiative. Presentation of STLR at numerous Faculty and University wide events took place during the academic year such as:

- Educational Explorers Showcase
- University Education Model Team
- Faculty Executive Meetings
- Academic Council subcommittee meetings
- Transform Edu week
- VIT&L initiative
- Convene team

The following figure shows staff engagement during 21/22 from semester 1 to semester 2. We saw an increase from semester 1. Notably there has been increased engagement with STLR initiatives from professional services staff. This academic year has led to considerable numbers of staff from other functions of the university such as Careers, Clubs and Societies, Chaplaincy, National Learning Network and Library organising or STLR tagging events taking place. Several staff have sought out STLR recognition for events which otherwise would have taken place in isolation without STLR recognition.

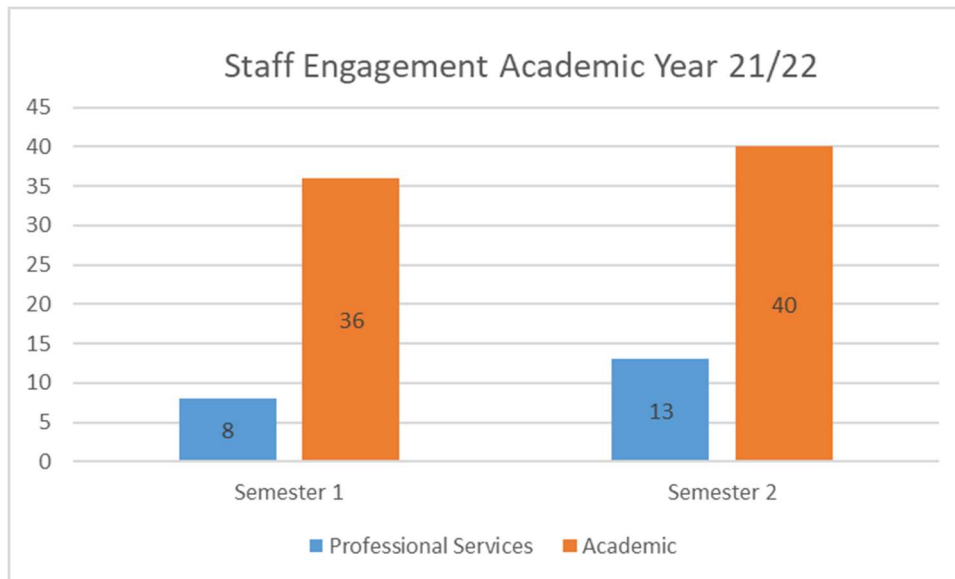


Figure 2: Number of Staff engaging with STLR per semester.

The barriers to engagement most also be noted. The growth of engagement with STLR amongst staff from the City campus is once more impacted by the absence of a STLR enabled plugin in for Brightspace. There is increasing interest amongst staff who currently have assignments which are aligned with one or more of the STLR competencies however they cannot tag their assignments. It is hoped that when the development of the standalone STLR plugin is complete there would be a large uptake amongst staff from City campus. The growth of staff engagement on the Blanchardstown and Tallaght campus has been slightly slower than initially hoped with the organisational design process being cited by staff as a barrier to them engaging with STLR as they have increased demands on time which would otherwise be devoted to teaching enhancement.

Items to note:

- Staff across the University are now engaging in STLR
- Accessibility of the STLR dashboard assists with staff engagement

6. COMPETENCIES TAGGED

TLR (Transformative Learning Record) tracks and records the student’s growth across five competencies:

1. Civic Knowledge Skills and Experience
2. Leadership and Teamwork
3. Global Culture Competence
4. Health & Wellbeing Development
5. Research & Innovation Competency Building

Figure 3 and 4 below illustrates the number of times each competency was tagged during Academic Year 2021/2022 for semesters 1 and 2 respectively. A total number of 3,376 STLR achievements were awarded to 1426 separate students this academic year which equates to approximately 5% of TU Dublin students. This is a significant growth compared to last academic year with a 60% increase (2,123 achievements in 2020/21). Interestingly Civic Knowledge Skills and Experience is now the most tagged competency (1147) whereas it was the least tagged competence in 2019/2020 with 23 achievements. This is due to the increased focus on sustainability both within the University and Internationally. The least tagged competence was Global Culture Competence and there is a need to help encourage staff to capitalise and capture opportunities to develop this competence in students. This could be aided with re-establishing links with colleagues in Durham College and the global classroom initiative or the COIL VE project in Langara College. With Organisational design there will be increasing levels of support offered by the University to establish and develop international collaboration which would provide transformative learning opportunities for students and merit STLR recognition. Following on from COVID19 the ability to connect with others across the world is now more familiar and accessible than before and should be harnessed to develop this competence. It is also worth noticing that Health and Wellbeing development is the second least tagged competence and is an area which needs further enhancement particularly as student health and wellbeing have been affected significantly over the last two years following the pandemic.

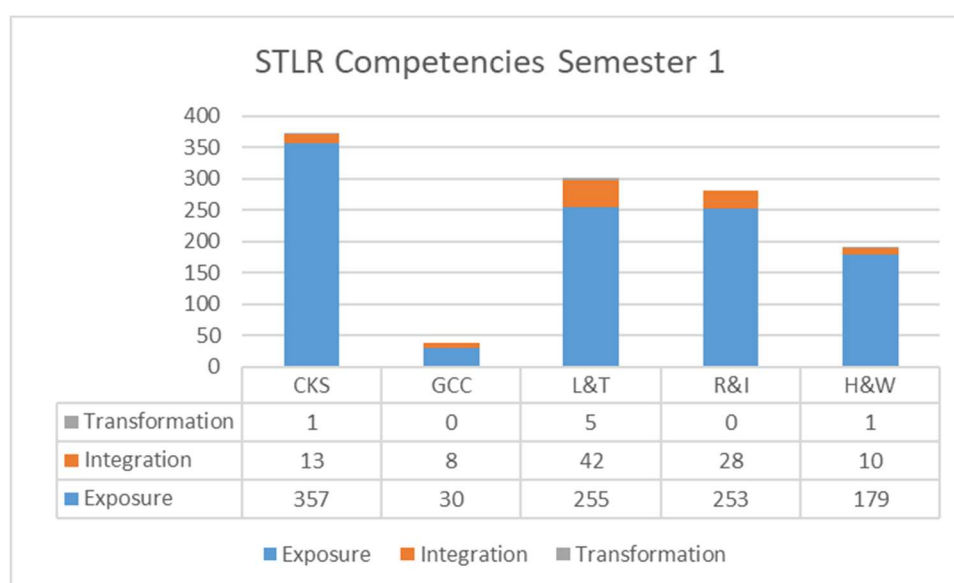


Figure 3: Comparison of number of achievements by level for each STLR competency for Semester 1 Academic Year 2021/2022

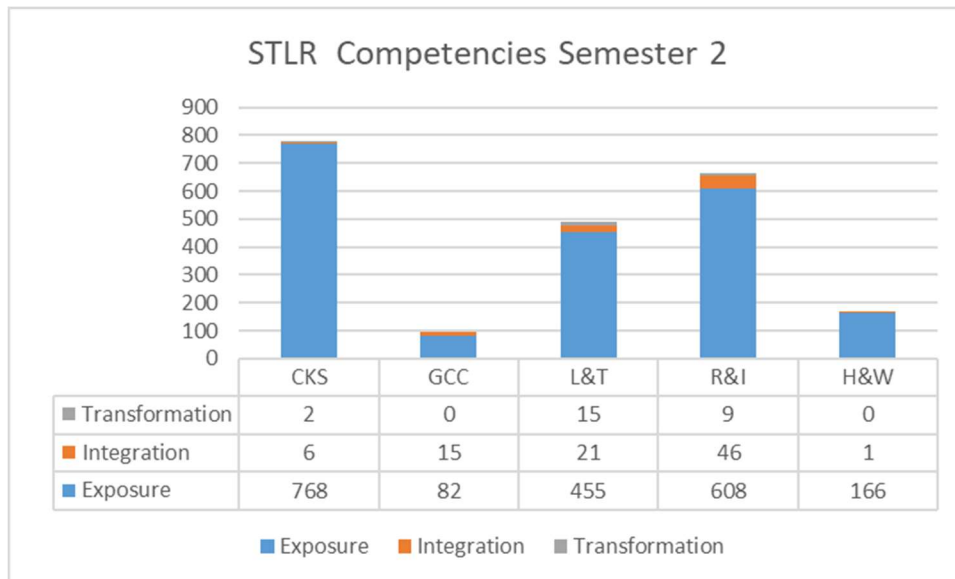


Figure 4: Comparison of number of achievements by level for each STLR competency for Semester 2 Academic Year 2021/2022

The number of achievements awarded has grown substantially in the last two years despite the ongoing impact of COVID19 in Year 2019/20. The last two years has seen considerable reductions in numbers of campus events which take place across TU Dublin due to the restrictions associated with COVID19. Although the restrictions have eased in Semester 2 of this year there seems to be a slight lag in the recovery to pre pandemic levels of student engagement and activity on campus. Despite this, the increased number of programmes which have adopted STLR has led to growth. Furthermore, staff have provided anecdotal evidence of student's levels of work commitment seem higher and therefore engagement in co-curricular and extracurricular activities seems diminished compared to previous years. As we look forward to a new academic year post pandemic, we will seek to re-establish the close working relationship with academic and professional services staff to help increase the number of transformative learning opportunities which are available to students. Core to this will be ensuring that all new first year students are introduced to STLR at orientation and induction and offered a STLR tagged assessment in their first year of study.

Items to note:

- Civic Knowledge Skills & Experience is the most tagged competency.
- Health & Wellbeing competency is now the second least tagged competency.
- Significant drop in the achievements under the Global Culture competency.

7. STLR RECOGNITION

Students can receive Exposure, Integration or Transformation STLR recognition and Table 2 below shows recognitions awarded during the academic year for all competencies. The number of transformation achievements awarded continues to fall below the 15% of all achievements benchmark as per the quality manual guidelines. Overall achievements for each competency (Table 3) have grown compared to last academic year. There has been considerable growth on the Civic Knowledge, Skills and Experience competency since last year likely due to increased focus on sustainability within the curriculum which reflects TU Dublin's commitment to the UN Sustainable Development Goals. The Research & Innovation and Leadership Teamwork competence continues to be the second most tagged competency while the Global Cultural Competence continues to be our least tagged competence with only 135 achievements being awarded.

Competency Level	Achievements awarded	%
Exposure	3153	93%
Integration	190	6%
Transformation	33	1%
Total	3376	

Table 2: Number of Achievements award for each competency level in Academic Year 2021/22

Competency	Achievements awarded under each competency
Civic Knowledge Skills & Experience	1147
Global Culture Competence	135
Health & Wellbeing Development	357
Leadership & Teamwork	793
Research & Innovation Competency Building	944
Total	3376

Table 3: Number of achievements awarded per competency Academic Year 2021/2022.

Items to note:

- 60% increase in the number of achievements awarded.

8. QUALITY ASSURANCE

STLR has been aligned with the QA/QE framework of TU Dublin and continues to be endorsed by the Academic Affairs office. Quality year-end processes were carried out in line with the quality manual by the STLR operational team leads. Achievements were presented and approved by Assistant Head of Academic Affairs (Quality Framework), Dr Philip Owende's. Please see appendix 1. Once approved, Dr Philip Owende's signature was placed on the STLR transformative learning transcript and all transcripts were then issued to the students.

Items to note:

- Quality checks were performed by the STLR operational leads.
- All achievements were approved by Assistant Head of Academic Affairs, see appendix 1.
- All transformative learning records were issued to students on the 11th July 2022.

9. TRANSFORMATIVE LEARNING AT TU DUBLIN

An integral part of STLR is transformative learning during a student's lifetime. Transformative learning pedagogies used within module delivery and assessment is rising across TU Dublin. Particular focus is now placed on the transformative learning practice within teaching and learning practices by the STLR team. Arising from this the STLR team is planning to establish a Transformative Learning Community of Practice (TLCoP) in TU Dublin in the next academic year to enhance transformative learning. The Community of Practice will consist of some members of the Transform EDU project interested in Transformative Learning pedagogy with a view to promoting transformative learning across TU Dublin. The long term goal of the Transformative Learning Community of Practice will be to establish a Centre for Transformative Learning in TU Dublin. The Centre for Transformative Learning will nurture transformative learning through the STLR initiative, research, conferences and encourage students and staff to engage in transformative learning opportunities, and practices in their teaching, learning and assessments.

With colleagues from University of Central Oklahoma Sandra Thompson is a module contributor for a Transformative Learning Educator Programme run on the Qedex platform. This programme and its content will be used going forward to enrich the transformative learning practices in TU Dublin.

A physical presence for STLR would be a key driver in raising awareness and direction for all stakeholders, in particular staff and students. A presence would serve as a marketing tool to build the brand, and it assumes brand legitimacy and longevity. By providing a location to allow students and staff to express, seek direction and guidance for their transformative learning teaching learning assessment initiatives. This physical presence will be explored in the next academic year.

Items to note:

- Enabling and enriching transformative learning practices in teaching learning and assessment in TU Dublin will be emphasised in the next academic year.

10. STLR DASHBOARD DEVELOPMENT

During the academic year 21/22 STLR was expanded to the Tallaght campus. This was made possible by the migration of the STLR dashboard to the Tallaght Moodle site. The dashboard is the combination of many Moodle plugins. As the versions of Moodle differ between Blanchardstown and Tallaght, there was a need for extensive UAT testing to ensure that the functionality remained the same on both sites. This development has made the expansion of STLR on the Tallaght campus straightforward and user-friendly.

During the migration enhancements features were developed to the plugin, and deployed to the Blanchardstown Moodle site. UAT testing was carried out on both sites which included testing all 86 test cases again.

Development Phase 2 Enhancements	
1	The "download QR code" icon is currently a printer. Change to a QR icon so it can be easily identified by staff.
2	When creating an event, prompts should be given to staff that the QR event code expires 1 hour after the event unless specifically requested to remain active for longer. Suggested wording "Please advise the STLR team if you require the QR code to remain active for longer than 1 hour after the event"
3	This prompt should also be visible to the students i.e. printed under the QR code on the pdf document. Suggested wording "Please note the QR Code will only accessible to student for 1 hour after the event".
4	Add in text box on creating assignment and an event to identify Transformative Learning in their activity. Suggested text, Please identify the transformative learning aspect of your activity? Information icon, for example, your continuous assessment involves group work, or researching activity
5	Reporting - Moodle course owner be included in the reports (if there are more than one Moodle owner, choose the first Moodle owner)
6	Assignment name - information icon to say, "When inserting an assignment name please be mindful this title will appear on the Students STLR Export. When choosing an assignment name be as descriptive as you can to ensure student can demonstrate the transformative learning aspect of your assignment".
7	Reports on Moodle: Time Stamp of when set up/due date/Name of Academic/Module Code to aid the filtering Process

Table 4: Development Phase 2 Enhancements

As City campus currently use the Brightspace VLE the adoption of STLR for programmes from the city campus has been less straightforward as the current plugin is only compatible with Moodle.

Work has now commenced on the development of a stand-alone LTI interface for STLR which will make it independent of any VLE. This has led to consultation with Miriam O Donoghue to ensure any developments are future proof following the selection of a unitary VLE for TU Dublin. A spec has been drafted and sent to Enovation. Initially it was hoped that a Brightspace enabled plugin in would have been available for Semester 1 of Academic Year 2022/2023 to enable greater adoption of STLR among staff from the City Campus. However, following discussions with relevant stakeholders it is likely that this will be pushed back to Semester 2 of Academic Year 2022/2023 to ensure adequate development and testing of a standalone LTI can occur. This LTI will be independent of any VLE which will ensure sustainability and longevity of the initiative.

Items to note:

- Standalone LTI is in the initial stages of development and will be progressed and implemented during the next academic year.

11. EFFECT OF COVID 19

COVID19 has had significant impact on STLR's growth and development over the last two years. This academic year saw increased staff engagement across all of TU Dublin and staff from Tallaght and City becoming more aware of STLR and how it operates. The restrictions and return to lockdown in the early part of 2022 further dented the numbers of STLR tagged events and assessments which were on offer to students and resulted in further amendments to TLA (Teaching Learning Assessment) practices amongst staff as they adjusted to blended delivery. This has meant that staff engagement with STLR although positive has been hindered in terms of their adoption of STLR and of transformative learning pedagogies in the practice. With the return to campus in September 2022 it is hoped that the increased opportunities for training events and desire to enrich students learning will lead to staffs increased adoption of STLR within their modules. Since the return to campus there has been a noticeable increase in the number of events which are occurring on each campus of TU Dublin. However, there was still an obvious lag in students' engagement and attendance on campus and a reduced appetite to engage with transformative learning opportunities which were often seen as additional work.

Items to note:

- Significantly impacted the growth and development of the initiative over the last two years.

12. FEEDBACK

12.1 Staff feedback

Ongoing informal feedback from staff continues to be positive with many comment on how STLR provides students with an opportunity to receive formal recognition of their efforts and commitment to put their learning into action. Indeed, many staff who are engaging with STLR say that adoption of STLR has not led to any considerable changes to their teaching or assessment strategy. In terms of formal feedback, a staff survey was circulated following a training event and staff surveys have been shared at the end of this academic year and will be reviewed prior to next academic year to inform training and support to academic and professional services staff to help grow and improve STLR. Provisional results have indicated positive perceptions of STLR training and interest in STLR tagging activities/events in the future. Please see figure below.

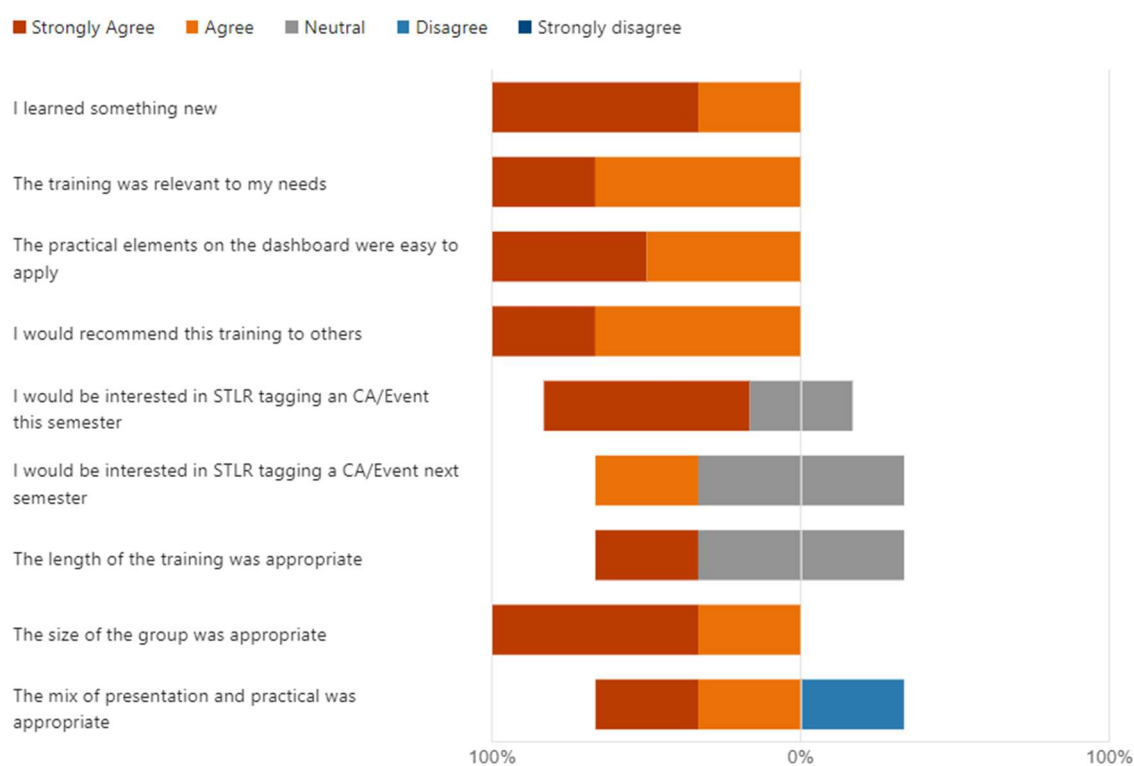


Table 5: Staff Training Survey responses.

12.2 Student Feedback

A survey was sent to students across TU Dublin to hear their views on STLR at the end of academic year. At the time of writing this report 36 responses had been received. The highlights of the survey are provided as follows:

- Students are hearing about STLR via their lecturers and emails
 - 29 responders confirmed they would recommend participation in STLR to new students, while 1 would not, and 6 don't know enough about STLR to recommend it
 - Things that would discourage or block engagement in STLR:
 - Not getting updates / emails
 - The lack of STLR tagged events
 - Lack of information about it
 - Some STLR events were completed outside of classes
 - Being busy with other college stuff and lots of assignments to do
 - Nothing, everything about it was incredible
 - Things would facilitate or encourage to engage in STLR
 - Increased tagged CA's
 - Updates sent by email, mentions by lectures
 - Students that have been with the committee and use interesting ways to motivate students to be involved.
 - Definitely more social media coverage. Maybe interest popular students (something like a class influencers) in college so students will follow them and participate more. More events in college etc
 - More information about it
 - By Continuing to offer important and trendy topics to engage with that are relevant.
 - Introduce work experience into college courses
- 20 responders did not use the STLR dashboard

Items to note:

All feedback will be used to develop the strategic plan and 2022/23 operational plan in September 2022.

13. TRANSFORM EDU – WORKPACKAGE INTEGRATION

The STLR initiative has been able to link with each of the other work packages of the Transform EDU Project to capture and reward students transformative learning both within and outside of TU Dublin. A brief summary is provided below to show how STLR has integrated with all work packages within this project.

WP2 Characterising the TU Dublin Transformative Education Framework

Events from this work package has been STLR tagged, and the STLR team continue to promote STLR during the events run out of this work package, most recently the Educational Explorers Showcase.

WP3.1 Sustainability

STLR has linked with the work carried out by WP3.1 on sustainability under the Civic Knowledge Skills and Experiences competency. As part of this work 800 students across the Blanchardstown and Tallaght Campuses have received STLR recognition for the completion of the SULITEST Sustainability Assessment with a further 1,500 students from the City Campus to be awarded recognition when the STLR plugin for Brightspace comes on stream next academic year. Furthermore, WP4.1 and WP3.1 helped to fund the DESIGN your Future event which was also STLR tagged.

WP3.2 Social and Emotional Skills and Work Readiness

Working with Dr Aidan Carthy, STLR has awarded recognition to students who have completed the Mindfulness and Work Readiness workshops as part of Transform EDU under the Health and Wellbeing competence.

WP3.3 Service Learning, Civic, and Community Engagement.

The Active Citizenship module which has been developed by Dr Phil Mulvaney under WP3.3 has been STLR tagged and students who complete this module are awarded STLR recognition under the Civic Knowledge Skills and Experiences competence.

WP3.4 Cross Disciplinary Events for Transformative Learning

Collaboration between Martha Burton, Ronan Keaskin and the STLR team led to all transformative Learning events which were carried out were STLR tagged and advertised via the STLR Dashboard of Moodle to offer transformative learning opportunities to students beyond the subject disciplines.

WP 4.1 Development of Transformative Learning Record

Please see section 10 above for details.

WP 4.2 Universal Design Learning

Universal Design Learning events continue to be STLR tagged with Margaret Kinsella.

WP 4.3 Deployment of Learner Dashboard

Please see section 10 above for details.

In addition to the details in this section the new academic integrity module for students has been rolled out on Moodle and completion of the module has been STLR tagged.

WP5 Development of student-centred QA-QE procedures covering TLR

Please refer to section 8 above. In addition, the quality manual is a live document which is continually updated in line with the emerging University's QA QE framework.

14. EXPENDITURE

The actual expenditure to date for STLR is outlined in the extract below presented to the Steering Committee on the 16th of June 2022. A finance representative presents the STLR financials to the Steering Group every month. Spending is under budget, with €245, 246 left to spend. At the time of writing this report staff time had not been posted for the full academic year, with posting to be completed at the end of July 22. The main reasons for underspending are follows:

- Budgeted staff time allocations has not been possible due to resource constraints. 22 hours have been allocated to the project, however 32 – 26 hours are budgeted. Please see section 16.6 for further details.
- Development of the standalone STLR dashboard is somewhat slower than expected. This is necessary to ensure we have an independent dashboard. Please see section 10 above for further details.
- Expected marketing of STLR on campuses across TU Dublin has not taken place due to the extremely low engagement and attendance of students to our campuses.

STLR PROJECT (sub account P374) FROM AUGUST 2019 TO AUGUST 2021				September 21 to June 22 202201 to 202210
Item	BUDGET FROM 2019 TO AUGUST 21	ACTUAL FROM 2019 TO AUGUST 2021	VARIANCE FROM 2019 TO AUGUST 2021	ACTUAL FROM SEPT 21 TO DATE
Income	0	96,852	96,852	350,000.00
Pay	233,000	179,808	-53,192	82,740
Non Pay	163,000	12,918	-150,082	6,157
IT	79,000	97,221	18,221	15,867
Total	475,000	193,095	-281,906	245,236

Figure 5: Summary of Expenditure

Items to note:

The final cost of developing the LTI will be finalised over the coming months and resources described in section 16.6 will affect the future spend.

15. STLR INITIATIVE GOING FORWARD

15.1 Vision

STLR encourages, captures, and recognises transformative learning experiences within and outside of the structured curriculum. We aim to develop holistic students with the traversal skills to become citizens who create, share, and use knowledge to deliver sustainable futures around the world. By 2027 we want STLR to be an internationally recognised mark of transformative learning for every TU Dublin graduate, recognising graduate employability skills growth that they can bring to society.

15.2 University Education Model

The STLR initiative was presented to the University Educational Model (UEM) Team in April 2022 and mapped how STLR relates to each of the 10 UEM Guiding Principles. Table 6 shows how STLR links to the University Education Model. The presentation was very well received by the UEM team and has been included in the Framework of Learning Experiences. It is hoped that this inclusion will further strengthen transformative learning with TU Dublin and help grow the reach of STLR across TU Dublin. Ensuring Transformative learning is embedded within TU Dublin has also been enhanced by STLR being recognised as a Level 1 capability in the School Designs Teams within the Faculty of Business as part of the Organisational Design process.

UEM Principles (with extracts to summarise the principles)		Linked to STLR Competencies
1	Student-centred and student- engaged for student success Promote, encourage, and support student engagement and connectedness with the entire university community, integrating the learning experience and developing active citizenship , along with team working, leadership, entrepreneurship, work preparedness and other key skills.	Civic Knowledge Skills & Experience Teamwork & Leadership
2	Connected, engaged, internationalised curriculum Maintain a strong emphasis on the application of knowledge, research and scholarship, sustainability, experiential learning, and development of active citizenship through all interactions with students.	Global Culture Competence Research & Innovation Competence Building
3	Distinguished by diversity of provision and focus practice and career development The range of learning styles and experiences that TU Dublin will support and the mobility between them will differentiate TU Dublin from other universities.	All STLR competencies
4	Excellent, flexible, agile teaching and learning Innovative teaching, learning and assessment practice, utilising multiple modes of delivery and interaction within a Universal Design framework for enhanced outcomes for all students.	All STLR competencies
5	Knowledge - creation to application Demonstrate commitment to knowledge creation, research and scholarship using leading edge knowledge in disciplines at all levels. Deepen the knowledge of researchers as innovative workplace practitioners participating in leading edge and engaged research, and effective knowledge exchange.	Research & Innovation Competence Building
6	Highly engaged student experience Demonstrate embedded engagement with industry and community partners in through processes, policies, and practices to provide an engaged student experience of learning to become rounded and engaged citizens .	Civic Knowledge Skills & Experience
7	Inclusive, global, multi-cultural Foster and develop a multi-cultural, globally connected, and inclusive learning community with strong international exchange of students and staff, physical and virtual.	Global Culture Competence
8	Continuously Developing committed and caring staff Promotion and recognition of excellence in teaching and student development supported by high-quality staff development opportunities and resources	All STLR competencies
9	Transition Will proactively support students to adjust to Higher Education and develop self-efficacy throughout the transition period.	Health & Wellbeing Development
10	Access and equal opportunity An energetic and proactive approach to facilitating equitable access to education and opportunity to succeed for all students and potential students, particularly those from underrepresented communities, regardless of economic or social background, disability, gender, racial or cultural background or belief	Civic Knowledge Skills & Experience Health & Wellbeing Development

Table 6: University Education Model & STLR

15.3 People

The growth of STLR will be facilitated by recruiting STLR champions in each school by June 2023. These STLR champions will be an advocate for STLR and instrumental in the implementation process across the university.

A STLR champion will:

- Assist TU Dublin implementing STLR
- Advocate and promote STLR
- Driven by the vision
- Key communicators of STLR
- Supports colleagues and students in getting on board with STLR
- Motivate colleagues and students in adopting STLR
- Lead out on STLR initiatives

15.4 Marketing

A business case will be presented for the recruitment of a part time digital marketing intern to manage the STLR social media channels and help ensure STLR awareness is grown amongst all students and staff of TU Dublin. This academic year a Digital Marketing Intern managed the STLR social media channels. A weekly presentation of Instagram Analytics demonstrated that social media is a key communication channel for students. Interactions with our posts and our followers steadily increased over the course of the semester increasing the awareness of STLR across the university. The recruitment of a part time digital marketing intern is key to consistently communicate the STLR message to TU Dublin students.

15.5 Sustainability and Scalability

Sustaining the STLR initiative going forward will require proper resource allocation. This must include relevant expertise required for the operation and marketing of the initiative. The resources should support research into the impact of STLR on students. The sustainability of STLR can be secured by establishing a Transformative Learning Community of Practice and a Transformative Learning Centre. Pan university project sponsors will ensure the success of the STLR project going forward.

15.6 Resources

Growing STLR to effectively scale up the project will require the initiative to be resources effectively. We see the establishment of a Transformative Learning Centre will form an integral part of the initiative. Creating a physical presence in TU Dublin would heighten the awareness of STLR and credibility.

STLR is currently resourced as follows;

- SLIII – project sponsor
- SLII – project manager
- Lecturer X 2 – total 22 hours (11 hours each per week) - operational leads, providing a very much customer facing experience for colleagues. However, it must be noted there is budget for 2 full time academics however resources were not available to fulfil this capacity.
- Statistician – 1 hour per week.
- Digital marketing intern – approximately 4 hours per week

Going forward STLR will require dedicated resources, that are permanent and consistent, at the correct level, to achieve the strategic vision of STLR. Business cases will be prepared for the recruitment of a Social Media Manager and a Project Administrator to support the STLR (Student Transformative Learning Record) programme.

1. Social Media Manager is required in the long term to manage the social media channels for STLR. STLR is growing across the university and specialist skills are required to manage the social media channels for the programme to communicate with students. Through analytics and engagement monitoring social media channels are the most effective way to communicate and engage with students. A student has been working with us over semester academic year 2021/22 and impacting the engagement levels with their expertise in digital marketing. We want to adopt a consistent approach to this role to fully exploit the potential of this channel of communication.
2. There is also a requirement to recruit Student Transformative Learning Project Administrator. This administration post is now required to carry out the day-to-day business functions of the programme including managing the email account, scheduling, attending, and taking minutes at meetings, liaising with the steering committee and ordering supplies. The administrator will also support the STLR team organizing STLR training and events. In addition, they must have advanced data analysis knowledge to help with the measurements of impact of STLR.

The recruitment of these two positions would free up the time of the operational lead to lead out on STLR to all stakeholders. It is proposed that the STLR initiative should be resourced as follows:

- SLII or SLIII – project manager
- SLI or above – operational leads X 2
- Assistant Lecturer/Lecturer or above – operations
- Social Media Manager
- Project Administrator

16. Concluding Comments

The last two years have been particularly challenging to maintain the momentum of the initiative due to COVID-19 and organisational design. These two factors had huge implications on individual's time. Having said that huge efforts were made and the outcome of these efforts have led to University wide adoption of the initiative and increasing engagement among all stakeholders. A lot of work carried out during this academic year were laying groundwork with stakeholders across the University. The benefits of this work is anticipated to be evident in the academic year ahead.