

STLR DASHBOARD USER GUIDE

For

STLR ADMINISTRATOR

Version 1
May 2021



STUDENT
TRANSFORMATIVE
LEARNING RECORD

Table of Revisions

Document Version/ Date	Revision	Comment
0.1 03/05/2021	Preliminary Draft provided to Head of School, Quality Officer and Registrar	
1 09/05/2021	Version 1 for Registrar's & Quality Officer's Review	

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Related Documents

1. STLR Quality Manual
2. Student STLR Dashboard User Guide
3. Staff STLR Dashboard User Guide
4. IT Administrator STLR Dashboard User Guide

1. Introduction

The purpose of this document is to inform TU Dublin Staff about Student Transformative Learning Record (STLR) administrator dashboard and to supplement the Quality manual in providing a how to guide to navigate the administrator dashboard. Transformative Learning (STLR) (Student Transformative Learning Record - pronounced 'Stellar') is a learning initiative that allows students to gain formal recognition for learning experiences gained inside and outside the classroom.

2. What is Transformative Learning

Transformative learning is based on the work of Jack Mezirow, an adult education researcher, and having this definition is vital to maintaining a campus-wide standard by which students' Transformative Learning growth is measured. The Transformative Learning process can be considered as cyclical, including experiences, critical reflection, rational discourse, and expanded perspectives.

With reference to figure 1 below, Transformative Learning (Mezirow,1991) is a process whereby students reflect on their own experiences and expands their perspective beyond their disciplinary skills to develop their relationships with self, others, community and environment. This may be through facing disorienting dilemmas, critical assessment and examination of assumptions, exploring options and plans or acquiring of new knowledge and implementing plans.



Figure 1: Transformative Learning

2.1 Benefits

Employers today need employees with well-developed ‘soft’ skills. Some examples include:

- ‘Coachability’- the ability to take feedback and act on it
- the ability to work effectively in multi-cultural teams
- the ability to be a ‘self-starter’ – control your own learning to be able solve complex problems
- Commitment to lifelong learning

Current academic assignments often seek to develop these transversal skills within students (See TU Dublin Graduate Attributes), however they do not facilitate students to highlight or acknowledge any achievements in these areas beyond an academic grade. In addition, students sometimes fail to gain the full benefit of many of these learning experiences due to a lack of reflection on the experience. STLR seeks to encourage, measure and record students transformative learning experiences by providing an official transcript verifying their achievement which they can show to prospective employers thus differentiating themselves from other candidates.

2.2 The Core Concept

At the heart of STLR is the idea of Transformative Learning (TL). Put simply, transformative learning requires students to reflect about experiences they may have had and/or as part of completion of their Class Assignments designed to encourage them to reflect.

An example might be if students were asked to submit a reflection as part of their final submission based upon their experience of working as part of a team. A particular student within one group may have been regularly late for meetings to complete team Assignments with fellow students. Reflecting on this the student might realise that:

- This is causing annoyance in the team
- This in turn results in a breakdown of trust
- They then realise that teams cannot work effectively if the members do not trust each other
- They then start to think about what actions they (and/or other students) need to take to ensure trust is maintained.

This ‘cycle’ of thinking deeply about issues and/or experiences and then deciding on/executing some action(s) which may lead to permanent behaviour change is key to transformative learning. This document provides;

- i. an overview on the competencies
- ii. the different “achievement” levels that a student can achieve on a competency
- iii. a guide on how to set up and assess a STLR tagged Assignment
- iv. a guide on how to create a STLR tagged Event and award STLR competencies

2.3 STLR Competency Levels

The STLR model is being rolled out across TU Dublin recognises three levels of transformative learning.

2.3.1 Exposure

The student displays a willingness to learn and grow by participating in the activity. She/he has an awareness of her/his current perspectives related to the core competency and an understanding of what the competency details.

2.3.2 Integration

The student can clearly articulate an understanding of the learning activity as it relates to the core competency and its value for her/his life. The student is questioning, planning, or beginning to expand upon previously held understandings of self, community, behaviour, or environment.

2.3.3 Transformation

The student provides strong evidence of a learning experience that resulted in profound growth or major shift in values, beliefs or perspectives in the core competency and this may be evident through changes in behaviour, speech, or ability.

2.4 STLR Competencies

The TU Dublin STLR model has five ‘competencies’ to help develop these soft skills:

2.4.1 Civic Knowledge Skills & Experience

Civic Knowledge Skills and Experience engage students in community volunteer and service activities using teaching and reflection to nurture civic responsibility, caring, and community –mindedness, in order to promote a commitment to public life; ethical, critical reasoning and deliberations; and working for the common good of everyone.

2.4.2 Global Culture Competence

Global Culture Competence seeks to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

2.4.3 Health & Wellbeing Development

Health & Wellbeing Development integrates the physical, spiritual, emotional, intellectual, environmental, financial, occupational, and social wellbeing of students. Students will live, learn and work effectively, living life with vitality and meaning so they may reach their goals as scholars, employee in the workplace and citizens.

2.4.4 Leadership & Teamwork

Leadership is a personal journey resulting in understanding and skill sets that students need to positively and ethically influence and mobilise others. We equip student with knowledge and skills to affect individuals, teams, organisation, the community and society for the greater good.

2.4.5 Research and Innovation Competency Building

Research and Innovation Competency building encourages students to approach life with a spirit of enquiry, to develop a problem-solving mentality using information, knowledge and creativity in tackling business and social problems of the day.

3. STLR Administrator Dashboard

In order to understand the STLR administrator dashboard the reader must be familiar with the staff user guide.

As part of quality control to access the STLR administrator dashboard you must have a separate user name and password for Moodle. Please contact the IT department or learning technologist to assign to obtain a separate Moodle password.

To enter Moodle using the separate user name and password please click on other users and enter your log in details.

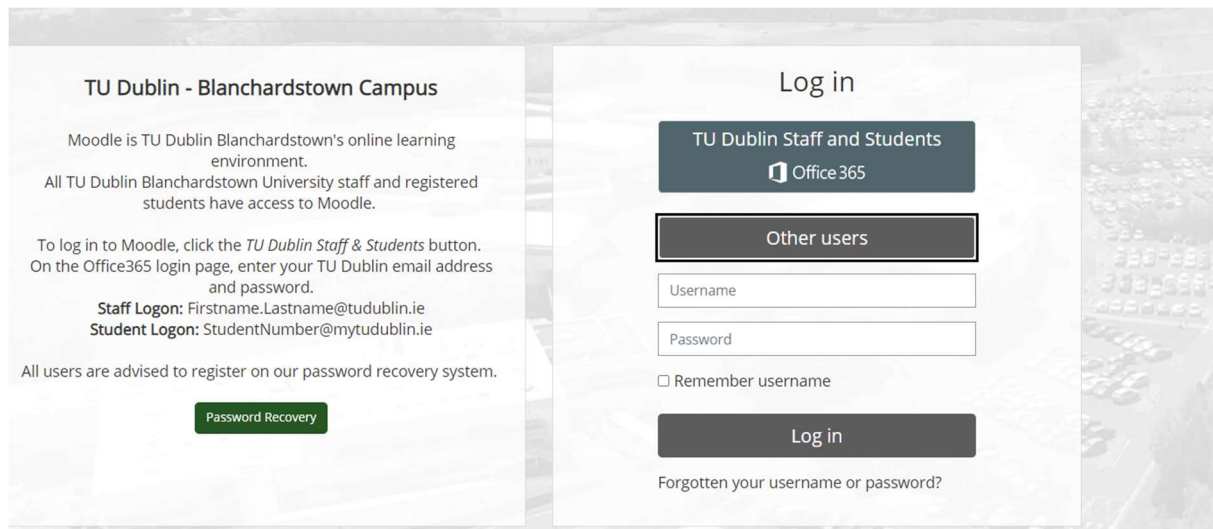


Figure 2: Logging into STLR Administrator dashboard

You will be brought to the Moodle dashboard, click on the Transformative learning (STLR) dashboard to enter the administrator dashboard.

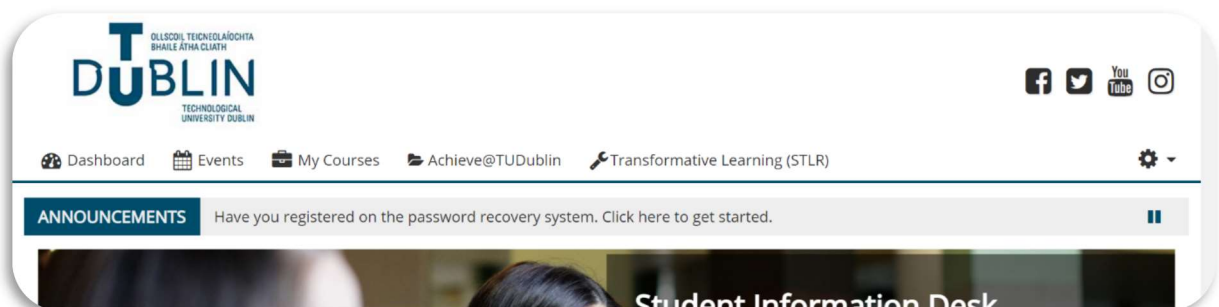


Figure 3: Moodle dashboard

3.1 Quick Links

The quick links section of the dashboard provides staff with direct access to the most common actions. These are actions that are also accessible from their respective sections on the dashboard namely:

- Achievements overview
- Create Event
- Award achievement manually
- Import achievements
- Requests Reflection for Others
- Update Contact Preferences
- STLR Documentation

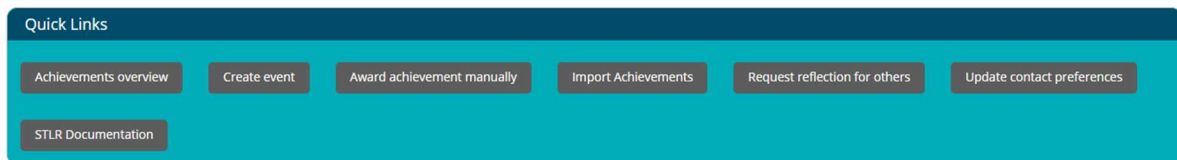


Figure 4: Quick links on the STLR administrator dashboard

3.2 Transformative Learning (STLR) Assignment

This section of the dashboard lists all assignments with Transformative Learning (STLR) and have been recognised under STLR. This lists all the STLR assignments that have been tagged.






Transformative Learning (STLR) Assignment				
Search: <input type="text"/>				
Assignment name	Course	Submission count	Last modified	Actions
	<input type="text" value="Any"/>			
FINAL Reflection	DMKT H4018 - Marketing Consultancy Project Phase 2	0	29/04/2021 09:29	
Research Article Submission	SMCO H4029 - Sports Management and Coaching Research Practice	2	27/04/2021 08:26	
Final Business Plan submission	BSST H3025 - Enterprise Development	75	22/04/2021 12:51	
Final Business Plan submission	SMCO H3026 - Enterprise Development	28	20/04/2021 11:38	
Group Report 25%	INTB H3041 - Intercultural Studies for the Export Market	16	20/04/2021 10:10	

Figure 5: Transformative Learning (STLR) Assignment table

3.3 Upcoming Transformative Learning (STLR) Events

All upcoming events which provide competency exposure, integration or transformation opportunities for one of the competencies will be listed in this section. As shown in the below graphic, staff get a clear overview on.

- what they are,
- where they are
- when they are on
- who is running them
- if they are open for signups
- their signup status for each event
- ability to signup or leave a particular event
- view the full details of an event.

3.4 Past Transformative Learning (STLR) Events

All past events which provided competency exposure, integration or transformation opportunities for one of the competencies will be listed in this section. As shown in the below graphic, staff get a clear overview on events including:

- what they are,
- where they are
- when they are on
- who is running them
- if they are open for signups
- their signup status for each event
- whether they volunteered for an event

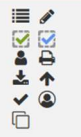

Past Transformative Learning (STLR) Events									
Search: <input type="text"/>									
Name	Location	Date time	Owner	Presenter name	Open for sign up?	Attendee details	Feedback rating	Actions	
Any ▾									
World Intellectual Property Day	Online	26/04/2021 11:30 - 13:30	Amanda Dixon	Multiple Presenters	No	0 / 0	No rating		
Denise Martin's	Online	21/04/2021	Denise		Yes	0 / 0	No rating		

Figure 6: Past Transformative Learning (STLR) Events

As STLR administrators you have the following controls:

- View event
- Delete event
- Edit event
- pre-set the attendee achievements
- pre-set the volunteer achievements
- Update the attendee list
- Download the QR code for the event
- Download a sign in sheet
- Mark attendance
- View attendees

3.5 Transformative Learning (STLR) - Student Reflection

STLR administrators can view all student reflections requests, and submissions.

They can view in the table the key data for the reflection activity including:

- The Title
- The request status
- Status
- Approved by
- The Deadline
- Reflection
- The time the request was created
- View the reflection
- Update a request
- Nominate the reflection competencies
- Delete the reflection

3.6 Student Transformative Learning Transcript

This table enables the STLR administrator to print transformative learning transcripts at the end of the academic year. Only when all quality assurances process and procedures are followed will the transcripts be generated.

The following sections details all the administrator functions available to the STLR administrator.

4. Transcript Engine

This sections allows STLR administrators to control the transformative learning export and transcript settings. Under Manage Student Export Settings the following changes can be made.

- The logo can be inserted into the student export pdf logo box.

Student Transformative Learning Export Settings

Student export PDF Logo Maximum file size: 500MB, maximum number of files: 1

local_transcriptengine | transcript_logo



Files

TUD_RGB.j...

Default: Empty

Upload the logo to use on the PDF student export which all users will see.

Figure 7: PDF logo for student export

- Introduction on the Student Export and the address on display can be edited.

Student Transformative Learning Export Introduction

local_transcriptengine | transcript_intro

Default: Empty

The introductory description which will be displayed on every Student Transformative Learning Export PDF

Campus Address

local_transcriptengine | transcript_campusaddress

Default: Empty

This is the campus address which will display on every PDF student export

Figure 8: Editing the introductory paragraph and address on display

- The official registrar stamp can be inserted here. This stamp will appear on all the STLR transcripts generated at the end of academic year. This stamp will not be generated on the student export.

Student Transformative Learning Transcript Settings

Official Registrar Stamp

local_transcriptengine | registrar_stamp

Maximum file size: 500MB, maximum number of files: 1

Default: Empty

Upload the official registrar stamp which will be used on Student Transformative Learning Transcript

Figure 9: Inserting the Registrars Stamp

- The introduction paragraph to the STLR transcripts can be edited and deleted.

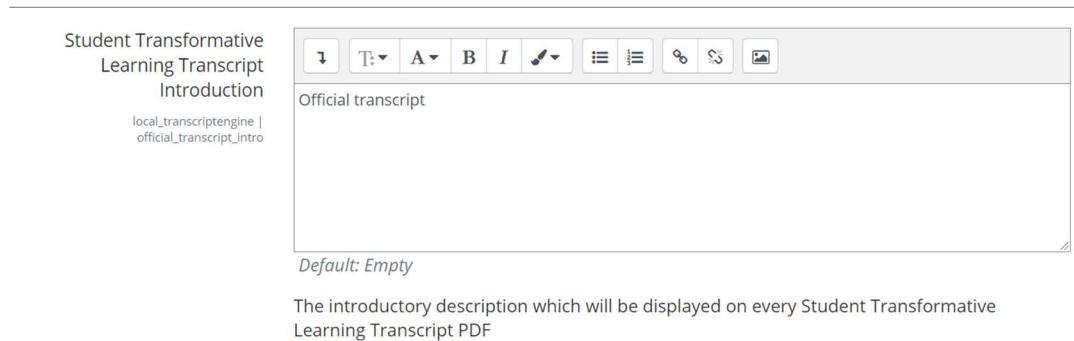


Figure 10: Introduction paragraph to the STLR Transcript

Please note prior approval from the Registrar’s office must be received before changing any aspect of the STLR transcript. Change requests must be approved in writing by the Registrar and Quality officer, and be kept on file.

When changes have been made under any of these sections click save.

5. Transformative Learning – STLR data store

The administration block of the STLR dashboard is located to the right hand side of the Moodle page. This allows STLR administrators to change the settings to the STLR dashboard. The following section are accessible to the STLR administrators:

- Transformation dashboard settings
- Manage competencies
- Manage competency levels
- Reports

No changes should be made to these settings unless approved by the programme manager, and Registrar and Quality Officer where applicable.

6. Transformation Dashboard Settings

To access this area log into Moodle using your administrator logins, and go to the administration block, and click on the Transformation Dashboard settings.

6.1 Enrolling students on the STLR dashboard settings:

To enrol students on the dashboard the banner programme code must be included in the text box under the student dashboard access banner programmes text box, see below.

Transformation Dashboard settings

<p>Student dashboard access banner programmes</p> <p><small>local_transformation student_banner_programmes</small></p>	BN_BACFN_7,BN_BACFN_8,BN_BACI	<p><i>Default: Empty</i></p> <p>List of comma separated banner programmes of users who should have access to STLR student dashboard.</p>
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Figure 11: Enrolling student on the STLR dashboard

The link to the STLR student documentation and Staff documentation link must be included in the following two text boxes:

<p>STLR Student documentation link</p> <p><small>local_transformation student_documentation</small></p>	https://vle-bn.tudublin.ie/course/vie	<p><i>Default: Empty</i></p> <p>Accessible link to be used for Dashboard to provide student documentation on STLR</p>
---	---------------------------------------	---

<p>STLR Staff documentation link</p> <p><small>local_transformation staff_documentation</small></p>	https://vle-bn.tudublin.ie/course/vie	<p><i>Default: Empty</i></p> <p>Accessible link to be used for Dashboard to provide staff documentation on STLR</p>
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[Save changes](#)

Figure 12: Linking STLR staff and student documentation

7. Managing STLR Competencies

7.1 Managing competencies – add new competencies

To add new competencies please follow the following steps:

1. Please Login to the site as Administrator
2. Through Administration block (at the right side on the bottom) click on: Transformative learning (STLR) settings, Manage competencies
3. At 'Competency' field, add any name
4. At image section please add image for the competency, then click button 'Add competency'
5. Check if new competency was added to the list

Manage competencies

Competency	Achievements count	Actions
competency 1	5	⚙️ ✕
Competency 2	5	⚙️ ✕
Competency 3	5	⚙️ ✕
Competency 4	5	⚙️ ✕

▼ Add competency

Competency *



Accepted file types:

Image files used on the web .gif .jpe .jpeg .jpg .png .svg .svgz

Figure 13: Adding new competencies

7.2 Managing competencies - editing/deleting existing competencies

1. Go to the administration block (at the right side on the bottom) click on: Transformative learning (STLR) settings, Manage competencies
2. Click on the 'cogwheel' icon at Actions list next to the desired competency
3. Change name of edited competency to something different
4. Click 'save' and check if competency name was edited

Manage competencies

Competency	Achievements count	Actions
competency 1	5	 
Competency 2	5	
Competency 3	5	 
Competency 4	5	 

Edit competency "competency 1"

Competency*

Figure 14: Editing Competencies

To delete competencies, click "X" under the actions. This will not delete the competency records of the students.

7.3 Managing competencies - adding/editing/deleting competency levels

1. Go to the administration block (at the right side on the bottom) click on: Transformative learning (STLR) settings, Manage competencies levels
2. Fill both fields: 'Competency level' and Default description
3. At image section please add image for the competency, then click button 'Add competency'
4. Click 'Add competency level' to create a new competency level

Manage competency levels

Competency level	Achievements count	Actions
level 1	4	⚙️ ✕
level 2	6	⚙️ ✕
level 3	7	⚙️ ✕
level 4	3	⚙️ ✕

▼ Add competency level

Competency level *

Default description

Figure 15: Adding/deleting a competency level

5. Click X to delete a competency level

8. Reports

Under this section the STLR administrator can generate all reports from the STLR dashboard. The following reports can be generated:

1. Event attendees
2. Event cohort invitations and sign up filters
3. Events
4. Events feedback
5. Reflections
6. STLR assignments
7. Student achievements
8. Student exports

9. Student activities

10. Transcripts

By clicking download link all reports are downloaded into an excel file.

Transformation Reports

Search:

Report name	Download link
Event attendees	
Event cohort invitations and sign up filters	
Events	
Events feedback	
Reflections	
STLR assignments	
Student achievements	
Student exports	
Students activities	
Transcripts	

SHOW ENTRIES

SHOWING 1 TO 10 OF 10 ENTRIES Previous Next

Figure 16: Transformation Reports from the STLR administrator dashboard

9. Transformative Learning – STLR Event Activity

This section allows staff to adjust the settings behind the event template. The template filename can be found in the first text box.

Defining the time frame for an upcoming event and the QR validation period can all be amended in this section.

Transformative Learning – STLR event activity

<p>Event course template filename</p> <p><small>local_transformation_event templatename</small></p>	<input type="text"/> <p>File name of the Transformative Learning – STLR event course template file. The template file is a course backup file, stored in the main template area "Site Administration" -> "Courses" -> "Restore course" -> "Course backup area". Example: "EventCourseTemplate.mbz"</p>
<p>Upcoming events threshold</p> <p><small>local_transformation_event upcomingeventthreshold</small></p>	<input type="text" value="0"/> days <small>Default: None</small> <p>An event will be treated as "upcoming" if its finish date time plus this threshold has not passed.</p>
<p>QR code validation period</p> <p><small>local_transformation_event qrcodescanwindow</small></p>	<input type="text" value="3"/> hours <small>Default: 1 hours</small> <p>QR code of an event is only valid up until the validation period after the event finish date time. After it, scanning QR code will not mark student attended.</p>

Figure 17: Transformative Learning - STLR event activity

10. TU Dublin Banner Integration

This section is managed jointly by the IT department, STLR leads and School administrator. Under this section the following sections are:

- Banner integration settings
- Unmatched modules
- Ignored flag modules
- Duplicate modules
- Matched modules

Please refer to the Quality Manual for detailed descriptions of the process flow behind each of the following functions.

10.1 Banner integration settings

This part is primarily managed by the IT department, please refer to the IT user guide.

- A file is taken from a Banner (Academic Administration System) which contains students' contextual details, for example, student ID, Name, Programme, full-time or part-time, modules enrolled in and is transferred to Moodle.
- The Moodle STLR Plug-in contains an updated table of all courses that have valid Moodle courses (it should be noted that not all modules in Banner may have associated Moodle Courses).
- The Moodle Plug-in has embedded processing logic which uses a 'short code key' comprising Moodle Code (e.g. BSST H1011) and Mode (indicating whether student is full-time or part-time) to identify and enrol individual students on their chosen courses on Moodle (where such a course exists). Thus, there is no need for students to get an enrolment key from individual lecturers before they can access a module on Moodle.
- This process will be executed early in semester one each year and will be executed repeatedly for a number of weeks to ensure that students who enrol late are auto enrolled in Moodle
- Only School of Business students will be in scope for auto enrolment from September 2020. Other schools may be included subject to their agreement and willingness to support the process
- Individual lecturers can still control access to their content and the start date of their course on Moodle.

Banner integration settings



Import notification recipient emails <small>local_bannerintegration notification_recipients</small>	<input type="text" value="sandra.mccullagh@tudublin.ie,lai.w"/>	<i>Default: MoodleAdministrator@itb.ie</i>
	Multiple emails can be separated by comma	
SFTP host name <small>local_bannerintegration remote_host</small>	<input type="text" value="itb.enovation.ie"/>	<i>Default: 193.1.39.105</i>
	Hostname of the SFTP server to fetch import files	
SFTP username <small>local_bannerintegration remote_username</small>	<input type="text" value="itb_upload"/>	<i>Default: Enovation</i>
	Username of the SFTP user	
SFTP password <small>local_bannerintegration remote_password</small>  	
	Password of the SFTP user	
Banner Users import file path <small>local_bannerintegration import_files_path_users</small>	<input type="text" value="upload/studentdata.csv"/>	<i>Default: studentdata.csv</i>
	Path to the users import file on the SFTP server, including file extension i.e. .csv.	

Figure 18: Banner Integration Settings

10.2 Unmatched modules

Unmatched modules list all the modules from banner that has not been matched. The functions are available:

- By clicking CSV this will download all the unmatched modules into a file
- Click ignore in the table, this will send the unmatched banner module to the ignore flag modules
- Moodle course ID – STLR administrator can place the Moodle course ID to manually match a module to a course page within Moodle.
- The Moodle page ID is the last four digits in the url of the Moodle course page.

Unmatched modules

CSV
Search:

Ignore	Moodle Course ID	Reason for ignore	Module ID	Year	Mode	Banner prog	Schedule group
	<input type="text"/>	<input type="text"/>	Any ▾	Any ▾	Any ▾	Any ▾	Any
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	MSBB H6016	6	P	BN_BMSBB_R	NULL
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	MSBB H6016	6	F	BN_BMSBB_R	NULL
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	ISDF H4012	4	P	BN_KISDF_B	NULL
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	SMCO H1028	1	F	BN_BSMCO_7	NULL
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	SMCO H1028	1	F	BN_BSMCO_8	NULL

Figure 19: Unmatched modules table

10.3 Ignored Flag Modules

These modules from banner are set to be ignored and will not be matched. For example, if a lecturer does not want their student automatically enrolled in Moodle they will be flagged as ignored and included in this table.

Ignore flagged unmatched modules

CSV Search:

Ignore	Moodle Course ID	Reason for ignore	Module ID	Year	Mode	Banner prog	Schedule group
			Any ▾	Any ▾	Any ▾	Any ▾	Any ▾
<input checked="" type="checkbox"/>			BSST H1031	1	P	BN_BBSST_C	NULL
<input checked="" type="checkbox"/>			BSIT H4023	4	F	BN_BBSIT_8	NULL
<input checked="" type="checkbox"/>			BSIT H4023	4	F	BN_BBSIT_B	NULL
<input checked="" type="checkbox"/>			BSIT H4023	4	F	BN_BDMKT_8	NULL
<input checked="" type="checkbox"/>			ACFN H3017	3	F	BN_BACFN_7	NULL
<input checked="" type="checkbox"/>			ACFN H3017	3	F	BN_BACFN_8	NULL

Figure 20: Ignore Flagged Unmatched Modules

10.4 Duplicate Modules

This table lists all the duplicated modules. All entries under the table can be downloaded into a CSV file.

The following duplicate modules have been found

CSV Search:

Delete	moduleid	mode	year	banner_prog	Moodle internal ID	title	course
Any ▾	Any ▾	Any ▾	Any ▾		Any ▾	Any ▾	Any ▾
<input type="checkbox"/>	BSST H1031	F	2	BN_BINTL_7	1784	Business Information Systems	TU778
<input type="checkbox"/>	BSST H1031	F	2	BN_BINTL_7	1785	Business Information Systems	TU778
<input type="checkbox"/>	BSST H2012	P	2	BN_BBSST_C	9	Human Resource Mgmnt 1	TU671
<input type="checkbox"/>	BSST H2012	P	2	BN_BBSST_C	1651	Human Resource Mgmnt 1	TU671

Figure 21: Duplicate Modules table

10.5 Matched Modules

This table lists all matched modules, that is the banner modules have been matched against a

Matched modules

CSV Search:

Remove match	Moodle Course ID	Module ID	Year	Mode	Banner prog	Schedule group	Course	Ti
<input type="checkbox"/>	<input type="text" value="1964"/>	BSST H2044	<input type="text" value="2"/>	<input type="text" value="F"/>	BN_BACFN_8	NULL	TU909	Bu
<input type="checkbox"/>	<input type="text" value="1964"/>	BSST H2044	<input type="text" value="2"/>	<input type="text" value="F"/>	BN_BBSST_7	NULL	TU771	Bu
<input type="checkbox"/>	<input type="text" value="1964"/>	BSST H2044	<input type="text" value="2"/>	<input type="text" value="F"/>	BN_BBSST_C	NULL	TU671	Bu
<input type="checkbox"/>	<input type="text" value="1504"/>	BSST H2044	<input type="text" value="2"/>	<input type="text" value="P"/>	BN_BBSST_C	NULL	TU671	Bu

Figure 22: Matched Modules table

Moodle course page. All matches can be downloaded by clicking on the CSV file.

11. Additional Support

Please feel free to contact a member of the STLR Team should you require any further information or assistance with STLR. Email stlr@tudublin.ie

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