

STLR DASHBOARD USER GUIDE

For IT Administrator

Version 1
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STUDENT
TRANSFORMATIVE
LEARNING RECORD

Table of Revisions

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Related Documents

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

1. Introduction

The purpose of this document is to inform TU Dublin IT Staff about Student Transformative Learning Record (STLR) programme dashboard and to supplement the Quality manual in providing a how to guide to navigate the 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 experience 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. 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 grade 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 being rolled out in TU Dublin recognises three levels of transformative learning.

2.3.1 Exposure

The student displays a willingness to learn and grown 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 to help them 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 great 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. TU Dublin Banner Integration

This section is managed jointly by the IT department and STLR leads.

Under this section the following sections are administered:

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

This process takes information from Banner and uses the embedded course information to enrol students on Moodle courses (where a Moodle course exists for particular modules¹). To facilitate this step, a once-off mapping exercise of Moodle course data was conducted with each Moodle course being categorised in line with the template set out below. Ultimately, this mapping is used to inform the Plug-in Processing Logic as to which Banner courses have corresponding Moodle Modules and the URLs that should be used to access these courses.

Indicators

NRB	Not relevant to Banner e.g. course coordination
NM	No Moodle Course Exists
SMP	Single Module ID from Banner Mapped to One Moodle Course - URL Exists
PTFTMP	Part Time & Full Time Courses Shared
MMP	Multiple Module IDs Mapped to the same URL
SBSMP	Same banner short name mapped to multiple URLs
IMC	Inactive Moodle Course
NSTLR	Banner course mapped but not STLR
AA	Access for All Students
NBM	No Banner Module

The mapping process in Moodle is supported by four (4) database tables which are accessible to Administrators (STLR and/or IT) via a User Interface (UI) in Moodle.

Brief overview of the process:

The process of running this matching can be described as follows. A Cron job (which is a scheduled processing task on Moodle and in this case is called 'Process Course Metadata from TU Dublin Blanchardstown Banner') imports the Bannercourse.csv file from the SFTP server. The file is validated before its contents are used to update the Course Catalogue Metadata Store (which is a component of the Plug-in) with course details. The frequency of execution of this job is set by the IT department as requested by the STLR team leads. Each **course** record transferred from Banner to Moodle contains the following header data as follows:

¹ Not all Banner Courses have corresponding Courses (Modules) on Moodle. The need to pivot to an online delivery model as a result of Covid-19 may have diminished the number of courses which are not on Moodle

REGTERM,BANNER_PROG,BLOCK_CODE,Mode,MODULEID,CRN,DEPT,YEAR,TITLE,COURSE,SCHEDULEGROUP

A second Cron job (Process Student data from TU Dublin Blanchardstown Banner and enrol students on Modules) imports the Bannercourse.csv file from the SFTP server. The file is validated before its contents are used to enrol students in Moodle for modules they are registered for in Banner (noting that not all modules listed in Banner have corresponding modules on Moodle)

Each **student** record transferred from Banner to Moodle contains the following headers:

REGTERM,STUDENTID,FNAME,LNAME,EMAIL,MODULEID,Mode,YEAR,BANNER_PROG,CRN,COURSE,SCHOOL,CAMPUS BLOCK_CODE

- 1) The following error conditions trigger warning emails for the attention of the IT Administrator:
 - a. There is an error extracting the file from the SFTP server
- 2) A Cron job imports Studentdata.csv file from the SFTP server and validates the file.
 - a. The student's Banner Profile details are available in the student profile information in Moodle.
 - b. Students are enrolled on Moodle courses based on validation against the Bannercourses.csv file.
 - i. Students will not be enrolled on a module which appears in the unmatched Module list. If a student is not enrolled on a course, the course can be checked to see if it exists in the unmatched Module list in case it has a problem. Also, verification is possible by running an enrolment report can be run to check each enrolment on the module.
- 3) Students who are auto enrolled will also be given access to a Student Transformative learning Dashboard as shown in the image below. Clicking on the Transformative Learning link will give students access to STLR functions.

A scheduled SQL Server task exports Bannercourses.csv to an SFTP (secure file transfer) server. This task can be modified to tailor the export csv file transferred to Moodle to allow:

- a. Exclusion of non-Business (e.g. Engineering and/or Humanities courses from the extract). This facilitates a phased roll-out of STLR/auto enrolment to different Schools. At the time of writing this feature is available to School of Business students, where requests are made from other departments to avail of this process the relevant department must take ownership of the process for their students.
- b. Exclusion of Modules (which are valid in Banner) but which do not have a corresponding Moodle course thus allowing a reduction in post processing Administration of the Unmatched Module file in Moodle. This Unmatched Module list is generated in circumstances where the Plug-in auto enrolment processing task identifies a module that is not recognised as a valid module in Moodle or where a duplicate module exists. Manual intervention via a User Interface is possible by the IT Administrator to remedy entries that appear in the 'Unmatched Moodle Module' file. A Scheduled SQL Server task exports Studentdata.csv to the SFTP server. This task can be modified to tailor the export csv by excluding Engineering (IE) students (and/or other Schools) from the extract thus facilitating a phased roll-out of STLR/auto enrolment .

3.1 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 was 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 2: Banner Integration Settings

3.2 Unmatched modules

Unmatched modules list all the modules from banner that have 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 admin 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
			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 3: Unmatched modules table

3.3 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 4: Ignore Flagged Unmatched Modules

3.4 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 5: Duplicate Modules table

3.5 Matched Modules

This table lists all matched modules, that is the banner modules have been matched against a Moodle course page. All matches can be downloaded by clicking on the CSV file.

Matched modules

Search:

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

Figure 6: Matched Modules table

4. 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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Student Transformative Learning Record
 An award winning initiative to record students' Transformative Learning in TU
 Dublin and display their improved soft skills to potential employers




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