

STLR MOODLE USER GUIDE

For Students

Version 1
May 2021



STUDENT
TRANSFORMATIVE
LEARNING RECORD

Table of Revisions

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Related Documents

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

1. Introduction

Student Transformation Learning Record (pronounced ‘Stellar’) is an exciting new learning initiative that allows students to gain formal recognition for learning experiences gained inside and outside the classroom.

Students can gain recognition for

- Customised Class Assignments that their lecturer has STLR tagged.
- Student campus events which are tagged for transformative learning
- Reflection assignments based on part-time working and/or volunteering

1.1 Benefits

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

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

Current academic scripts do not highlight or acknowledge any achievements in these areas even though they are the sought after skills prospective employers are seeking!

STLR provides you with opportunities to sharpen these skills and provides an official transcript verifying your achievement that you can show to prospective employers thus differentiating yourself from other candidates.

1.2 The Core Concept

At the heart of STLR is the notion of Transformative Learning. Put simply, transformative learning requires reflection (or thinking) about experiences you may have personally had or had as part of the completion of customised Class Assignments designed to encourage you to reflect.



Figure 1: Transformative Learning

An example might be a personal reflection on a situation where a fellow student is regularly late for meetings to complete team Class Assignments. Reflecting on this you might realise that:

- This is causing annoyance in the team.
- This in turn results in a breakdown of trust.
- You then realise that teams cannot work effectively if the members do not trust each other.
- Further contemplation, may take place about what actions you (and/or other students) need to take to ensure a maintenance of trust within a team.

This 'cycle' of thinking deeply about issues and/or experiences and then deciding on/executing some action(s) may lead to permanent change in behaviour and is key to transformative learning.

This document provides an overview on the different "grading" levels (competencies) t a student can achieve on a specific STLR activity.

1.3 STLR Competency Levels

The STLR model in TU Dublin Blanchardstown recognises three levels of transformative learning.

1.3.1 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 maybe development an understanding of what the competency details.

1.3.2 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.

1.3.3 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.

1.4 STLR Competencies

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

1.4.1 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.

1.4.2 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.

1.4.3 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.

1.4.4 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 students with knowledge and skills to affect individuals, teams, organisation, the community and society for the greater good.

1.4.5 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.

2. STLR Dashboard

The Student Transformative Learning Record (STLR) dashboard on the learning management system is where students can access all the Transformative Learning functionality.

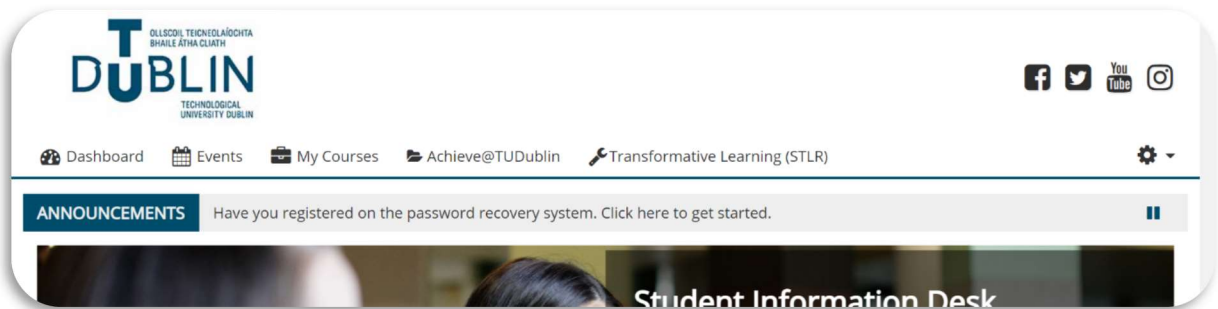


Figure 2 Moodle dashboard

2.1 Quick Links

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

- Create student export
- Request Reflection
- Request Event
- STLR Documentation

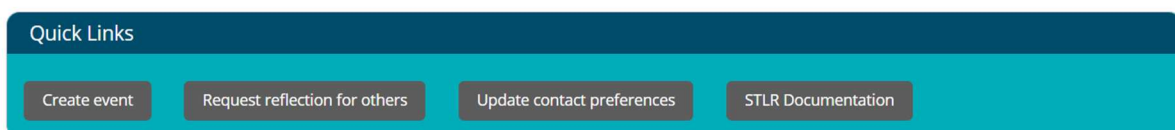


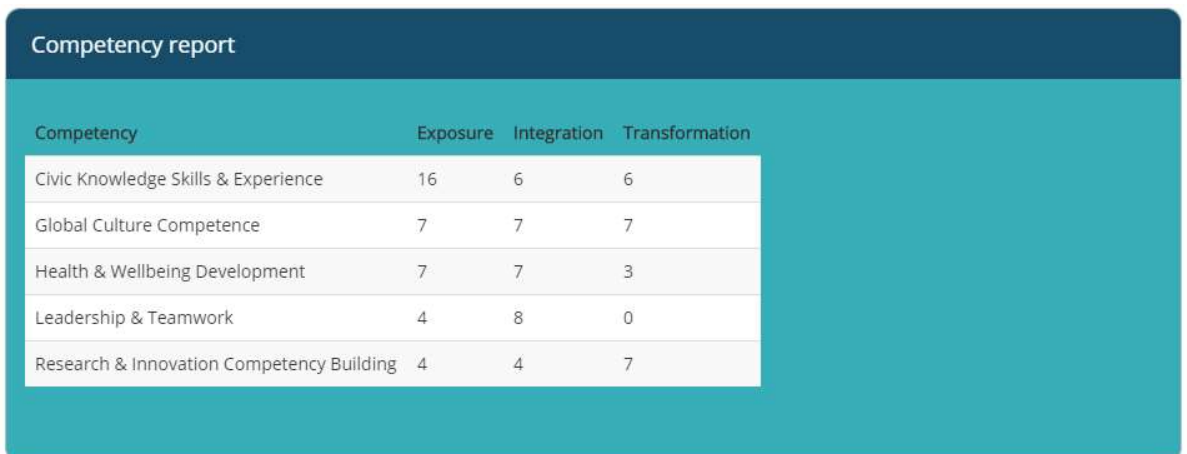
Figure 3: Quick Links on STLR dashboard

2.2 Competency Report

The competency report is the central informational area for students providing them a list of each of the competencies and the number of entries they have at the different levels – Exposure, Integration and Transformation.

The graphic below shows the five competencies listed down the left side in the standard order

- Civic Knowledge Skills & Experience
- Global Culture Competence
- Health & Wellbeing Development
- Leadership & Teamwork
- Research & Innovation Competency Building



Competency	Exposure	Integration	Transformation
Civic Knowledge Skills & Experience	16	6	6
Global Culture Competence	7	7	7
Health & Wellbeing Development	7	7	3
Leadership & Teamwork	4	8	0
Research & Innovation Competency Building	4	4	7

Figure 4: Competency report

2.3 Student Exports

The student export feature allows students to manage PDF exports of their transformative learning history from the dashboard. The section lists all the existing exports created by the student and provides access to the student to:

- Search all exports
- View an existing export
- Edit an existing export
- Download the PDF of the export
- Email a copy of the export to someone
- Delete the export
- Request an official version of the export

The section also shows the student what the access dates for 3rd parties are for the export (if it's set). Illustrated in the graphic below.













Student Exports				
Search: <input type="text"/>				
Student export name	Description	Access to third parties available from	Access to third parties available to	Actions
July 15th PD test	Test upload to Achieve@TUDublin	15/07/2020 10:15	15/07/2020 10:15	     
Job 1 export	This is an export for a job application	14/07/2020 23:15	14/07/2020 23:15	     

Figure 5: Student export table

2.4 Transformative Learning (STLR) Assignment

This section of the dashboard lists all assignments where the student has got Transformative Learning (STLR) Feedback. Assignments only appear here when a lecturer uses the Transformative learning rubric.

Students can see the list of assignments, search them and click directly into the related assignment to view their achievements and the feedback.


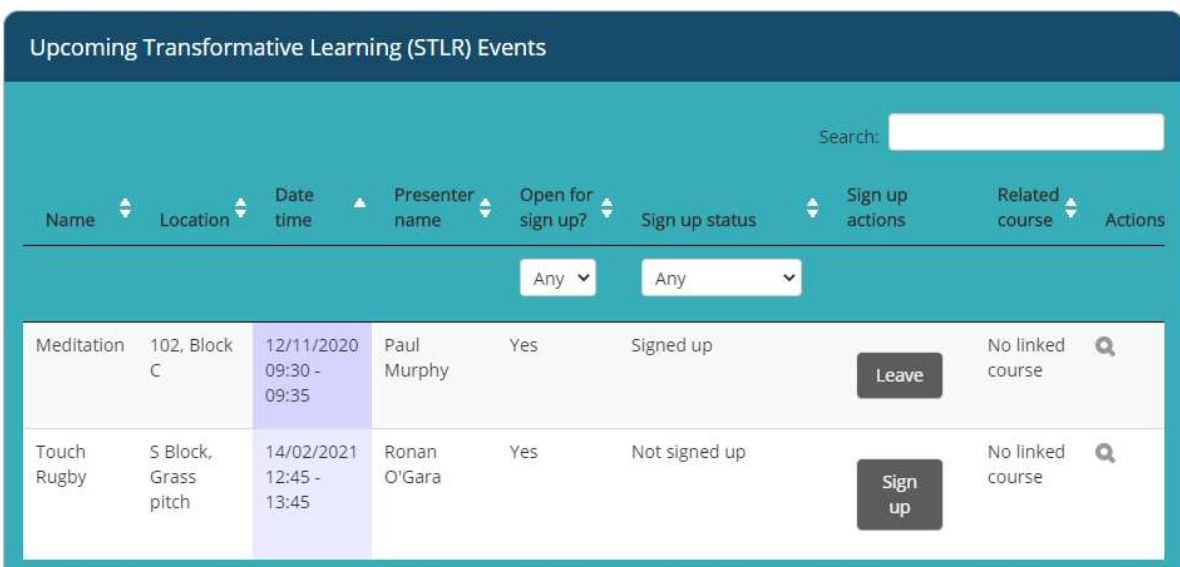
Transformative Learning (STLR) Assignment				
Search: <input type="text"/>				
Assignment name	Course	Last modified	Actions	
Testing K-2	PDEV H1003 - Paul Dervan Test	26/06/2020 17:38		
Assignment 1 Academic & STLR	STHO H1002 - Sandra Thompson	15/06/2020 16:51		

Figure 6: STLR assignments table

2.5 Upcoming Transformative Learning (STLR) Events

Upcoming events, which provide exposure, integration or transformation competency opportunities for students, are listed in this section. As shown in the graphic below, students 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
- Have the ability to signup or leave a particular event
- View the full details of an event.



Name	Location	Date time	Presenter name	Open for sign up?	Sign up status	Sign up actions	Related course	Actions
Meditation	102, Block C	12/11/2020 09:30 - 09:35	Paul Murphy	Yes	Signed up	Leave	No linked course	
Touch Rugby	S Block, Grass pitch	14/02/2021 12:45 - 13:45	Ronan O'Gara	Yes	Not signed up	Sign up	No linked course	

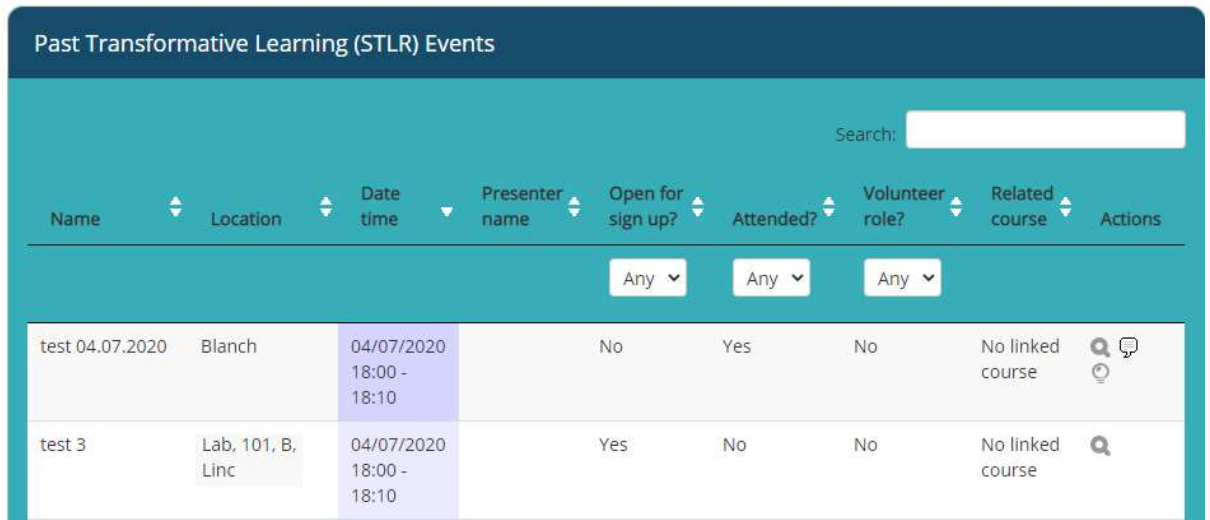
Figure 7: Upcoming transformative learning events table

2.6 Past Transformative Learning (STLR) Events

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 graphic below, students 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

Students can also view full details of the event, provide feedback on the event and request a reflection based on their involvement in a specific event.






Name	Location	Date time	Presenter name	Open for sign up?	Attended?	Volunteer role?	Related course	Actions
test 04.07.2020	Blanch	04/07/2020 18:00 - 18:10		No	Yes	No	No linked course	 
test 3	Lab, 101, B, Linc	04/07/2020 18:00 - 18:10		Yes	No	No	No linked course	

Figure 8: Past transformative learning events

2.7 Past Owned Transformative Learning (STLR) Events

Past owned events which provided competency exposure, integration or transformation opportunities for one of the competencies will be listed in this section. As shown in the graphic below, students 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 Owned Transformative Learning (STLR) Events							
Name	Location	Date time	Presenter name	Open for sign up?	Related course	Feedback rating	Actions
VR	Blanchardstown	18/07/2020 23:30 - 23:40		No	No linked course	No rating	
office Testing	Lab, 101, B, Linc	06/07/2020 14:45 - 15:00		No	No linked course	No rating	

Figure 9: Past owned transformative learning STLR events

However, unlike the other event listings, as these events are owned by the student they also get extra controls. They can:

- 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

2.8 Transformative Learning (STLR) - Student Reflection

The Student Reflection section of the dashboard is where students can view the reflections that they were have requested to submit, those they have submitted and have the ability to request a new reflection.

In this section they can view the key data for the reflection activity including:

- The Title
- The request status
- The Deadline
- The submission status
- The time the request was created

Transformative Learning (STLR) - Student Reflection						
Title	Status	Deadline	Reflection	Time created	Actions	
Tuesday Test	Accepted	20/07/2020 23:30	Submitted at 16/07/2020 23:47	16/07/2020 23:43	<input type="text" value="Search:"/>	
<input type="text" value="Any"/>						

Figure 10: Transformative Learning (STLR) student reflection

The student also has a number of available actions. They can

- View the reflection
- Update a request
- Nominate the reflection competencies
- Delete the reflection

They can also appeal reflection achievements if they do not agree with them.

3. Student Exports

3.1 Introduction

Throughout the college year, a student may have completed a number of Transformative Learning Assignments, Student reflections and events. This will have built up a number of achievements in the different competencies at the different levels.

The student export is a way for the student to bring these achievements together and showcase these to potential employers, friends, and family.

Once created the student can either email the export to someone, download the file and give it to them outside of the system, or provide them with the QR code which will show the live report from within the Moodle site.

3.2 Starting the export

A student can start the creation process either with one of the quick link buttons, or by clicking on Create Student Export on the bottom of the student export section.



This brings the student into the configuration screen.

3.3 Configuring the export

Each export consists of a name, description, access dates for 3rd parties and a list of the achievements for each competency.

3.3.1 Name and Description

The Student export name is the name that the file will be given when exported and appears on the STLR dashboard. The name should be meaningful and ideally explain the purpose and a date for easy retrieval on the student desktop. The description is used to provide content on the export listing page. The student should add in information outlining the purpose of this export.

Create student export

Student export name *

Description

Figure 11: Creating student export

3.3.2 Restrict third party access

Specifying the 'To' and 'From' date fields allow students to create a time 'window' during which a third party can view the export file when the students have sent the third party a QR code which is linked to the Export File.

Restrict third party access

Access to third parties available from 10 September 2020 02 30

Access to third parties available to 10 September 2020 02 30

Figure 12: Restricting third party access to student export

If students do NOT specify To and From dates, then a third party can view the Transformative Learning Export file anytime.

If students do create a time 'window' by specifying to and from dates, third parties will NOT be able to view the Transformative Learning Export online once the 'window' has expired. Instead, third parties will see the following message: *“Access to the student-export Transformative Learning Achievements at TU Dublin is currently unavailable, please contact the student to enable access”*.

3.3.3 Configuring achievements

The export will show the totals for each level for each competency; however, the student can select the achievements that they want listed under each competency. This way, it is possible to customise exports for different purposes such as job applications.

Students can select from the dropdown menu in each of the competencies as to which of the activities they way to add into the specific export.

▼ Achievements

Civic Knowledge Skills & Experience

Select Achievements -- Select achievements --

Exposure: TL Assignment
Remove

Global Culture Competence

Select Achievements -- Select achievements --

Health & Wellbeing Development

Select Achievements -- Select achievements --

Figure 13: Configuring student export

Students can also remove achievements from the export by clicking on the Remove button on that specific achievement.

3.4 Using the export

Students can choose how they want to share the export with others. They can download the file by clicking on the download link to print it. This is useful when submitting a paper-based application.

They can email a user directly from the interface by clicking on the mail icon in the actions, so their intended recipient gets a copy of the export PDF. They will be prompted to enter the email of the intended recipient after clicking the icon.

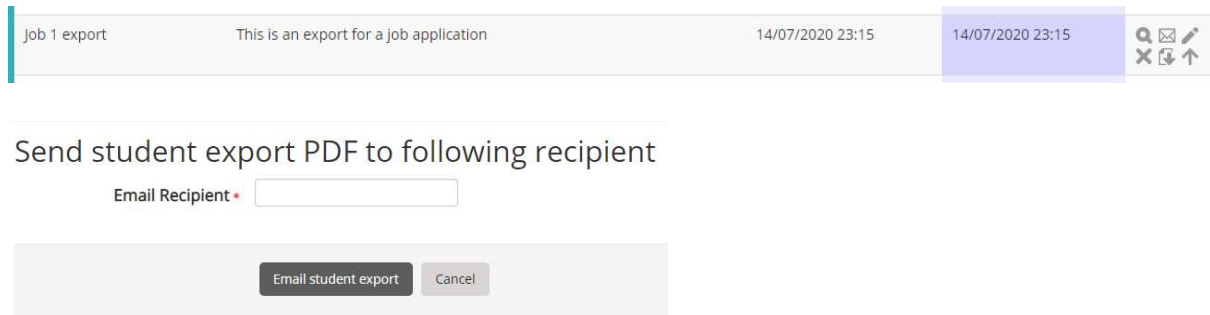


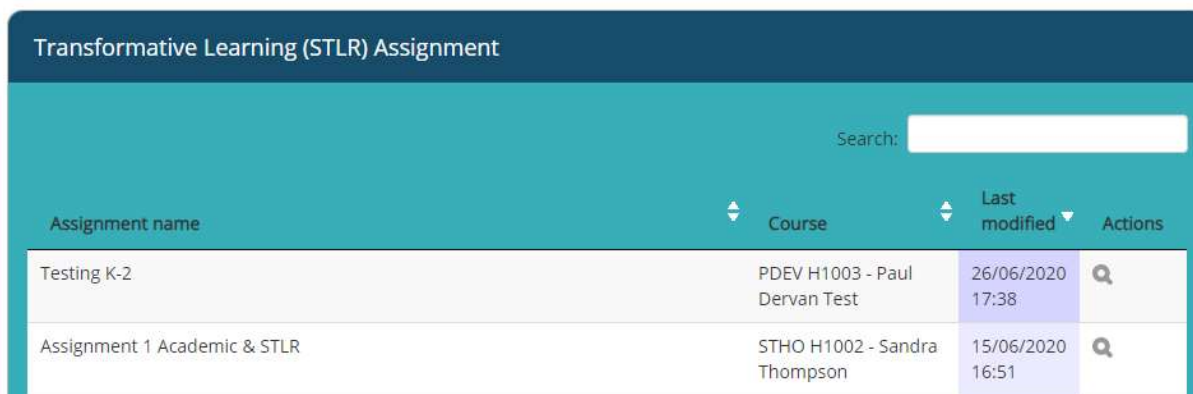
Figure 14: Exporting student's STLR export

In both scenarios, the recipient can scan the QR code on the bottom of the export and if the third-party access dates allow, they can view the details of the export on the web to verify them.

4. Transformative Learning (STLR) Assignment

When a lecturer sets up a Class Assignment, they configure how it is to be assessed. They can also optionally select to include a Transformative Learning Rubric in the feedback for the Class Assignment when they feel that the assignment will enable students to demonstrate levels of transformative learning in one or more of the competencies. When the lecturer corrects the submitted assignment, they not only give an academic grade and graded related feedback, but they also provide the level rating for the competencies.

From a student perspective, there is no additional work required, apart from completing their class assignments as set out by their lecturer as normal.





Assignment name	Course	Last modified	Actions
Testing K-2	PDEV H1003 - Paul Dervan Test	26/06/2020 17:38	
Assignment 1 Academic & STLR	STHO H1002 - Sandra Thompson	15/06/2020 16:51	

Figure 15: Accessing transformative learning STLR assignment

The dashboard view of the Transformative Learning (STLR) Assignments provides the student with the list of assignments where lecturer's provided the extra Transformative Learning feedback. They can view the specifics of the assignment by clicking on the magnifying icon which will bring them to their actual assignment submission, achievements, and feedback.

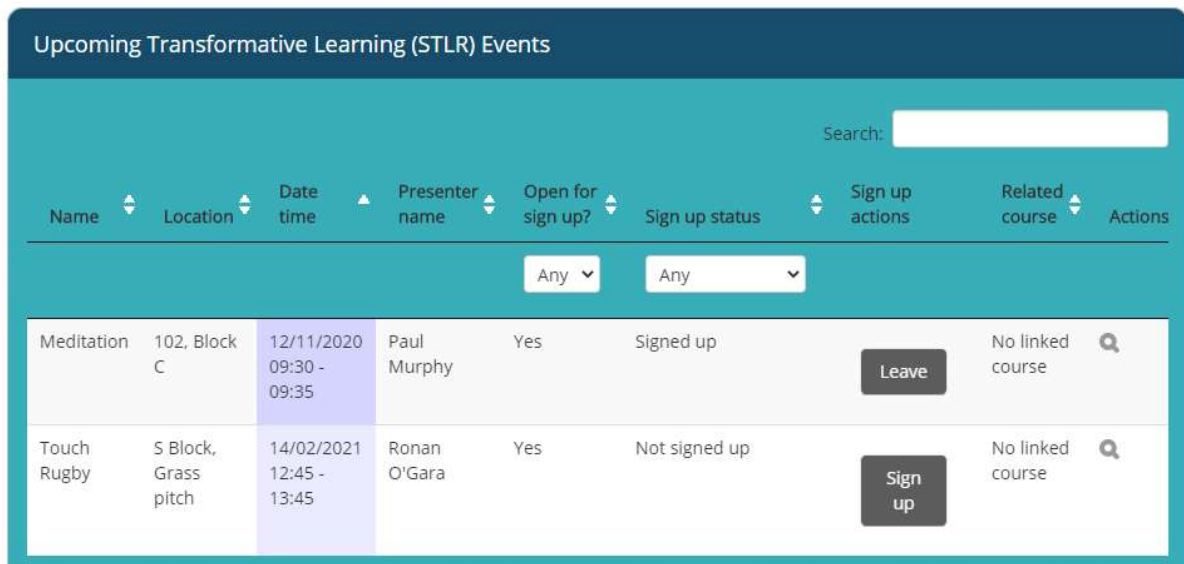
5. Transformative Learning (STLR) Events

There are many events taking place throughout a student’s University’s experience. Some of these events will offer the student a transformative experience in one of the competency areas. The event system provides students access to a list of upcoming events to which they can sign up, attend and achieve a level of a competency – often exposure. These events could be training events, extra lectures, workshops, conferences, seminars or other events such as wellbeing sessions, like Yoga and Meditation.

It is also possible to gain extra achievements by volunteering at these events and your attendance as an attendee or volunteer are tracked separately.

5.1 Finding events

Upcoming events are listed on the Transformative Learning Dashboard.



Name	Location	Date time	Presenter name	Open for sign up?	Sign up status	Sign up actions	Related course	Actions
Meditation	102, Block C	12/11/2020 09:30 - 09:35	Paul Murphy	Yes	Signed up	Leave	No linked course	🔍
Touch Rugby	S Block, Grass pitch	14/02/2021 12:45 - 13:45	Ronan O'Gara	Yes	Not signed up	Sign up	No linked course	🔍

Figure 16: Upcoming STLR events table

As shown in the graphic above, students can see the list of events and extra details such as

- 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

5.2 Signing up for events

If signing up for an event is required, students can sign up by clicking on the Sign-Up button for that event. Not all events will have sign up due to numbers and may be invite only. In this instance, a student may get a direct invite for the event.

If a student has signed up for an event and cannot attend, they can click on the Leave button to remove their name from the list.

5.3 Receiving achievements from events

When you attend a Transformative Learning Event, the organiser can handle the attendance tracking in several ways.

They may provide a QR code that you should scan when you attend the event. Below is an example of the page with the QR code they may have printed out.



Figure 17: QR code

They may have a sign in sheet that will require you to sign in, this will be most often used when people are just dropping in so they can add them manually after the event.

Be sure to check with the event organiser about how they are handling attendance at the event if you do not see a QR code to check in.

5.4 Providing feedback for events

When a student attends a Transformative Learning Event, they can then provide feedback to the organiser.

In the past event dashboard you can click on the “chat bubble” icon to provide feedback on an event that you attended. This brings up the feedback screen.

Feedback is submitted anonymously – event staff and the STLR staff will not know who provided what feedback.

Feedback will be submitted anonymously. Event owner and STLR staff will not know who submitted the rating and comments.

How likely is it that you would recommend this event to a friend? 1 being not at all likely, 10 being extremely likely.

1 2 3 4 5 6 7 8 9 10

Comments

Provide feedback Cancel

Figure 18: Providing feedback on STLR events

The student selects a 1-10 rating based how likely is it that they would recommend this event to a friend - 1 being not at all likely, 10 being extremely likely.

They also have an option to add a free text comment. If you want to be contacted by the STLR staff you could request that in this comment box and provide your contact details.

5.5 Reflecting on events

When a student attends a Transformative Learning Event, it may have been an event which transforms them beyond the exposure level of typical events.

A student can then easily request a reflection activity by clicking the balloon icon, and this is a short cut to the standard “request reflection” however the description is pre-populated with the event name.

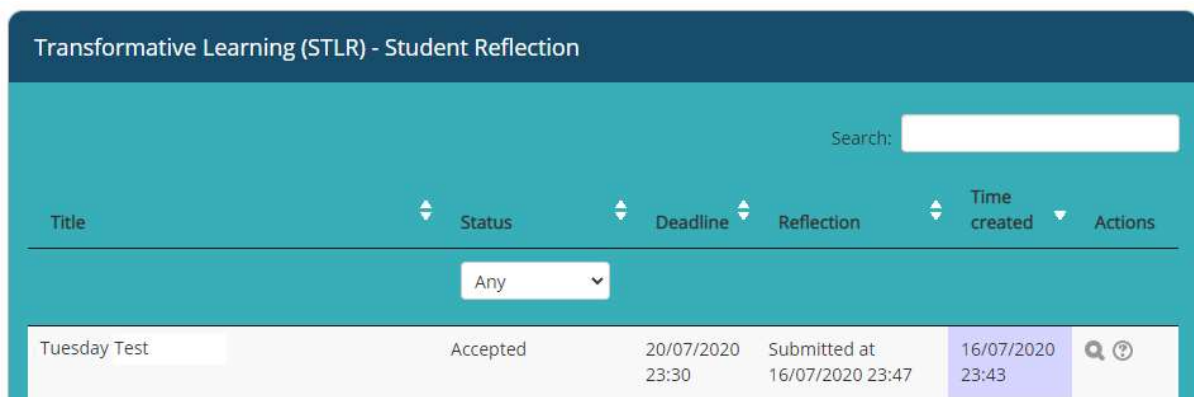
6. Transformative Learning (STLR) - Student Reflection

7.1 Introduction

The Student Reflection section of the dashboard is where students can view the reflections that they have requested to submit, those they have submitted and can request a new reflection.

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

- The title
- The request status
- The deadline
- The submission status
- The time the request was created



Title	Status	Deadline	Reflection	Time created	Actions
Tuesday Test	Accepted	20/07/2020 23:30	Submitted at 16/07/2020 23:47	16/07/2020 23:43	🔍 🔄

Figure 19: Student reflection table

The student also has several actions they can do. They can

- View the reflection
- Update a request
- Nominate the reflection competencies
- Delete the reflection

They can also appeal reflection achievements if they do not agree with them.

6.2 Requesting a Student Reflection

There are several ways to initiate a request for a Student Reflection:

- Firstly, the Request Reflection button in the quick links section at the top of the dashboard will bring up the request form.
- Secondly, a student can click on the bubble icon in the Past events dashboard to request a reflection related to that event.
- Lastly, the student can click on the Request Reflection button in the Transformative Learning (STLR) - Student Reflection section of the dashboard.

6.3 Filling in the request

A student has to complete the request form to apply for a reflection activity. The form requires some information up front.

- Title
- Description – this is a brief overview of what the reflection will deal with.
- Deadline – a proposed deadline for the date by which the student intends to submit the reflection.
- Third party confirmation status – which determines if the student is seeking input from a third party such as an employer.
- Third party contact – the email of the third party if required.

The screenshot shows a web form titled 'Request reflection'. It contains the following fields:

- Title:** A single-line text input field.
- Description:** A rich text editor with a toolbar containing icons for bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and image.
- Deadline:** A date and time picker set to 10 September 2020 at 04:00.
- Third party confirmation status:** A dropdown menu currently showing 'Confirmed'.
- Third party contact:** A large text area for entering contact information.

Figure 20: Requesting a reflection

This information is to help the person who is responsible for assessing requests to grant the application. The more detailed the description the better.

Submitting the reflection itself, online or with an attachment is optional when applying however can also help the assessor decide should they accept the request or not.

6.4 Submitting the Student Reflection

Once approved, the student must complete the submission for Student Reflection by the data proposed.

There is an online text area, and an option for students to upload a file to support their application or instead of the online text area.

7. 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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@STLR_TUDUBLIN_




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




*STLR is a trademark of the University of Central Oklahoma.
 Email: stlr@tudublin.ie