



Project Code and Title:				
Project Deliverables				
Key Strategic Activities	Constituent Activities	Key Performance Deliverables	Timeframe (Identify the projected completion - year and quarter in following format e.g., 2019/Q3)	Status (this column to be filled in, in advance of each project review) ¹
Phase 1 Initial Team Meeting, Recruitment of Project Officer, Literature Review to identify key DISCs themes	Project team physically meets in Cork to (a) commence project and commit to its goals, (b) devise a basic DISCs Spiky Profile and profile all staff initially interested in becoming DISCs Advocates, and (c) devise a set of questions to interview students in focus groups regarding their experience with DISCs issues (for implementation in 2019/Q3). Project team includes a student representative in each institution (normally the Education Officer of each Student Union).	A diverse pool of staff is needed in order to ensure the eventual DISCs implementation plan is comprehensive. The DISCs Spiky Profile tool (platformed in UCC in Q3 2019 but available to all partners) will profile a range pool of staff in terms of their existing digital and non-digital teaching methods, values, competencies and learning outcomes regarding teaching for societal challenges in their discipline. Staff gender, ethnicity and other equality characteristics will be profiled	2019/Q1	

¹ Please use the following cell colour to indicate progress –
 Green (progressing as planned or mark completed)
 Orange (delay in achieving deliverable but it will be delivered. Please enter a comment to explain delay)
 Red (Deliverable will not be achieved. Please enter explanatory comment)

	<p>Spiky Profiles are a digital self-assessment tool where staff can decide how they rate themselves in relation to a series of statements about teaching values, methods, competencies and learning objectives. Staff will be asked to rate themselves in relation to teaching for societal challenges in their discipline. A profile will be generated from this which will demonstrate strengths and gaps in their expertise.</p>	<p>separately in line with GDPR to ensure demographic diversity.</p> <p>DISCs Spiky Profile tool will also be available to students to use to monitor their needs during the project and beyond.</p>		
	<p>Recruitment of Project Officer and Gantt Chart planning for 2019/Q2-4</p>	<p>Postdoctoral researcher appointed. Detailed Gantt Chart for Project Officer deliverables 2019/Q2-Q4</p>	<p>2019/Q2 (May)</p>	
	<p>Literature review of policy and empirical evidence regarding digital and non-digital teaching for societal challenges. Focus on intercultural/internationalised, gender conscious and community-oriented teaching and learning (Project Officer).</p>	<p>Identification and thematisation of key Digital and Non-Digital Values, Methods, Competencies and Learning Outcomes for teaching societal challenges across disciplines using international policy and practice literature. Publication of draft literature review on project website.</p>	<p>2019/Q2-3 (May-June)</p>	
	<p>Identification and planning for existing professional development opportunities available via National Forum projects and existing partner institutional supports (Project Team, Project Officer). Links to</p>	<p><i>All Aboard Digital Advocates Toolkit</i> used to identify specific digital methods and tasks that staff wish to use and need support with – specifically including digital safety, identity and wellbeing tools. Instructional Design Teams engaged to</p>	<p>2019/Q3 (June-July)</p>	

	<p>online development opportunities placed at end of Spiky Profile self-assessment. In-person professional development opportunities focused primarily on 2019/Q4.</p> <p>Shared, inter-institutional and interdisciplinary professional development workshops planned – liaison with external consultancy to provide tailored training to forthcoming Advocates (Project Officer, Project Team).</p>	<p>support and tailor training in each institution (including bytesize sessions on moderation discussion boards, maintaining digital safe spaces).</p> <p><i>The AHEAD Digital Badge for Universal Design in Teaching and Learning</i> (National Forum funded) used to support multiple methods and means of representing material to students.</p> <p>National Forum <i>Live and Learn</i> in Ireland project resources identified to help staff who teach understand the needs of international students where necessary.</p> <p>Campus Engage/Civic and Community Engagement staff in each institution engaged to plan initial community-based learning training for Advocates (for 2019/Q4).</p> <p>Unconscious Bias (typically Human Resources-led) courses identified in each institution where necessary.</p> <p>Staff encouraged to take up free online <i>Living Equality and Diversity (LEAD)</i> training developed by IUA where necessary to underpin their understandings of dealing with</p>		
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		<p>sensitive topics in an appropriate manner.</p> <p>Date agreed for Q4 (2019) shared inter-institutional Advocates' workshop on engaging societal challenges and sensitive topics across disciplines.</p>		
<p>Phase 2</p> <p>Selection of staff DISCs Advocates, identification of student needs via focus groups and development of pilot (literature-based) DISCs Competencies, Values and Outcomes model and pilot public Spiky Profile tool online</p>	<p>Call to all staff who teach in partner institutions to enter the selection pool to be a DISCs Advocate via institutional email and information sessions in each institution</p> <p>Virtual meeting to select 15 staff from selection pool to act as DISCs Advocates (Project Team).</p>	<p>DISCs Advocates' strengths and needs assessed.</p> <p>Selection of 15 Advocates in total for the project identified across the institutions and across disciplines (Education, Social Sciences and STEMM). Agreement reached on total of 15 staff chosen across 3 institutions, via virtual meeting/correspondence.</p>	2019/Q3 (late Aug-early Sept)	
<p>Phase 3</p> <p>Design of personal Professional Development Plan, aligning pilot DISCs model for professional development with National Professional Development Plan</p>	<p>Individual meetings held with each Advocate to design individual professional development plans aligning DISCs Digital and Non-Digital Values, Competencies, Methods and Learning Outcomes with National Professional Development Framework Domains. Focus is enhancing teaching for societal challenges using digital and non-digital methods in 2020 (Project</p>	<p>Identification of personal development needs regarding identified societal challenges (Domain 1 of National Professional Development Framework), professional values regarding societal challenges and sensitive topics (Domain 2), professional communication and dialogue needs regarding handling challenging topics and moderating sensitive discussions online and in class (Domain 3),</p>	2019/Q3-4 (Sept-Oct)	

	Team, with Project Officer visiting each institution).	professional knowledge and skills needed to engage interculturalism, gender consciousness and community-based learning (Domain 4) and personal and professional digital capacities and needs required to enhance teaching and learning interactions (Domain 5).		
Phase 4 Professional development and planning for 2019/2020 academic year	Second (virtual) project partner meeting held to analyse desk research, student narratives, and personal professional development plans. Pilot DISCs Digital and Non-Digital Values, Methods, Competencies and Learning Outcomes Model created (Project Team).	Integration of Digital and Non-Digital Values, Methods, Competencies and Learning Outcomes into Pilot DISCs model for professional development. This will include a more comprehensive Advocates and student DISCs Spiky Profile tool which will be piloted online. Spiky Profile tool will steer non-Advocates towards digital professional development opportunities noted in Phase 1 (including All Aboard Digital Badges, AHEAD Universal Design Digital Badge etc.) Publication of pilot model and Spiky Profile tool on project website.	2019/Q4 (early Nov)	
	Public narrative of DISCs Advocates experience begun online.	DISCs Advocates profiled on project website, with use of Spiky Profile data where permitted and appropriate. As with previous UCC-led projects, UCC will support the sustaining of the project website and make it available to all partners to use in the long-term.	2019/Q4 (Dec)	
	Delivery of focused training and professional development to	Staff experiences and evaluations of professional development recorded.	2019/Q4	

	DISCs Advocates in institution-specific and shared workshops.	Recognition of CPD through existing National Forum Digital Badges.		
	Project officer supports staff in applying their DISCs Competencies, Values, Methods and Learning Outcomes to designing materials for semester modules (teaching from January 2020 to April 2020)	Staff learning outcomes, activities and materials are incrementally added to and curated using Roojum content curation on project website.	2019/Q4	

Project Team

Team member role and Responsibility (Please reflect the role and responsibility of all team members with regard to the project e.g. what is the members role within the project)			
Staff Name	Institution	Role	Description of Responsibility
Dr. Karl Kitching	University College Cork (UCC)	Project Leader	<ul style="list-style-type: none"> ● Overall leadership and responsibility for meeting project goals, deliverables, communication with National Forum, and ensuring effective and appropriate use of budget. ● Chairing project meetings to ensure appropriate selection of DISCs Champions, development of Spiky Profile tool, Competencies, Values, Methods and Learning Outcomes model, alignment with National Professional Development Framework, mapping of project evaluation schedule, and development of DISCs Strategy and Implementation Plan. ● Management and support of Project Officer with key tasks listed below, and with communication with project partners and DISCs Champions. ● Co-presentations to National Forum and international conference on the project.
Gyunghee Park	University College Cork (UCC)	Project Officer	<ul style="list-style-type: none"> ● Arrangement and conduct of focus groups with UCC students. Transcription and analysis of all focus groups in project. ● Expert literature reviewing to surface best practice in interdisciplinary teaching for societal challenges.

			<ul style="list-style-type: none"> ● Administration of project events: arranging project team meetings, UCC professional development workshops and Civic and Community Engagement training, design of Strategy and Implementation plan. ● Project promotion (design of project logo/visual identity, email communication, videos). ● Regular communication with project partners to ensure progress. ● Liaison with UCC Instructional Design in development of DISCs Spiky Profiles tool. ● Management of project website and ensuring key inter-institutional and UCC-based deliverables (Spiky Profile tool, literature review, vlogs, blogs, Competencies, Values, Methods, Outcomes model, Champions' development narratives, student narratives) are made openly available on the project website in a timely manner. ● Liaison with project partners and institutional Champions to develop individual professional development plans in line with National Professional Development Framework. ● Support of UCC DISCs Champions during their planning and teaching periods. ● Compiling budget returns as per funding requirements. ● Arrangement, conduct and analysis of focus group interviews with DISCs Champions towards end of project.
Dr. Morag Munro	Maynooth University (MU)	MU Partner Co-Lead	<ul style="list-style-type: none"> ● Arrangement and conduct of focus groups with UCC students at beginning and end of project.

			<ul style="list-style-type: none"> ● Administration of project events in MU: inter-institutional professional development workshops, one project team meeting and launch of DISCs Strategy and Implementation Plan. ● Ensuring key MU-based deliverables (Champions' professional development narratives, student narratives) are made openly available on the project website in a timely manner. ● Liaison with Project Officer and institutional Champions to develop individual professional development plans in line with National Professional Development Framework. ● Support of MU DISCs Champions during their planning and teaching periods. ● Compiling budget returns as per funding requirements. ● Arrangement and conduct of focus group interviews with MU DISCs Champions towards end of project ● Co-presentations to National Forum and international conference on the project.
Dr. Bernie Grummell	Maynooth University (MU)	MU Partner Co-Lead	<ul style="list-style-type: none"> ● Arrangement and conduct of focus groups with UCC students at beginning and end of project. ● Ensuring key MU-based deliverables (Champions' professional development narratives, student narratives) are made openly available on the project website in a timely manner. ● Liaison with Project Officer and institutional Champions to develop individual professional

			<p>development plans in line with National Professional Development Framework.</p> <ul style="list-style-type: none"> ● Support of MU DISCs Champions during their planning and teaching periods ● Arrangement and conduct of focus group interviews with MU DISCs Champions towards end of project. <p>Co-presentations to National Forum and international conference on the project</p>
Dr. Audrey Bryan	Dublin City University (DCU)	DCU Partner Lead	<ul style="list-style-type: none"> ● Arrangement and conduct of focus groups with UCC students at beginning and end of project. ● Ensuring key DCU-based deliverables (Champions' professional development narratives, student narratives) are made openly available on the project website in a timely manner. ● Liaison with Project Officer and institutional Champions to develop individual professional development plans in line with National Professional Development Framework. ● Support of DCU DISCs Champions during their planning and teaching periods ● Arrangement and conduct of focus group interviews with DCU DISCs Champions towards end of project. <p>Co-presentations to National Forum and international conference on the project.</p>
Student Union Education Officers (3, changing in July 2019 with student elections) or nominated students with expertise in societal challenges	UCC, MU, DCU SUs	Project Advisors	<ul style="list-style-type: none"> ● Participation in Project Team meetings to advise on focus groups with students, development of Spiky Profiles tool, design of Competencies, Values, Methods and Outcomes Model and design of DISCs Strategy and Implementation Plan.

			<ul style="list-style-type: none"> • Consultation with participating students and advising DISCs Champions on meaningful use of participatory teaching, learning and assessment methods with students. <p>Encouragement and support of students in participating disciplines to create vlogs of their experiences.</p>
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Signed _____

Date _____

Project Leader