Introduction

2015-4

Introduction to the Higher Education in Transformation Conference, 2015

Mary Meaney
Institute of Technology, Blanchardstown

Tim McTiernan
University of Ontario Institute of Technology

Larry McNutt
Institute of Technology, Blanchardstown, larry.mcnutt@itb.ie

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Preface

The Technological University for Dublin project is one of the most exciting opportunities to emerge from the ongoing debate and discussions regarding the future landscape of Irish Higher education. Exciting opportunities needless to say also come laden with challenges – and the recent International panel report assessing our TU4Dublin project plan has clearly identified these for us including the following in relation to our curriculum - responsive and flexible delivery; work based learning; multi-disciplinary; the use of digital technologies. To seek answers on how we could address and respond to these we need look no further that the contributions to the Inaugural Ireland-Canada Symposium - we are indeed excited and humbled by the response to our call for papers and workshops (over 45 papers accepted and 8 workshops from Ireland, Australia, Brazil and Canada) all reflecting and presenting on the key foundation themes that will shape our work in crafting the future Higher education landscape for Dublin and its regions with a sense of confidence and renewal. An added dimension to this event is the unique opportunity to share and celebrate our endeavours and deliberations with our Canadian partners – UOIT, Trent, OCADU and Durham College - who have enthusiastically embraced the idea and contributed at all stages in the planning, dissemination and support for this event, and most importantly are here to contribute to these ongoing conversations in person!

Higher Education in Transformation – one conversation at a time.

On behalf of the conference Steering Committee, Programme Committee and the local Organising Committee we would like to extend a warm welcome to you all – and thank you for your support and participation in HEIT 2015.

Beir bua agus beannacht
Dr. Mary Meaney (President, ITB)

Higher Education in Transition has its roots in a conversation focused on a much narrower topic: how to bring life to one of those classic international collaboration agreements founded on the best of principles but with no clearly set out implementation plan. Dr. Mary Meany started the conversation by asking the focused question at a breakfast meeting in a downtown Toronto hotel. I was at the table with Mairead Murphy and Michael Owen. That was a year and a half ago, it was a cold morning in that part of early winter before the snow flies and memory is fickle, but my memory holds these details. We discussed creating a forum where faculty members from ITB and UOIT could explore common research and curriculum interests. We discussed thematic frameworks for the forum. We raised the possibility that, if successful, we could rotate the venue annually between Ireland and Canada. We spent some time talking about the common opportunities and challenges we face as institutions at the heart of intense and sometimes bumpy transitions in

pedagogy, education and innovation roles, student expectations and relationships with our respective governments and governing bodies. We spoke about how this might help us lay a strong foundation for our students to spend time at each other's institutions. And then, as good presidents do, Mary and I made the bold executive decision to hand matters over to Michael Owen and Larry McNutt.

Out of that exploratory conversation has grown this wonderfully rich multi-day conference that challenges researchers, teachers, administrators and policy-makers to re-consider and re-conceptualize what it means to be an institution of higher education in the 21st century. The topics cover much pedagogical ground: MOOCs, how the digital campus engages learners and teachers in a more effective learning environment, flipped classrooms, distance and asynchronous learning. Access and accountability and effective ways to serve non-traditional students and those with different abilities are student-focused subjects that stand beside an exploration of the role of post secondary institutions in local and regional economies and community development. This is an international conference that underscores the global context in which our institutions collaborate and build research and academic networks that support local engagement.

Before the opening comments and before the first session starts this forum has been a success. It has galvanized programme committee members on both sides of the Atlantic. It has involved academic colleagues across multiple institutions that have taken the time to submit papers. It has engaged senior administrators from four Canadian and three Irish institutions at a time of year when schedules are crammed. Thank you to all that contributed in any and many ways to the programme. Thank you hugely to our gracious colleagues and hosts – the Institute of Technology Blanchardstown, the Dublin Institute of Technology and the Institute of Technology Tallaght for their enormous effort to make this inaugural conference such a success. We look forward to our turn next year to welcome you all to Ontario.

Tim McTiernan
President and Vice-Chancellor
University of Ontario Institute of Technology

HEIT 2015-Foreword

A conference represents many different things– for some it is an opportunity to share practice, reveal research findings or proffer a theoretical perspective for discussion and debate. At its heart is a dynamic network of peers and colleagues taking time and making space to enjoy the wonder of the collective – a group of professionals whose sole endeavour is to create exciting educational experiences for learners, a universal language that has characterised the work of all the participating Higher Education Institutions over decades and indeed centuries. The seed that flourished and grew into this unique three-day event – was sown in a coffee shop in Downtown Toronto as Mary (President, ITB) and Tim (President, UOIT) shared a vision of how Ireland and Canada could build on their emerging and embryonic relationship. The Ireland – Canada Higher Education in Transformation Symposium was born – designed to attract educators across the seven organising Institutions and beyond to consider how to design a new Higher Education Institution. A modest ambition that was fostered by a rapidly evolving higher education landscape in Ireland – whose national policy (encapsulated in the Hunt Report) presented the opportunity to existing Higher Education Institutions – to re-invent themselves as a Technological University. This backdrop provided the ideal canvas to begin to sketch the key themes that would permeate the papers and workshops presented during the symposium. The call for papers placed the emphasis on attracting paper presentations across the thematic areas of (i) curriculum; (ii) digital campus; (iii) enterprising university; (iv) engagement and (v) universal design in education.

Our call for papers – in September amplified across the campuses of UOIT, OCADU, Trent and Durham College in Ontario – and similarly through the campuses of the TU4D Alliance – DIT, ITB and ITTD. Our EASYCHAIR submission system provided a fast turnaround of abstracts and feedback. Our Programme committee read and reviewed many snippets of ideas that morphed into wonderful papers and workshops. Names were being added to our contact database– with exotic email addresses such as – TRENTU.CA; SCU.EDU.AU; UOIT.CA; OCADU.CA. We realised that our new Community had embraced this opportunity. We knew we had reached a tipping point when the queries in February – changed to "How do I register?" for the Symposium to that question that bedevils all academics – "How much will it cost?" Our local organising committee moved into overdrive – a new website that breathed life into the planned event by way of presenter pictures and biographies was launched – resulting in this collection of papers and workshops.

This collection presents a unique backdrop with which to view current developments in Higher education both in Ireland and Canada. Although separated geographically the common themes, challenges and opportunities are evident. Common among these is a recognition that the landscape has changed – dominant features include our changing learner profile, the use and potential of technology, building engagement and enterprise into our

programmes and changing curriculum models with an emphasis on inter-disciplinary and cross-disciplinary opportunities. The starting place for this conversation is an invitation to reflect on what is a University? **Mc Morrow** reminds us that it was in Dublin over one hundred and sixty years ago, that John Henry Newman delivered his lectures to the founding members of Ireland's first Catholic university. This debate ripples through many of the papers – **Jameson and O'Donnell** present a rationale for the adoption of an entrepreneurial university model as the guiding principle for the organisation of the Technological University for Dublin (TU4D).

They present an argument that the entrepreneurial university provides a coherent context in which the internal resources and capacities of the three organisations can be aligned to the external environment and the needs of their stakeholders. The needs of stakeholders is also echoed by **Lillis** who suggests that the answer to the distinctiveness of a University may lie in adopting a stakeholder approach to strategic management where she suggests the question for an institution is less about '*What do we want to be?*' and more about '*What do our stakeholders need us to be?*'(p.44). All labels associated with a University will attract a wide spectrum of opinion – defining these attributes is often at the core of the debate. **Mc Morrow** reminds us of the etymology of the word "enterprise" – meaning "undertaking" – and he supports the characterization of university as an enterprise, but not framed exclusively as an economic one. Supported by **Dart's** paper where he describes the hopes and rhetorics of the 'enterprising nonprofit' field, with a hope that these will also be considered. **Kelly and Brennan's** research provides an invaluable insight into the views within the Dublin Institute of Technology - the largest partner in the Technological University for Dublin Alliance. They describe a new type of European, Innovative Collegial University where bureaucratic and corporate business practice are adopted as appropriate. They also suggest the need for a collaborative style of change model. A challenge already taken up by **Feeney, Edge and Quinn** who reflect on an on-going process of developing organisational design criteria for the Dublin Technological University (TU) in Ireland. They provide salutary advice from their experience that organisational structures could not be considered before explicit design criteria had been developed and agreed.

At the heart of re-imagining a University – is the desire to create meaningful learning experiences for all learners. An interesting case study is presented by **Diamond** who explains how as an art and design university OCADU in Toronto has engaged with visual analytics – the visual component of data analytics illustrating the benefits of cross-disciplinary collaborations where, in this instance, images create a bridge between the empirical world and the viewer. **Hamilton and Sheenan** describes the experiences of managing a multi-disciplinary opera production – a joint initiative between two Faculties with the objective of allowing students an opportunity to engage with the professional world. Whilst **Hogue, Percival, El-Khatib & Hayes** have used integrative project-based learning as a core element of game development and entrepreneurship programme. Similarly, an appreciation of starting your own business is also key to **Costello's** paper – a collaboration between Enterprise Ireland Incubation Centres at the Galway-Mayo Institute of

Technology (GMIT) and final year students completing a product design and innovation module (p364). Allowing our learners to engage in practises that reflect the professional they aspire to become is a powerful motivational factor in the design of academic programmes and learning environments. **Childs, van Oostveen, Flynn and Clarkson** would also contend that as post-secondary institutions endeavour to address stakeholder expectations and policy directions, new curriculum models that allow for choice and learner flexibility are required. One approach that shows promise in this area is online problem-based learning (PBL). Or perhaps we are identifying what **Prendergast** refers to as "Threshold Concepts" - defined as those without which it is not possible to engage in the practices and discourse of a discipline.

Educators also recognise that this journey commences with our first year learners as they transition into higher education also a catalyst for a variety of innovative practices. **O'Rawe** draws on the example of the "Get Smart!" initiative, which is a bottom-up approach to integrative curriculum. **Goold's** initiative was prompted by the need to make the world of professional engineering clearer at the outset by incorporating real life engineering experiences into the first year engineering education experience.

McAnarney reminds us that not all first year students are a post-secondary school cohort– as she describes the transition of mature students to 3rd level education with a particular focus on the work-based learner in social care programmes. A common theme is relation to innovations within the curriculum is the need to provide resources and space within the programme itself. **Campbell** urges caution and would contend that if universities are to add additional components this will put pressure on the amount of time available for the core academic areas. **Hamilton and Sheenan** argue for additional support to be provided in terms of an allocation of time and credits. The key success factors for **O'Rawe's** "Get Smart!" initiative is engagement and ownership which she notes is more difficult to maintain as time progresses.

The need to balance the demands of internal and external stakeholders is a constant struggle in a modern University environment. Active engagement at all levels is recognised as a strategic priority within a Higher Education institution. Work placement opportunities at home and abroad are recognised as important components within academic programmes; international exchange programmes allow students to experience the global imperatives impacting all discipline areas. **Meakin and Keane** investigate the work placement support structures in a BA in Visual Merchandising and Display where students are placed in industry twice over the three years of their academic study. **Duignan, Breen and Heneghan** designed a blended learning workshop combining online technology with the traditional classroom to address the challenge posed by large class sizes. Their workshop was designed to provide an authentic learning experience for a large undergraduate class. Technology is also a feature of **Mc Donnell and Fran's** paper that describes an online system that was custom-made to allow BSc Optometry undergraduates to submit work electronically, while off-campus on work placement. **Feeney, Irwin and McKiernan** similarly describe their use of

Student Diary Pro to tract the learning development of students on work placement at home or abroad by measuring their learning against agreed competencies, although **O'Shaughnessy** reminds us of the challenges and barriers to our students availing of Erasmus exchange opportunities.

A myriad of examples of practices designed to build sustainable relationships with potential employers that enhance the learner's skills and competencies. **Keogh, Maguire and O'Donohue** further contend that graduate success in the workplace underpinned by a methodology that guides formative reflection and develops the ability to evaluate work experiences may help create a solid foundation for long-term employability. They introduce us to the term "graduateness" i.e. graduate attributes that would match the demands of the workplace. This concept can also be seen in the imperative of designing new programmes to respond to changing industry needs as described by **Feeney** in relation to the Irish Government funded - ICT Skills Graduate Conversion Programme. This national initiative was launched when Ireland was simultaneously facing a rise in unemployment and yet ICT employers had unfilled opportunities for graduates. The programme was a collaboration between several Institutes of Technology to deliver a quality programme with tight industry integration which addressed a national skills shortage. Similarly in Ontario, **Moretz, Marsh and Percival** describe their approach to the design of new programmes in Informatics taking as their staring point the capabilities requested by industry as reflected in the business technology management professional's learning outcomes and the national standards for e-health (i.e. graduate attributes). All of these endeavours are evidence of the key role our stakeholders play in the life of a modern vibrant University.

Managing and responding to the array of contacts and initiatives requires an Institutional commitment as demonstrated by **Sheridan and Fallon** who describe the Cork Institute of Technology Extended Campus designed to maximize these interactions by ensuring that associated business intelligence is collected thus supporting the organisation to act entrepreneurially and to build mutually beneficial relationships.

As we reflect on these experiences – we must regularly remind ourselves of those authors who would recommend caution and space to allow us to revisit our core values and beliefs, the very topics that triggered this conversation. **Hayes** sets the scene as he critiques current higher education policy from the Humanities perspective (thus resisting, to a degree, the notion of the entrepreneurial university), and offers ways of thinking about transformed universities that are informed by principles other than those promoted by policy. In order to unearth these principles **Crichlow** invites us to reflect on the importance of our lives reminding us that the use of personal knowledge is a way of giving voice to the unique perspectives and lived experiences of people of colour and the marginalized.

At an organisational level, **Hill,Salmon, Nasca and Barr** contend that in order to be good institutional citizens, universities should understand the transformative role they serve within their communities. The privileged position of the university in society provides it with resources and expertise to

serve the needs of the community and chief among community needs are those of marginalized citizens. The themes of democracy, social justice, activism and educational experience are central to our discussion of community-university engagement as an approach for transformative learning and scholarship. An example is presented by the re-design of the Teacher education programme at UOIT - **Hughes, Laffier, Mamol Morrison, Petrarca** have agreed that among the pedagogical practices and perspectives that will inform their new program development, is a dedication towards social justice and equitable educational experiences. They have extended Freire's notions of reading and writing the world to a context of digitally enhanced learning. Similarly, **Fisher** concludes that the trend towards inclusive entrepreneurial education (EE) does impact a range of stakeholders in a variety of ways – the most prominent are students, the academic institution, and the community.

This augurs well for the Technological University for Dublin, seen as a pivotal initiative in addressing the needs of local communities. **McCormack, Carthy and Doran** see the establishment of the new Technological University for Dublin, as the opportunity for the development of a new educational landscape, one that considers civic engagement the third pillar of the educational model and of equal importance to teaching and research.

It is not surprising that the role and efficacy of digital technology is a dominant theme in many of the chapters. Perhaps **Dougherty's** work presents a valuable starting point in this discussion – an exploration of the factors that influence college faculty in a decision to adopt digital technologies in their practice (p298). Many of these factors are echoed by other contributors – **Percival and Claydon** advise us that to effectively integrate tablets into the learning process, both students and faculty need additional training and support on the potential advantages of these devices. For others the current functionality of virtual learning environments allows us to realise more student centred learning opportunities. **McSweeney, Hofmann, Gray and Keyes** contend that a course that teaches students (and by association industry) to master and harness its potential, but couples this with the facilitation of this education in a flexible and feasible manner, is an attractive and successful course.

Investigating the interactions and behaviours of tutors and learners in online learning environments provides a critical insight into key factors that need to be considered to ensure we exploit the technology and reduce the possibility of recreating a conventional classroom environment online. **DiGiuseppe, vanOostveen, and Petrarca** experiences developing video-based case studies provide solid evidence that hybrid online environments are fertile ground for cultivating student-centred, constructivist forms of learning.

This is also shared by Japanese language learners in **Christensen's** study of learners' behaviour in a virtual learning environment where she investigated the interactions of Japanese language learners and native speakers using a social networking site (SNS). Both native speakers and learners assisted each other while they participated in a series of discussion forums on Japanese topics in Japanese language. This finding is also shared in the

research work of **Glowatz and O'Brien** into the use of social media for academic purposes that suggest that a social networking site (SNS) could be used as an innovative tool for teaching purposes.

Two emerging technologies are also featured – **Butler and Neff** provide a fascinating insight into the potential of Virtual Reality systems to compliment internationalisation programmes in Ireland, in particular visits to historical and cultural sites to encourage non-formal learning. Whilst **O'Reilly and Creagh** alert us to the wave of change - a cloud technology termed "online proctoring", a technology solution that facilitates online student taking tests and exams from a remote, off campus location.

Many critics of the field of educational technology have argued that practitioners are often too eager to chase the untested capabilities of the "next shiny new gadget", without developing rigorous approaches and frameworks to allow us to measure impact and a return on investment. **Hallissy's** work introduces such a framework as he explores how tutors and students interact using synchronous computer mediated conferencing (SCMC) technologies during live tutorial sessions on the Masters of Arts in Teaching and Learning (MATL) at Hibernia College. He adopted the Flanders Interaction Analysis Categories (FIAC) framework to capture the types of interaction that occurred during the majority of the observed tutorials. **Day and Mulligan's** project will include the delivery of four MOOCs targeting young learners – but their key objective is to measure both the costs involved and the educational impact on the participants.

There is no doubt that the field of Higher Education as represented by the practitioners in this publication see the need and benefit of a reflective practice. We can explore individual examples such as **Hejazi** action research study of her own teaching practice through the implementation of the principles of outcomes-based education in the 'Design (As) Research' course. Or Institutional approaches such as the Strategic Innovation Lab (sLab), at OCADU described by **Richards** as developing innovative solutions by applying design thinking, business intelligence and strategic foresight to envision alternative futures.

In many respects the Higher Education in Transformation conference 2015 was a "Design Thinking Laboratory". Practice was shared and critiqued, prototypes explored and analysed – all contributions captured and shared with a commitment to continue to adopt new approaches but most importantly with a promise to meet again in 2016 and report on the experiences of version 1.0 of "My Higher Education Transformation Initiative".

The Technological University for Dublin represents our alternative future for the citizens of Dublin, its regions and beyond. It is important that our strategic intent must be visionary and not simply revisionary – we have a unique opportunity to fashion a truly Irish experience. Our greatest brand – one that cannot be achieved anywhere else is to provide an Irish Technological University experience.

It remains for me to thank all of our authors who collectively have weaved an International perspective on the global issue of envisioning such a Higher Education system that will serve the needs of all our learners. Each contribution is unique and stands on its own merits – but as part of this unique collection represents an invaluable range of theoretical and practical perspectives on the key characteristics of a modern Technological University.

Le gach dea-ghuí,

Larry McNutt

June 2015

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Talk Schedule of Conference

	Time	Day 2 Stream 1 - Enterprising University	Conference Stream 2 - Curriculum	Stream 3 - Digital campus
		1	2	3
0	9.00	Welcome and opening of talks		
1	9.30	The Paris Collection: Reflections on an interdisciplinary performance project Jennifer Hamilton Barry Sheehan Kerry Meakin DIT	Re-imagining our Curriculum: Critiquing Meaningful Refection and Threshold Concepts in Practice Education– "Knowing it all! Aoife Prendergast ITB	A Study of Student and Instructor Perceptions of Tablet PCs in Higher Education contexts Jennifer Percival, Timothy Claydon UOIT
2	10.00	The Evolution of a New Technological University in Terms of Policy Definition and Control of Implementation Kevin Kelly, Deborah Brennan DIT	Reflection on Integrative Project-based learning in Business and Information Technology Programs Andrew Hogue, Jennifer Percival, Khalil El-Khatib, Garrett Hayes UOIT	Lessons Learned From Teaching Data Analytics in a Fully Online Mode at Postgraduate Level Daniel McSweeney, Markus Hofmann, Geraldine Gray, Laura Keyes ITB
3	10.30	Masters of Our Universe or Survival of the Fittest? Rethinking Strategy Development in a Technological University Deirdre Lillis, Marion Lynch DIT, IT Tralee	Creating an Experiential Learning Based Multi-disciplinary Program Jeff Moretz, Steve Marsh, Jennifer Percival UOIT	Making MOOC's sustainable through the reduction of production costs B. Mulligan, R. Day ITSligo
	11.00	Coffee Break		
4	11.30	The Role of Governance in the Cultivation of University as an Ethical Enterprise Thomas B. McMorrow UOIT	An evaluation of the effectiveness of using a hybrid PBL approach in the teaching of the Java programming language to first year third James Doody ITTD	Problematizing Second Language (L2) Learning using Emerging VR Systems Linda Butler, Flaithri Neff Hibernia College
5	12.00	The Entrepreneurial University: A unifying theme for TU4Dublin John Jameson, Patrick O'Donnell DIT, ITTD	Curriculum, classroom, culture and connectedness Mary O'Rawe DIT	Evolving Strategies for Online Learning in Graduate Courses in Education Maurice DiGiuseppe, Roland vanOostveen, Diana M. Petrarca UOIT
6	12.30	We had the experience but missed the meaning Angela Feeney, David Irwin, Tara Mckiernan ITTD	Critical Race Theory: A Strategy for Framing Discussions around Social Justice and Democratic Education Wesley Crichlow UOIT	Factors that Influence College Faculty to Adopt Digital Technologies in their Practice Kevin Dougherty Durham College

	1.00	**Lunch**		
	1.30			
7	2.00	OCAD University's Imagination Catalyst: A Case Study Helmut Reichenbächer OCADU	The Tri- Party Partnership: An Investigation into the Existing Support Structures within a DIT Work Placement Kerry Meakin, Órla Keane DIT	Engagement with a custom-made online system designed to support undergraduate work placement Claire Mc Donnell, Fran Pedreschi DIT
8	2.30	The beast in the jungle: The humanities in the future HE landscape Richard Hayes WIT	Bridging the Gap between Engineering Workforce Needs and Student Engagement Eileen Goold ITTD	Capturing and sharing professional practice on mediating 'live' online tutorial sessions - A case-study from Hibernia College Michael Hallissy Hibernia College
9	3.00	Visual analytics-the role of design and art in the emerging field of big data Sara Diamond OCAD	Engaging with Industry in the Classroom through the use of Online Technology Geraldine Duignan, Ailish Breen, Mary Heneghan ITSligo	A Step Towards Global Education: Collaborative Learning Activities using Social Network Sites Motoko Iseki Christensen Gosei Australia
10	3.30	Opportunities and limitations of the 'EUNIV' concept Ray Dart Trent	An Insurmountable Gap: Can We Balance Incoming and Outgoing Erasmus Exchanges Among Engineering Students? Susan O'Shaughnessy DIT	
	4.00	**Coffee Break**		
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13	5.30			

Day 3 — Conference

	Time	Stream 4 - Enterprising University (1)	Stream 5 - Curriculum (2)	Stream 6 - Global University (3)
0	9.00	An exploration of a higher education institution's response to the need for enhanced engagement with enterprise Irene Sheridan, Daithi Fallon CIT	Moving Towards an Outcomes-Based Curriculum Model in Design Education An Action Research Study at OCAD University Bahar Mousavi Hejazi OCADU	**129** The ICT Skills plan and the Higher Diploma in Science in Computing Graduate Conversion Programme Finbarr Feeney ITTD
1	9.30	Understanding change, leading innovation Lenore Richards OCADU	Does the shift to cloud delivery of courses compromise quality control Gordon O'Reilly, John Creagh CIT	Creating Space in the Curriculum for Workplace and Generic Skills Brian Campbell UOIT
2	10.00	Developing organisational design criteria in the redesign of an Irish higher education institution Sharon Feeney, Olivia Edge, Eileen Quinn DIT, ITB	Experiments on curricular flexibility performed in different higher educational institutions in the network of technological education in Brazil Aline Azevedo Larroyed, Átila Pires dos Santos, Laurisnor Rochester Barros dos Santos, Marcos Luis Grams, Sandra Isaelle Figueiredo UFSC, IFB, UNICEUB, IFB, UnB Brazil	The Pursuit of Civic Engagement: Youth Civic Engagement and the Role of Higher Education Aideen McCormack, Aiden Carthy and Cormac Doran ITB
3	10.30	Keynote session		
	11.00	Coffee Break		
4	11.30	Leveraging Institute of Technology Incubation Centres in the Teaching of Innovation Gabriel J. Costello GMIT	Re-imagining pre-service teacher education in Ontario, Canada – A journey in the making Janette Hughes, Diana Petrarca, Ami Mamolo, Laura Morrison UOIT	Academic Engagement using Social Media: Revisting the Technological, Pedagogical and Content Knowledge Framework in Higher Education today Matt Glowatz, Orna O'Brien UCD
5	12.00	Work Readiness of the 21st Century Graduate John Keogh, Theresa Maguire, John O'Donoghue ITTD, UL	Lost in transition: An exploration of the transition of work-based, mature students into 3rd level education Louise McAnarney ITB	Community building in online PBL courses: instigating criticality Elizabeth Childs, Roland van Oostveen, Kathleen Flynn, Jessica Clarkson UOIT
6	12.30	Brokers of transformation: prioritizing community interests in community-university research Stephen Hill Trent		A New Model Within Canadian Colleges and Universities to Develop a Diverse Future Generation of Entrepreneurs: Inclusivity and Accessibility Jay Fisher Durham College

	1.00	**Lunch**
	1.30	
7	2.00	**Plenary session**
8	2.30	
9	3.00	**Session**
10	3.30	
	4.00	**Coffee Break**
11	4.30	**Session**
12	5.00	
13	5.30	