

# Digital Education Conference

DEC24 Workshop Descriptions



## Conference Introduction

The Digital Education Conference brings educators, researchers, tech/student support and industry professionals together to share and discover innovative uses of technology in an ever-changing teaching and learning environment. This conference will stimulate dialogue and debate in our education landscape as we move through learning and teaching to utilise the technology suitable and relevant to our needs whether its immersive XR, VR applications or the myriad that is Gen AI and opportunities and challenges therein related to academic integrity, ethics, efficiency, engagement and creativity. How we navigate through the emergent developments in a human-centric manner cognisant of our values, beliefs and vision illuminates the transformative opportunities of education in our society to be inclusive, exciting journey for all.

This event provides an opportunity to present your research and practice-related projects, extend your network and dive into new collaborative ideation with practical and theoretical contributions. The conference will take place over two days, 10<sup>th</sup> and 11<sup>th</sup> December. The 2-day rate for 10<sup>th</sup> and the 11<sup>th</sup> December is €70 (incl. daily refreshments and the Conference dinner in the Tower Hotel on 10<sup>th</sup> December). The 1-day rate is €20. The conference schedule starts on Day 1: 9:30am to 5:30pm, and Day 2: 9:00am to 4:00pm.

This event aims to showcase the excellent work that the Faculty of Education and Lifelong learning in SETU and many other schools within our university and across our partner universities MTU, ATU, TUD, TUS, DKIT and the wider Education communities are actively engaged.

## Workshop Hosts

### WS1 Using VR in teaching and learning

This practical workshop will introduce conference delegates to Virtual Reality VR for education. We will give the opportunity to get familiar with the hardware (meta quests 2, 3, 3S's) and software, off-the-shelf VR applications. During the 2 hour workshop delegates will be guided through the immersive learning experience with adequate time allocated to discuss the potential of transformational learning, student engagement, benefits and challenges of adopting VR in the classroom. This workshop is core to the ethos of DEC24, facilitating experiential learning on-site and the DEC24 co-chairs, Zeta and Paul will be leading some of the sessions. WS1 will run 4 times over the 2 full days of the conference allowing (15\*4) upto 60 delegates the opportunity to experience VR4Ed. We will be joined by guru's Daithí, Hans, Brian and others from Walton Insitute and PhD scholars to run this WS.

Daithi O’Murchu, International consultant and expert advisor in education, AI, sustainability citizenship, disruptive technologies. Daithí holds the diplomatic position of Honorary Consul for Côte d'Ivoire to the Rep. of Ireland. As an author, innovator, CEO, disruptor and expert consultant, my



journey with education, emerging trends in AI, Robotics, 4IR, Industry-5, VR, AR, XR, Blockchain and Cloud technologies has led me to a deeper understanding of global consciousness, sustainable transformation and Climate Action.

My association with governments, companies, experts, minority/tribal groups and universities in sustainability, Climate Action, Nature Based Solutions (NBS) education, empowerment, innovation, international trends, tourism, change management, business and consultancy in the Future of Now, has afforded me the privilege of being consciously, ethically and sustainably at the cutting edge of evolving best practice.

### WS2 New digital technologies: A learning and teaching Odyssey

Dr John Pender & Dr Perry Share, Atlantic Technological University

As Artificial Intelligence (AI) and social robotics develop across various sectors, the integration of such technologies into the social professions poses particular challenges. Future professionals need to develop a critical technological literacy but this can be difficult for those without a STEM background or who may even be resistant to technology.

This workshop addresses the challenge of bridging the gap for non-STEM learners. Based on the presenters’ experiences of educational activities in the fields of robotics and AI over a period of 8 years, it outlines a number of real-world examples and introduces some popular social robots. These include simulations, development of training programmes, ‘tinkering’, design-thinking workshops, MOOC and practical robot building. Common threads, approaches and challenges will be drawn from these diverse experiences.

Of equal importance will be the insights and experiences of participants in the workshop. Using a collaborative problem solving approach participants will identify core required knowledge, actions and techniques to facilitate learning in this context, key enablers and barriers, and innovative approaches that have worked (or failed).

The ultimate aim of the workshop is to identify creative and practical approaches that will help to develop essential digital capacities for non-STEM learners: particularly through the identification of current skillsets and skills gaps. It will help participants to consider how they may facilitate learners to develop some critical skills and competencies for the future.



Dr Perry Share is Head of Student Success at Atlantic Technological University. He was previously Head of Department of Social Science and Head of Faculty of Business and Social Sciences.

A sociologist, Perry has research interests in the sociology of food and eating, social robotics/AI and higher education. His most recent publication is the (co-edited) 4<sup>th</sup> edition of the text *Social Care Work – an introduction for Irish students* [IPA 2023].

He has had a long interest in learning, teaching and assessment and has, with his ATU colleague Dr John Pender, been exploring the impact of both social robotics and AI in higher education since 2016. With Dr Pender he has been investigating how such technologies may impact on the social professions and how students in such fields can be engaged in social robots and AI. He and Dr Pender led a multi-country Erasmus project on social robotics pedagogy [PRoSPero] from 2018-2022. He has also conducted numerous workshops on AI and HE in Irish HEIs and for the Department of Education.

Dr John Pender is a Senior Lecturer in Politics, Social Policy, and Foresight at Atlantic Technological University. Pender's professional affiliations include full membership in the British Political Science



Association and the Sociological Association of Ireland. His extensive work experience includes serving as Principal Lecturer in Politics and Social Policy at Leeds Beckett University from 1993 to 2004 before joining Atlantic Technological University.

In the last five years, Dr Pender – in collaboration with his ATU Sligo colleague Dr Perry Share - has published extensively on social robotics and AI and its implications for social professions. Notable publications include articles in the Irish Journal of Applied Social Studies, chapters in several textbooks and contributions to various academic conferences and edited volumes. He was joint Principal Investigator for the ERASMUS+ funded PRoSPero project and a member of the Creating Our Future Expert Working Group under Ireland's Department of Further and Higher Education. Along with Dr Share, he is currently completing work on a MOOC on social robots.

### WS3 Scaling Learning Technologies: Strategic Approaches and Challenges in Higher Education


Efforts to enhance the learning experience of campus-based students through learning technologies have often focused on staff training and small-scale projects, with the expectation that successful innovations will organically influence wider teaching practices. However, progress has been slower than anticipated. This workshop will examine whether it is time for executive leadership to take a more strategic role by selecting and scaling up the most effective tools and techniques. Participants will explore three potential strategic initiatives, engage in a critical discussion on the merits of a top-down approach, and identify key barriers and solutions to effectively implement large-scale change in the use of learning technologies.



Brian qualified as an Engineer in 1978 and originally worked in mathematical modelling and simulation, and the application of IT in engineering. Having retired formally from the role of Head on Online Learning Strategic Projects in December 2022, where he has worked as a lecturer and learning technology developer since 1984, Brian continues to pursue his passion for innovation in education through consultancy and advisory work ([edfutures.ie](http://edfutures.ie)) and through international *pro-bono* projects. He has been a leader in online distance learning in Ireland, initiating it in the country's largest provider, IT Sligo, in 2002 and has contributed significantly to the growth of e-learning in Ireland since 2000 as a founding member of the Irish Learning Technology Association and the EdTech series of conferences.




Dr Irene McCormick is a Senior Lecturer at South East Technological University (SETU), specialising in Teaching and Learning and media practice. With over 20 years of experience as a producer/director at RTÉ and Granada TV in the UK, Irene has a rich background in television production. She transitioned to academia 18 years ago and has since been an active figure in tertiary education. As the Course Director of the renowned SETU degree in Content Creation and Social Media, Irene combines her industry expertise with innovative teaching methods to inspire the next generation of media professionals. Her passion for innovative education and progressive media education has made her a respected figure at SETU.



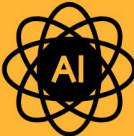
**N-TUTORR**  
Transforming Learning

**1 Welcome**




Overview of session & Interactive Vevox polls to get the conversation started

**2 Understanding Gen AI**




Brief insight into Gen AI - key developments, how it works and has been integrated into our lives

**3 Practical Examples**




Insight into practical applications of Gen AI in the classroom

**4 Guided Exploration**




Explore the capabilities & limitations of Gen AI in a variety of collaborative activities

**5 Student Use**




Learn about how your students are using Gen AI

**6 Discussion**



Bring it all together in a group discussion and reflection on the learning from the session

AI Play





Dr Hazel Farrell the lead for the N-TUTORR GenAI:N3 project and is also the South East Technological University (SETU) Academic Lead for Gen AI. She has been actively involved in technology enhanced learning for many years with student engagement initiatives for creative disciplines at the forefront of her work. Coming from a background in analytical musicology, she is also the programme leader for the BA (Hons) Music degree in SETU.

She is a founder member of CASE (Creative Approaches to Student Engagement) and through her work with this group, she became an early adopter of Gen AI in the classroom. She serves on the Steering Committee for Gen AI in the university and has developed resources and facilitated training to support the university community in the challenges and opportunities of this technology. She has presented extensively both nationally and internationally on a variety of Gen AI related topics and has several publications in this space.



Emmett Cullinane is a Learning Consultant, Instructional Designer and Learning Technologist, with over 20 years of experience blending technology and learning. Emmet's profile is diverse and interdisciplinary, including technology, biopharma and third-level education. With a Masters in eLearning Design and Development, he brings his experience to bear on the intersection of technology and learning, where his passion is centred on innovative learning solutions to enhance the learning experience. His recent initiatives include designing and developing the GenAI Student Guidelines online module, and along with SETU colleagues - delivering AI Play sessions across multiple campuses.

### WS5 Generativism: AI For Education

During this two-hour hands-on workshop, participants will use both the workstation and their mobile phones to complete guided demonstrations of several services that use large language models to modify or originate teaching materials. At specific intervals, participants will be shown use cases in which the AI-enhanced workflows can be applied. This is an intense training programme requiring participants to produce and evaluate content suitable for reuse in education settings.

How AI brought us here

- Watch Otter.ai transcribe live text during introductions
- See large language models, their owners, and their apps
- Learn about process-based outcomes
- HANDS-ON: Use Microsoft Copilot to generate a summary of the workshop from a URL
- HANDS-ON: Right-click and query the workshop PDF inside Windows File Explorer
- View the technology fallacy of being AI-centric
- Learn about the Four-P Framework
- Learn 10 best practices, including a suggestion related to EU law
- DISCUSS how to manage purpose, programs, people, and protocols

Inside a digital workflow

- View an Obsidian Vault
- Hear about the PARA method
- View a knowledge graph
- Use Napkin to dive into complementary topics
- See content from digital transformation advocates

## Generativism

- Advice on responsible use of AI in education
- Suggestions for efficient prompts
- HANDS-ON: Create a composite image as a critique of session by using one of three different AI models to complete the tasking
- HANDS-ON: Survey of most useful tool used today

By the end of the workshop, participants should have hands-on experience using AI tools on their desktops and mobile devices, a better understanding of AI's capabilities and limitations in content creation, and the ability to produce AI-generated outputs for use in educational settings.

Workstations must have the Edge browser with Copilot installed. If a participant opts to use their own laptop or mobile phone, a paid versions of an AI (e.g. Chat GPT-4, Perplexity.ai, or Copilot Pro).



Frances O'Donnell, an instructional designer at Atlantic Technological University, combines her expertise in digital education with a commitment to helping others build confidence and skills for balanced, rewarding learning and work experiences. With a Master's in Applied Practice (Education), a Professional Diploma in Innovation, Creativity and Leadership, and a Higher Diploma in Interaction Design (UX), she has been involved in research on educational change, innovative learning environments, collaborative teaching, and students' use of artificial intelligence in higher education. Frances is a regular contributor to TeachNetIreland, where she shares tips for utilising educational technology.



Dr Bernie Goldbach, entering the final stretch in front of university students. Planning to share more my experience of more than 40 years in the field of adult education through articles for professional journals and open publications.

Specialties: College lecturer in digital transformation with AI, internet and web technologies, electronic content management, media studies, audio production and basic writing skills. Certified instructor pilot in 19 different aircraft.

Former technology journalist for The Irish Examiner. Contributor TippFM. Started a web journal in 1997, morphed into a daily blog written with a mobile phone in February 2002 and still online today with topgold.micro.blog and InsideView.ie.

## WS6 Empowering Conversations: Creating a Culture of Sustainable Action

In this interactive and empowering workshop, participants will explore how sustainability is not just an abstract concept, but something deeply relevant to their personal lives, values, and actions.

Through engaging dialogue, reflection, and group activities, attendees will:



1. Understand sustainability on a personal level.
2. Explore how to create spaces for meaningful conversations.
3. Discuss factors that help engage others in sustainability discussions and how to empower people to take meaningful actions.
4. Reflect on how to build a culture of sustainability within personal, professional, and community contexts.



Since founding the Irish Schools Sustainability Network (ISSN) in March 2021 Dr Patrick Kirwan has developed a series of national initiatives including the Climate and Nature Summit and Bitesize Biodiversity. Patrick has developed an award winning model for nature education in secondary schools and he believes that we need to build partnerships within and across sectors in order to accelerate action on climate and biodiversity.



Susan Adams is an environmentalist, [TED speaker](#) and educator in conservation and climate change. Susan started an award winning social enterprise, Education for Sustainability to address the deficit of action-based environmental education in schools. Since 2017, her workshops, teacher training and climate literacy course have impacted thousands of people in schools and communities all over Ireland.

### WS7 Digital Sustainability: Empowering ESD & Carbon Literacy

Education for Sustainable Development (ESD) is one of the key elements in the strategic approaches in Ireland to embed sustainability in all aspects of university life and promote sustainable practices and mindsets [1], [2].

The workshop aims to demonstrate how technology can promote engagement and understanding of ESD in a contextualised way [3] and share some practical pedagogy for embedding ESD into different fields of knowledge [4]. The topic of this workshop will focus on climate literacy to encourage future thinking [5] and to showcase the use of technology and how it can improve and enhance innovative and collaborative approaches in the classroom. The technology will encourage discussions and debates on various sustainability topics and will inspire participants to reflect on the cross- and multidisciplinary ways of embedding sustainability into teaching and learning.

The design of the workshop will allow participants to examine how technology can promote new ways of bringing ESD into teaching and learning. This digital game-based approach will combine peer-to-peer learning and the use of innovative pedagogy to transform the learning environment for a sustainable future. Leveraging of the UNESCO key competencies for sustainability, participants will develop critical thinking, self-awareness and problem-solving skills [6] through the interactive tasks and activities within the workshop. The participants will have the opportunity to reflect not just on ESD but also the role technology played to promote engagement.

Workshop participants will gain a greater understanding of the role technology can play within the modern classroom. The game-based learning [7] for teaching sustainability will enhance engagement, understanding and collaboration. This will allow participants to reflect on ESD within the curriculum across various fields to promote sustainable thinking and acting among their students.



**Dr. Nataliya Romanyatova** is a Postdoctoral Researcher on Education for Sustainable Development and Instructional Designer in South East Technological University, Ireland. Her background is in the area of education, linguistics, research and instructional design.

Nataliya worked as an English language lecturer, associate professor, and instructional designer in several universities in Ireland and abroad. Since her undergraduate degree, she has been passionate about pushing the boundaries of Higher and Adult Education, looking beyond the norm and evaluating how staff and students can be supported and engaged through innovative pedagogical approaches. Nataliya is managing several key university projects on sustainability, which include SETU Education for Sustainable Development (ESD) community of practice, Sulitest pilot launch, ESD Toolkit and Climate Fresk Game SETU CEKO programme. Nataliya is the Climate Justice Universities Union SETU Representative and the National Forum SETU UDL Lead.

Dr. Niamh Power is the current Chairperson of the Environmental Science association of Ireland. She is a Lecturer and Researcher, in Munster Technological University, Ireland.



She received an honours degree in Civil & Structural Engineering coming top of her class, before pursuing her PhD in the area of waste management, anaerobic digestion and biogas as a transport fuel. Her interests focus on the area of sustainability with particular expertise in waste management, anaerobic digestion, renewable energy from wastes & crops, nutrient recycling, nutrient recover from wastewater, life cycle analysis and policies & drivers for change and the circular economy. She is involved in a number of large national and EU research projects on

the circular economy, solar PV (InVEST) sustainable use of nutrients these projects including (ReNu2Cycle, ReNu2Farm and Phos4You,) and future resilience of the farming sector (SIMONE). Dr. Power also worked on the N-TUTORR project as the sustainability lead for MTU and looked at embedding education for sustainable development within higher education.

Dr David Nyaluke is the University College Cork (UCC) Education for Sustainable Development Officer working to support lecturers and students at UCC to include and engage with sustainable development goals (SDGs) and other sustainability dimensions in teaching and learning in curricular and co-curricular programs and activities.



A native of Tanzania where he began his university studies, David completed a PhD in political economy and development from Dublin City University. His doctoral thesis investigated challenges and trajectories of socio-economic development transformation of African states from independence into the 21st Century.

Between 2017 and 2024 working as the *Proudly Made in Africa* fellow, David lectured in all universities and institutes of technology in Ireland on Africa, business and global sustainability as of part the development and global citizenship education programs in business schools.

In community engagement David is the Convener of the Business and Development Study Group at Development Studies Association of Ireland(DSAI), the vice-chairperson of the African Scholars Association of Ireland, (AfSAI) and the co-chair of the Steering Committee for United Nations International Decade for People of African Descent 2015-2024 (UNIDPAD) in Ireland.

## WS8 Where Creativity & Technology meet: Ideas for Inclusive Technology-Enhanced Learning in Higher Education Classrooms.

In this workshop, you will participate in a variety of learning activities that are easy to implement in your own teaching. These activities synergise fun, creativity, inclusivity, and technology in a sustainable way for the higher education classroom. We aim to demonstrate how you can integrate technology into your classroom with steps that take just ten minutes to set up, making these techniques sustainable and benefitting both you and your students in the long term.

It doesn't matter what your subject is, what you teach, or your IT skills—just bring your phone or device and prepare for some fun! You don't need to be a tech wizard either—this is for everyone, so if you've never used technology-enhanced learning in the classroom before, this could be a great place to start dipping your toes.

Our aim is to demonstrate how just ten minutes of additional planning can significantly enhance the classroom experience and improve the learning interface for all students using easy-to-use tools. We'll explore how simple technological tools and resources can make your lectures more interactive and enjoyable, and help your learners engage with and retain information more effectively. We will demonstrate creative ways to help your learners problem solve, read resources to remember information, summarise key points, encourage student engagement, and more. Inclusivity in education is a priority in higher education, and this workshop will ensure that all participants leave with practical strategies to make learning accessible to all students. By recognising that not every learner is the same and that your students have a diverse range of needs, you can develop materials and teaching techniques that resonate with all your students, ensuring they feel valued and acknowledged. We'll discuss alternative approaches to resource creation, with an emphasis on adaptability and inclusivity. You will also have the opportunity to share your own ideas and experiences, fostering a collaborative atmosphere where everyone can learn from one another. Together, we'll create a toolkit of strategies that you can implement immediately in your teaching practice. There will also be an opportunity for discussion and for sharing your ideas, should you wish to do so.



Clare began her career in education in 2012, teaching English in Thailand. Over the following years, she gained diverse teaching experience in five other countries. Upon returning to Ireland in 2018, she started working with individuals under international protection, where her interest in integrating technology into education took root. While working with WWETB in Waterford City and Dungarvan, Clare taught a range of subjects, from English language to IT, while championing the value of technology-enhanced learning in the classroom. Now a Learning Technologist with

CTEL, Clare has built on her expertise through an MA in E-Learning and an MEd, and is very passionate about all classrooms being inclusive learning opportunities,.



Deirdre is an Associate Lecturer at SETU, Department of Arts where she is working currently working with on the Theatre Studies on BA (hons) Arts degree programme as well as teaching Creative Skills on BA Social Care and Creative Practice/Dance with BA Early Childhood & Care programmes.

Deirdre trained originally as a dancer at Middlesex University, London and in 1999 co-founded, her own contemporary dance company, Myriad Dance in Wexford. Between 1999-2013 produced numerous choreographic dance works for theatre audiences as well as leading several participatory community projects with diverse communities. She is also a former Dance Artist in Residence at Garter Lane Arts Centre, Waterford (2017-2022).

Deirdre is the Creative Lead for Traces Dance Ensemble, Waterford (a group of young dancers with Intellectual Disability) where she is currently delivering Glor Dance Project 2023-2025 – funded by the Creative Ireland /Creative Youth Nurture Fund .

### WS9 Accessibility in HE classrooms

This workshop equips participants with the skills to design and deliver lectures that are accessible, and inclusive for diverse audiences. Learn practical strategies to ensure clear communication, foster participation, and accommodate various needs, including those of individuals with disabilities. From planning and presentation techniques to utilizing inclusive technology, this session empowers you to create environments where everyone feels valued and heard.

Gavin Hendrick and Karen Holland

### WS10 Workshop on Revisiting the University Course Timetabling

University course timetabling is a vital part of any university, directly impacting the engagement and overall learning experience of students. The basic problem involves allocating activities to rooms and timeslots in such a way that no student/lecturer/room is assigned to more than one activity in a given timeslot. This problem version is already known to be NPcomplete which, in simple terms, means it is practically infeasible to solve by attempting a brute-force search of all possible allocations.

The problem is further complicated by individual constraints that vary not only across institutions but even across schools within a single institution. In Munster Technological University (MTU) for example, there are various definitions of the problem being solved due to differences in student bodies and resources (e.g. School of Music versus School of Science Informatics), requiring different software tools due to their specific needs. Many institutions also have room ownership constraints, and as such cannot be solved in a centralised manner. These restrictions result in rolling over the previous timetable year-to-year, reactively adapting it due to changes in academic staff, student cohort sizes and room infrastructure. In a nutshell, this requires tackling the modelling of the problem as a minimal perturbation problem. This minimal perturbation approach is also often driven by the short timeframe between all inputs being known and the start of academic year. In particular, the issue is that final cohort sizes are unknown until after Autumn repeat and leaving cert results are released.

The latter not only affect allocation for 1st-year cohorts but also have a knock-on impact on the overall solution. However, minimising perturbation year-to-year may also have the untoward effect that, each year, the solution may move further from the initial near-optimal solution when the timetable was first built from scratch.

Finally, the requirements and preferences of the modern student have changed considerably over the past number of years, with digital enhancements such as hybrid learning being accelerated due to the COVID-19 pandemic, cost-of-living and needs for long commutes. A separate but equally important concern nowadays is sustainability, and the impact of timetabling choices and assumptions as universities aim to move towards green campuses.

Given all these changes, now is an opportune time to revisit the university timetabling problem with fresh eyes, and have a forum on how these changes could be incorporated.

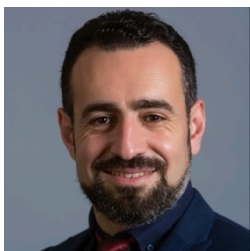
The workshop format will involve presentations outlining

- The most common problem variations, best practices and, incorporation of sustainability objectives (e.g., impact on commuting, building energy consumption, etc).
- Technological solution approaches and software tools applied to tackle the problem.
- The student voice, with a summary of the survey findings of the student population in MTU.

This will be followed by a roundtable discussion of the challenges and solutions being employed.



Dr Diarmuid Grimes's research involves the application of machine learning techniques and optimisation technologies to real-world problems, such as condition-based maintenance for trains (predict health of train components based on sensory data, schedule maintenance taking this prediction into account together with constraints on staff, maintenance depot, etc.), and energy optimisation (optimally schedule energy consumption such that cost is minimised using predicted energy prices),



Dr Cemalettin Ozturk is a Lecturer in Logistics & Supply Chain Management at Munster Technology University. He has over 15 years of experience as project coordinator, technical contributor and scientist in the area of smart manufacturing, supply chain management, data and decision analytics applications in various domains.

Before joining MTU he worked in Raytheon Technologies Research Center Ireland, Insight Centre for Data Analytics at University College Cork and Izmir University of Economics, Department of Industrial Engineering in Turkey.

Details of his academic and industrial work can be found in [Google Scholar](#) and [LinkedIn](#) profiles.

## WS11 Fostering Digital Wellbeing: Strategies for Educators to Navigate and Promote Healthy Technology Engagement

The increasing integration of digital tools in education has enhanced learning experiences but has also heightened concerns around digital wellbeing. This workshop introduces Digital Wellbeing concepts, building on an innovative module delivered in a blended intensive programme which was developed in an international collaboration with 10 universities in the Ingenium University alliance. The Digital Wellbeing programme addresses digital wellbeing by prompting participants to critically examine and reshape their relationships with technology. In the module topics in cyberpsychology, online culture, ethical development, digital legislation, misinformation, disinformation, recommender algorithms, artificial intelligence, and bias are examined.

In this taster workshop, participants will engage in reflective exercises, ethical discussions, and collaborative activities as some components of the Digital Wellbeing module are introduced.

Research evidence and a real world case study on the relationships between digital technology and wellbeing will be considered. This workshop aims to highlight to educators and administrators strategies to promote digital wellbeing within their courses and institutions at large. In this active two-hour workshop, we will guide participants through the Digital Wellbeing course's core components. The session will open by introducing the "why" behind Digital Wellbeing programme, grounded in recent research from MTU on the effects of digital engagement on student wellbeing. Participants will reflect on their personal technology use and discuss the benefits and drawbacks of commonly used tools, such as mapping apps, streaming platforms, and AI technologies. An exercise based on a case study on ethical considerations in deployment of the app CharacterAI will allow teams to brainstorm effective guidelines for responsible technology deployment.

Midway through the workshop, participants will engage in a team-based drawing exercise using a social prescribing paradigm to tackle issues of digital isolation and foster a sense of belonging critical elements of digital wellbeing. This activity encourages open conversation and collaboration around digital disconnection. Following these interactive components, attendees will discuss how the Digital Wellbeing programme considers if the approach could be integrated into their own institutions and disciplines, considering the resources, teaching styles, and instructional design principles that best support digital wellbeing. This workshop is aimed at educators, instructional designers, and academic leaders committed to fostering a healthier digital culture in our universities.

#### Objectives:

- Equip educators with insights and strategies to promote digital wellbeing.
- Explore ethical technology use and design in academic environments.
- Foster collaboration and connection to address digital isolation.



Oonagh O'Brien (PhD, MSc, BSc, PMP, SFHEA) is a cyberpsychology researcher and a lecturer in Computer Science at MTU. Her research primarily explores the connections between wellbeing, loneliness, and problematic internet use. Her findings have contributed to educational innovations at MTU and the Ingenium European University. Notably, she has developed a program for Ingenium European university, aimed at supporting student digital wellbeing, raising awareness not only of student responsibilities as users of digital technology, but also as future business leaders in the design, development, and deployment of digital technologies. This program is offered as a free choice elective and envisioned as a module which all students will have the opportunity to include in their undergraduate education.



Dr Jeremiah Spillane is an instructional designer and digital learning specialist working with the Dept. of Technology Enhanced Learning (TEL) at Munster Technological University (MTU). He has a background in music & audio/visual technologies and has previously worked as a Digital Learning Officer with the Royal College of Music (RCM) and as a Senior Learning Technologist at the University of Galway.

## WS12 Music Making in a Virtual World, A workshop exploring a partnership project developed to support young people facing barriers to engage with in-person music making.

Tom Rickard, Eoin Dolan, Foróige

"The ' Making Music in a Virtual World' project was developed as a pilot education partnership programme by Music Generation Galway City, Foróige's GoVirtual and GoSonic programmes, and TUSLA Family Services in Galway. The project is currently engaging young people in weekly meet-ups between September 2024 and due to finish its first round in December 2024.

This workshop will provide a space for discussion and practical experience of elements of the programme. This will include discussing (i) the preparatory work in building relationships with key partners, (ii) providing support to music educators, (iii) programme development and delivery (key considerations) and (iv) the administrative roles and funding. Participants in this workshop will have the opportunity to experience what the Young People are experiencing. This will include an introduction to VR, exploring the music creation APPs in use on the programme and an opportunity to reflect on the benefits for Young People. This workshop may be viewed as standalone or as supplementary practice based experience for a practice paper submission to the Conference on the same programme.

Participants: 14 (max), lower if space is an issue