**ANN MARCUS-QUINN, PhD**

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| **Current position** | Lecturer in Technical Communication and Instructional Design, University of Limerick, IrelandCourse Director of the MA in Technical Communication and E-Learning, University of Limerick, Ireland |
| **Address** | SG-034 Schumann Building, University of Limerick, Castletroy, Limerick, Ireland.Tel: +353 1 87 9688448.E-mail: ann.Marcus.Quinn@ul.ie |
| **Degrees** | PhD in Education, University of Limerick, 2011MA in Technical Communication, University of Limerick. 2004BA in German and Media and Communication Studies, Mary Immaculate College, Limerick, 2000 |
| **Current projects** | Co-editing Springer Handbook for Online Learning Contexts: Digital, Mobile and Open (Springer, due to be published 2020)Supervising MA students in the design and development of E-Learning resources.Supervising PhD candidates in the areas of assessment, learning analytics, and health communication. |

Ann Marcus-Quinn worked in industry as a technical writer before joining the University of Limerick. Using key principles of Technical Communication her PhD research collaboratively developed a series of Open Educational Resources with post-primary teachers. The findings suggest that the framework used in the collaborative development of resources has enhanced the reusable nature of the materials and that future resources should employ a similar collaborative approach. She is the author and co-author of articles investigating the role of technology in education. Ann has been awarded funding from National Academy for the Integration of Research, Teaching and Learning ( NAIRTL), the National Forum for the Enhancement of Teaching and Learning in Higher Education and Léargas. Ann was a member of the Management Committee for the COST Action eRead (2014-2019) and has also received funding from COST for training school and STSM activities.

**RESEARCH OUTPUT (last five years)**

**Peer Reviewed Journal Articles**

Marcus-Quinn, A., Hourigan, T and McCoy, S. (2019) “The Digital Learning Movement: How Should Irish Schools Respond?” in Economic and Social Review, Dublin: ESRI https://www.esr.ie/article/view/1332

Clancy, I., Marcus-Quinn, A. (2019) “Exploring the possibilities of automated feedback for third level students” in Form@re, Firenze University Press https://oaj.fupress.net/index.php/formare/article/view/7731/7515

Cleary, Y., Slattery, D. and Marcus-Quinn, A. (2018) Parallel Online, On-Campus, and Blended Programme Delivery: Challenges and Strategies' International Journal On E-Learning, 17(4), pp. 551-568. https://www.learntechlib.org/primary/p/174358/

Grene, M., Cleary, Y., & Marcus-Quinn, A. (2017). Use of Plain-Language Guidelines: A Systematic Literature Review IEEE Special Issue on Plain Language http://sites.ieee.org/pcs/cfp-ieee-transactions-on-professional-communication-special-issue-on-plain-language-2017/

Marcus-Quinn, A. (2016) "The potential of high quality Open Educational Resources (OERs) for the teaching of English poetry." The Journal of Poetry Therapy. Vol. 29 No. 1 https://www.tandfonline.com/doi/full/10.1080/08893675.2016.1133085

Marcus-Quinn, A., McGarr, O., (2015) 'Teachers' use of Reusable Learning Objects in the teaching of English Poetry: Exploring the influence of prevailing pedagogical practices'. Educación XX1 (18) 1. http://revistas.uned.es/index.php/educacionXX1/article/viewFile/12335/12226

Clancy, I., Marcus-Quinn, A., (2015) Exploring the possibilities of automated feedback for undergraduate students, EDULEARN15 Proceedings, pp. 7264-7269. https://library.iated.org/view/CLANCY2015EXP

**Edited Books**

Marcus-Quinn, A. and Hourigan T., (forthcoming, 2021) "Handbook for Online Learning Contexts: Digital, Mobile and Open." Springer.

Marcus-Quinn, A. and Hourigan T., (2017) "Handbook for ICT in K12 Schools." Springer.

**Contributions to Peer Reviewed Books**

Marcus-Quinn A. and Hourigan, T., (2020). "The materiality of support materials (informal books) in the classroom” in Schilhab, T.& Walker, S (eds) *Materiality of Reading.* Aarhus University Press

Marcus-Quinn, A., Hourigan, T and McCoy, S. (2020) “How Should Second-Level Schools Respond In An Era of Digital Learning” in The Education Yearbook, Education Matters. https://educationmatters.ie/downloads/EMYB-20192020.pdf

Hourigan, T., Marcus Quinn, A., (2017). “The potential of OERs for K12 Schools; the need for policy.” in Marcus Quinn, A., Hourigan, T., (eds). Handbook of ICT in K12 Schools Springer Publishing.

Marcus Quinn, A., Hourigan, T., (2017). “Introduction,” in Marcus Quinn, A., Hourigan, T., (eds). Handbook of ICT in K12 Schools Springer Publishing.

Marcus-Quinn, A., Clancy, I., (2015) Furthering Higher Education Possibilities through Massive Open Online Courses” in Mesquita, A., Peres, P. (eds) MOOCs Advances in Educational Technologies and Instructional Design. . Hershey, Pennsylvania: IGI Publishing.

Marcus Quinn, A., Cleary, Y., (2015). “How distance education students use mobile devices to access learning resources” in Zhang, Yu (ed). Handbook of Mobile Teaching and Learning Springer Publishing.

**Selected Conferences**

Marcus-Quinn, A and Hourigan, T. (2019) Open Education and Post-Primary Education, ResearchED, Dublin, October 5th. Available online https://epale.ec.europa.eu/en/content/researched-dublin-2019

Marcus-Quinn, A and Hourigan, T. (2019) Exploring the Possibilities afforded by Open Education at Second Level in Ireland. OER19, Galway, Ireland

Marcus-Quinn, A. (2019) “Reading in the Digital Age”, Chat Bot, Art Bot, Book Bot. Goethe Institute, Dublin, Ireland 21st-22nd March.

Moys, JL, Marcus-Quinn, A and Hourigan, H (2017). “Investigating the Interplay Between Typographic Differentiation, Motivation and Recall in E-learning” in Books and Screens and the Reading Brain Vilnius, Lithuania September 2017

Marcus-Quinn, A. & Cleary, Y. (2016). Postgraduate students’ use of m-learning. In Proceedings of Global Learn 2016(pp. 6-10). Association for the Advancement of Computing in Education (AACE).

Cleary, Y., Marcus-Quinn, A. (2015) 'Use of M-learning among Irish Technical Communication Students' In Proceedings of the IEEE ProComm 2015 Conference, University of Limerick, 12-15 July 2015.

Marcus-Quinn, A., (2015). Creating Digital Learning Objects for Third Level Students

Online EDUCA Berlin, Germany. Online EDUCA Volume: 21 Pages: 116-118.

**Reports**

Marcus-Quinn, A., Hourigan, T and McCoy, S. (2019) Independent Expert Report on Digital Education in Ireland for the EU Commission.

Dune, C., Marcus-Quinn, A., O’Dálaigh, C. (2020). An Independent Review of Tablet Devices at Ratoath College. Commissioned by the LMETB, Ireland.

Risquez, A., McAvinia, C., O’Keeffe, A., Bruen, C., Desmond, Y., Rooney, P., Flynn, S., Ryan, D., Farr, F., Marcus-Quinn, A. & Coughlan, A (2015). Learning resources and open access in higher education institutions in Ireland. Funded by the National Forum for the Enhancement of Teaching and Learning, Ireland.

**Teaching:**

**Most frequent recent modules taught:**

**Graduate Certificate/MA in Technical Communication/BA in English and New Media**

* Principles of Professional and Technical Communication and Information Design (TW5211).
* Theory of Technical Communication (TW5221).
* Workplace Issues in Technical and Professional Communication (TW5212).
* Content Development and Information Management (TW5222).
* Software labs

**Teaching Philosophy:**

One of the global millennium development goals is education for all. I believe that the effective exploitation of technology is one way of achieving this. The appropriate use of technology enables faculty to engage in a spectrum of eLearning; ranging from completely autonomous self-directed learning to very teacher-centred lessons. My research has identified active learning, with the teacher at the centre of the learning process, to be crucial to exploiting the available technology.

Both Wenger and Vygotsky’s work see education as a social construct. My PhD looked at the emerging area of online Communities of Practice (CoPs) for post-primary schools. Through my work with the NDLR I have seen CoPs work successfully at third level and I believe that this area has great potential for schools. The sample CoP comprising students from second year of post-primary school included in my own research was a success for both the teachers and the students involved.

My approach to teaching is influenced by Professor Laurillard’s belief that teaching offers the opportunity to engage in research led teaching. I have published on activities in the classroom. In Ireland NAIRTL advocate this research led strategy when planning teaching activities and I have been a recipient of a NAIRTL funding for such a project.

**Teaching Experience (Higher Education):**

During the early stages of my MA (2001/2002) I worked for the Technical Communication section as a liaison officer for distance students. I have been teaching at third level since 2004. I have taught a diverse range of student groups, both undergraduate and postgraduate. This has afforded me the opportunity to adapt to new teaching strategies including adapting class materials for students with special needs. I was nominated by a colleagues for a regional teaching award.

**Development of teaching aids**:

At the end of each semester I have always reviewed and updated my teaching materials to ensure that they meet the changing needs of students.

**Development of written materials:**

As a member of the Technical Communication section I contribute to course content for the modules including instructional design, brochure design, documentation management, integration of text and graphics, design issues for online information delivery, Web design and the role of typography in design.

**Development of assessment methods**:

I work closely with my colleagues in the Technical Communication section and also liaise with the external examiners. This process ensures that the assessment methods employed are relevant to the subject matter. In addition to these activities all project-based assessments are designed to meet the standard requirements of employers in the industry.

**Development of curriculum (Development of new courses):**

In 2009 I was involved in the design of the Teaching Innovation and Enhancement module offered as part of the Specialist Diploma in Teaching, Learning and Scholarship. I am now responsible for my own modules and in my current role I am aware of changes in industry. Changes in the preferred technologies employed by companies hiring UL graduates mean that I have to adapt my software workshop module every year. I believe that the curriculum should reflect any necessary changes in industry/society.

**Enhancement of staff-student relations:**

In addition to my teaching duties, I also mark course projects and end of semester written exams. I always make detailed and constructive feedback available to students. Students have always commented that this feedback is of great assistance in helping them to maintain or improve their performance.

**Interdisciplinary collaboration**

I have collaboratively developed digital learning resources for faculty including: Physiotherapy, Languages, Teaching and Learning. I am involved in the collaborative design and development of eLearning projects with the Japanese section. This work involves usability testing, evaluation and write up (publication) of student use of software.

**Research Supervision:**

I have supervised research projects undertaken by postgraduate students (both full-time and distance students) and have been a second reader for MA theses in Technical Communication. I have successfully supervised 31 taught MA students in Technical Communication and E-Learning. All of these students are now working in industry as technical writers, content specialists, graphic designers etc. I am currently supervising three PhD candidates.

I am currently supervising five MA students.

**Administration Experience:**

* Co-authoring NDLR annual reports. Co-authoring NDLR documents for the HEA.
* Compiling usage statistics for the NDLR service, disseminating user satisfaction surveys, and collating survey results.
* Preparing the NDLR toolkits for institutional representatives at the 21 institutions of higher education in Ireland.
* Organising annual NDLR showcase event.
* Reviewing national applications for NDLR funding. Reviewing applications for national conferences.
* Identifying potential collaborative groups for national projects that bridge the gap between technical learning design specification and the reality of the teaching context.
* Student records (grade entry).
* Student queries.
* Student advisor to distance students.
* Preparation of module syllabus for the creation of a new module (TL5042).
* Quality review technical editor (collated and edited) Languages, Literature, Culture and Communication Self Assessment Report 2006.
* Quality review team for 2016/2017

**Service:**

* I am the Course Director for the MA in Technical Communication and E-Learning (On Campus and Distance.
* I served on the Quality Committee for the SAR 2016 for the School of Culture and Communication.
* I am the module coordinator for all of the four modules that I teach during the academic year.
* I served on the Humanities Ethics Committee as the representative for the School of Culture and Communication.
* I served as an external assessor for Technical Communication at the University of Portsmouth (2016).
* I served on two committees for the School of Culture and Communication (Research and Marketing).
* I served on two Course Boards for AHSS: BA in Journalism and the BA in Applied Languages.
* I was a member of the Union’s Executive Committee (Research Representative 2013-2016).
* I am a reviewer for international journals including Contemporary Issues in Technology and Teacher Education (CITE) Journal and the Australasian Journal of Educational Technology.
* I have contributed to my institution’s teaching environments through the organisation and participation in various seminar series.
* Through my work with the National Digital Learning Resources service I provided support to faculty in how to best use technology to meet their needs and to help them to be innovative in their design and development of resources using technology.
* I act as a reviewer for national conferences including EdTech.
* Since 2011 I have served on a national Directory of Advisors for the National Council for Curriculum and Assessment (NCCA).
* Completed training in Child Protection (2011).

**Work Experience**

**September 2017-Present**

School of Languages, Literature, Culture and Communication

(Technical Communication Section) University of Limerick

## Position: Lecturer above the Bar

Duties:

* Course Director for the Graduate Certificate in Technical Writing by Distance (2017-2019).
* Course Director for the MA in Technical Communication and E-Learning (On Campus and Distance) (2019-present)
* Preparing and delivering lectures, tutorials and software labs to both undergraduate and postgraduate students.
* Development and delivery of innovative online course material for distance learners.
* Software workshops for distance students.
* Setting and marking course projects and end of semester written exams.
* Supervision of students’ research projects.
* Supervision of MA theses.
* Supervision of PhD candidates.
* Advisor to distance students.
* Engaging in promotional work for the department.

**September 2013-Present**

School of Languages, Literature, Culture and Communication

(Technical Communication Section) University of Limerick

## Position: Lecturer below the Bar

Duties:

* Course Director for the Graduate Certificate in Technical Writing by Distance.
* Preparing and delivering lectures, tutorials and software labs to both undergraduate and postgraduate students.
* Development and delivery of innovative online course material for distance learners.
* Software workshops for distance students.
* Setting and marking course projects and end of semester written exams.
* Supervision of students’ research projects.
* Supervision of MA theses.
* Supervision of PhD candidates.
* Advisor to distance students.
* Engaging in promotional work for the department.

**November 2006-June 2013**

National Digital Learning Resources (NDLR) service.

## Position: Open Educational Resources Advocate (Research Officer)

* Development and promotion of digital resources at third level.
* Liaising with academic staff to develop digital material.
* Service administrator for National Digital Learning Resources (NDLR) service.
* Maintaining the Helpdesk system and website for the NDLR.
* Teaching on the Specialist Diploma in Teaching and Learning.
* Reviewer for funding NDLR applications.
* Reviewer for national Teaching and Learning conference activities (NDLR, Irish Learning Technologists Association and Educational Developers Ireland Network).

**November 2006-June 2011**

School of Languages, Literature, Culture and Communication

(Technical Communication Section) University of Limerick

## Position: Part time Distance Tutor

* Development and delivery of online course material for distance learners.
* Weekend software workshops for distance students.
* Marking course projects and end of semester written exams.
* Supervision of distance students’ research projects.
* Student advisor to distance students.
* Engaging in voluntary promotional work for the College of AHSS.

**February 2004-June 2006**

School of Languages, Literature, Culture and Communication

(Technical Communication Section) University of Limerick

## Position: Teaching Assistant

* Teaching tutorials and software labs to both undergraduate and postgraduate students.
* Development and delivery of online course material for distance learners.
* Software workshops for distance students.
* Setting and marking course projects and end of semester written exams.
* Supervision of distance students’ research projects.
* Second reader on MA theses.
* Student advisor to distance students.
* Lecturing on the international summer school. Engaging in promotional work for the department

at career fairs and open days.

**Other relevant work (2004-2011):**

## March 2006 Department of Languages, Literature and Cultural Studies

## Position: Technical Editor (Freelance Contract)

 Collating and editing the Department’s Quality Report.

Nov 2003-Feb 2004 Assistant Registrar’s Office

Nov 2004-Feb 2005 University of Limerick

## Position: Technical Editor (Freelance Contract)

Duties: Collating and editing the University of Limerick’s Annual Reports.

Preparing these reports for Internet delivery.

Oct 2002-Nov 2003 Bard na nGleann, Ballingeary, Co. Cork

## Position: Technical Writer

Duties: Writing Online Help for Customer Relationship Management software.

 Writing in-house documentation for standard operating procedures.

 Usability testing of company’s language learning Web Site - Gaeltalk.

Oct 2001-Oct 2002 University of Limerick

## Position: Liaison Officer for Technical Communication

Duties: Meeting with distance learners and distributing course materials.