College Tips and Tricks

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This document is a personal project.

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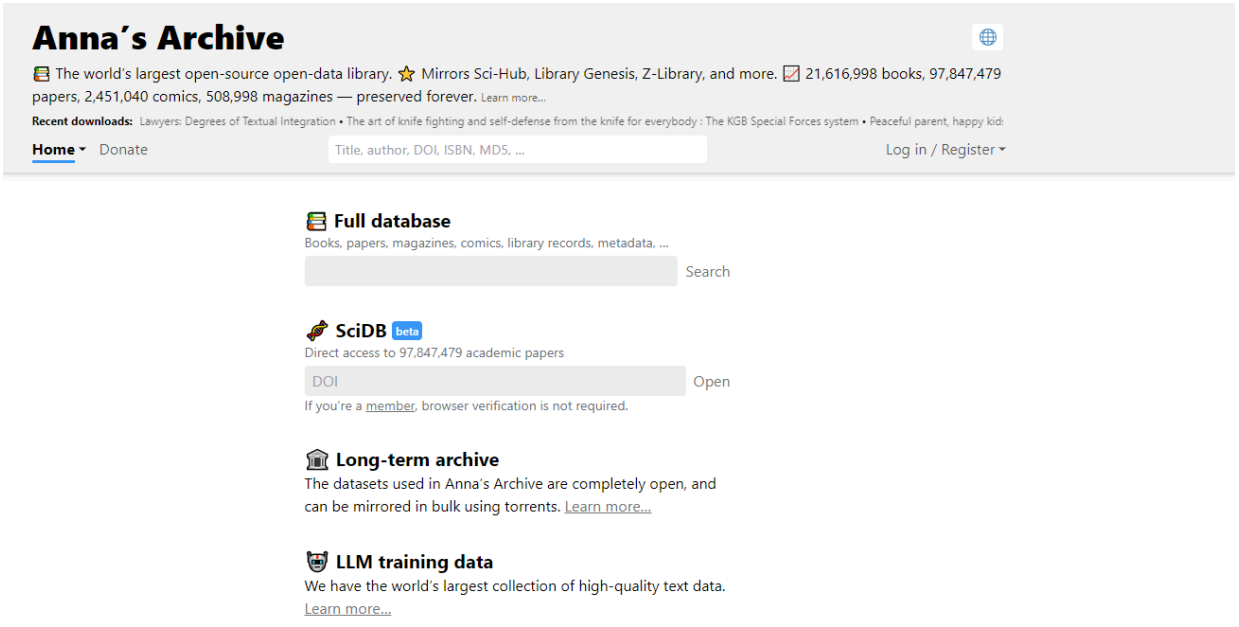
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Suggestions

Access Academic Articles and Textbooks for Free

Anna's Archive for Academic Articles and Textbooks

Anna's Archive can be used to download academic articles with a DOI and textbooks as well as fiction and non-fiction books for free.

https://annas-archive.org/



Sci-Hub for Academic Articles

Sci-Hub can be used to download 80-90% of academic articles which would usually be paid (e.g. from JSTOR).

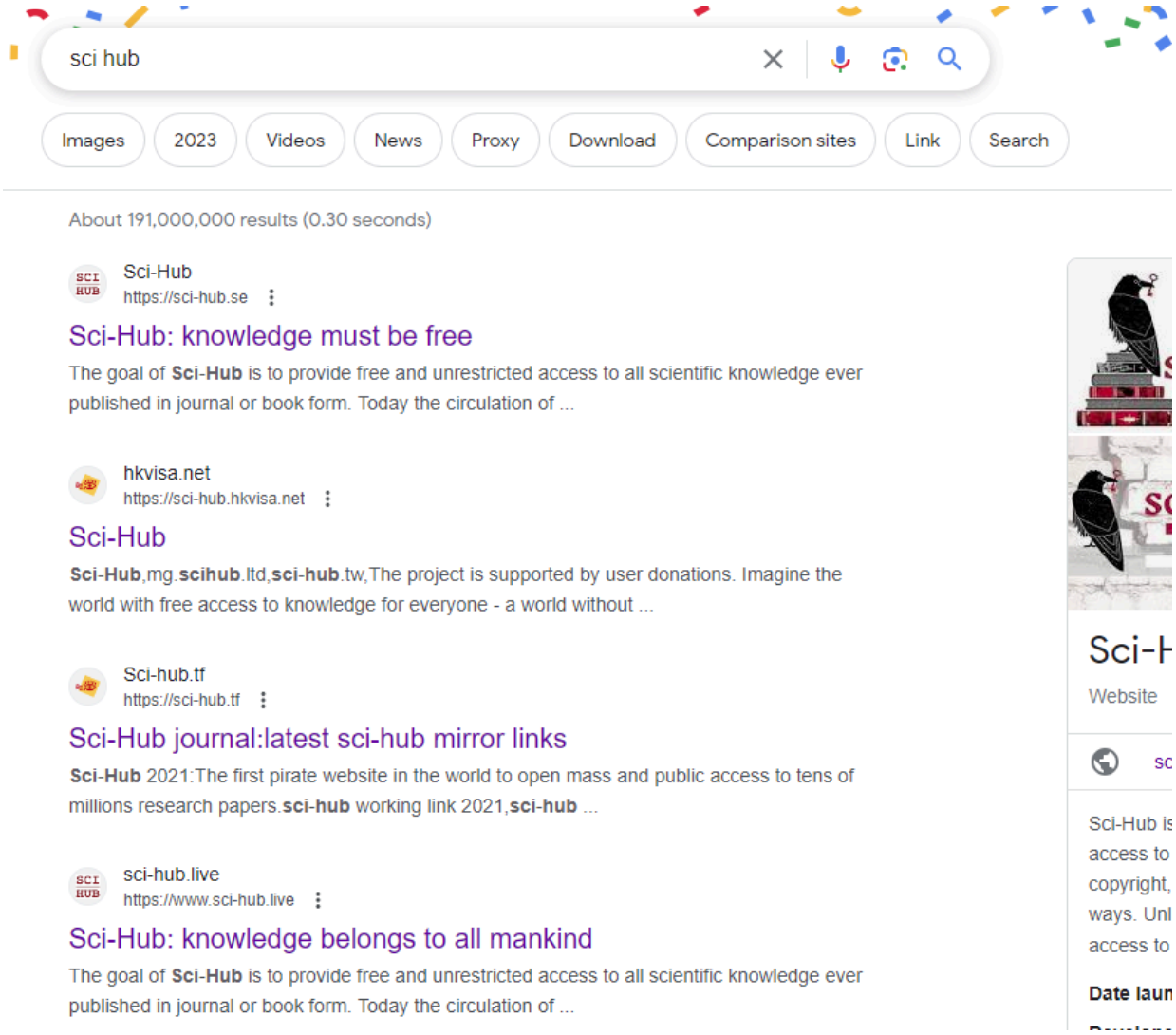
You can use the links found here to access Sci-Hub:

https://sci-hub.se/

https://sci-hub.hkvisa.net/

https://sci-hub.tf/

You can also do a Google search for it and see if one of the links work:



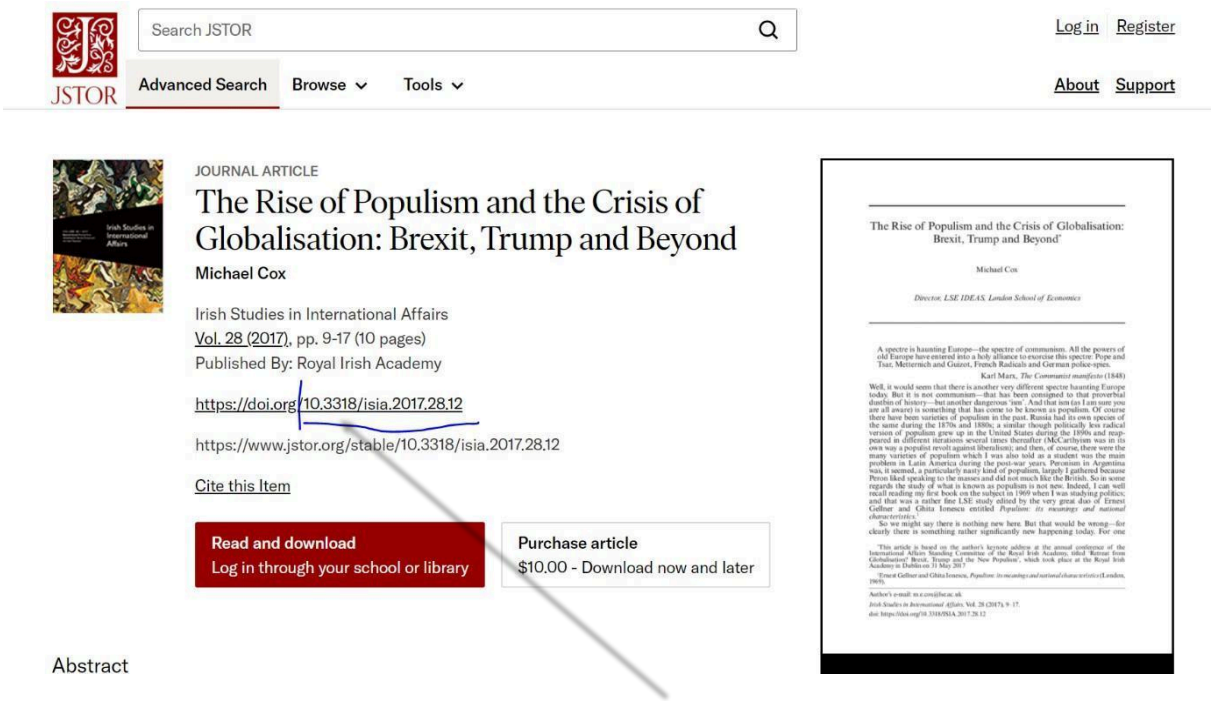
Once you've found a link it should look like this. Don't proceed with a link that says Citationsy although that also works, but not in all cases and has annoying captchas.



Now what always works is if you take the so-called DOI number of the article you want and paste it in there, and click search.



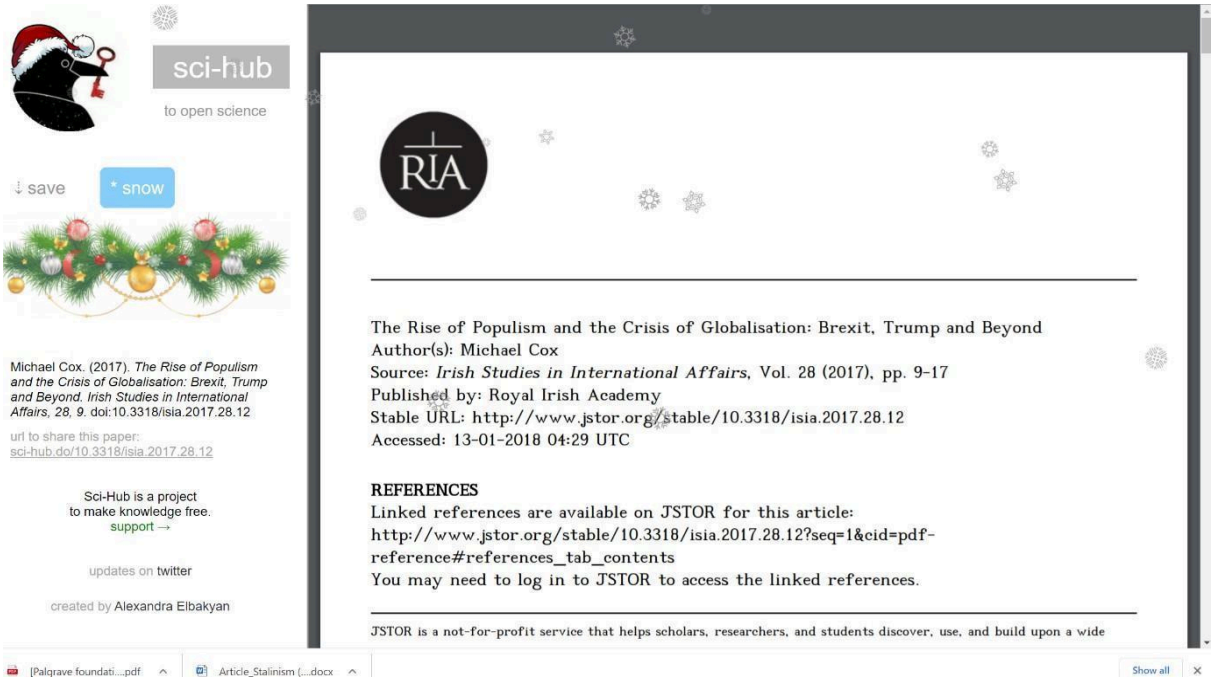
The DOI number is AFTER doi.org – that is what you must put in. In the case of JSTOR, it can be found here as follows.



So, the DOI number of an article with the DOI link of https://doi.org/10.3318/isia.2017.28.12 is the last part 10.3318/isia.2017.28.12 is as follows.



Click ‘Open’ or ‘Search’… and the article will appear.



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LibGen can be used to download PDFs and E-Pubs of whole books. You can access this resource using any of the below URLS:

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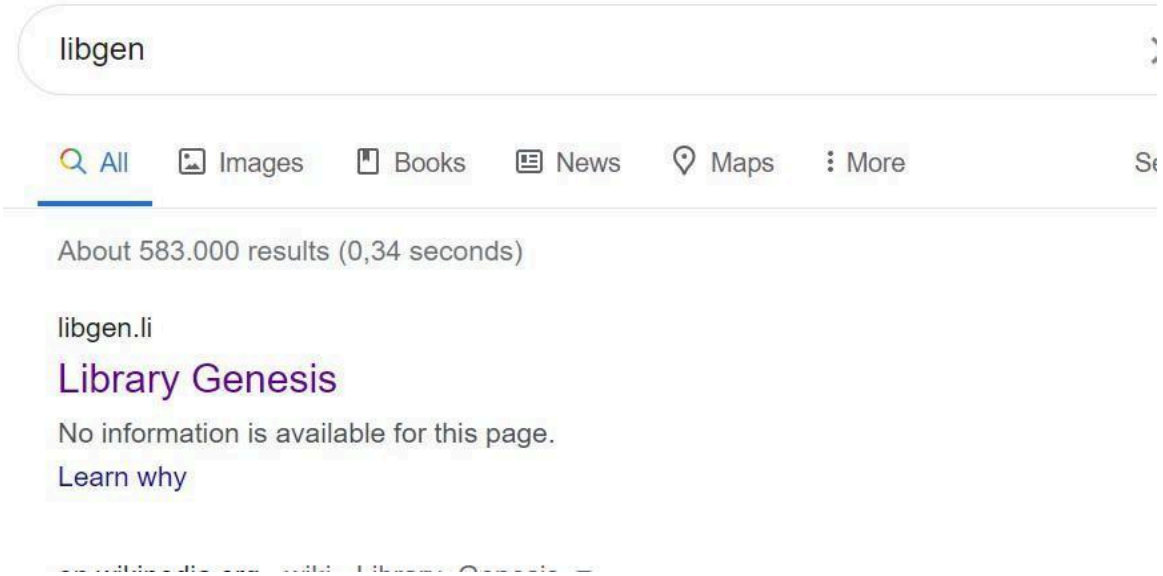
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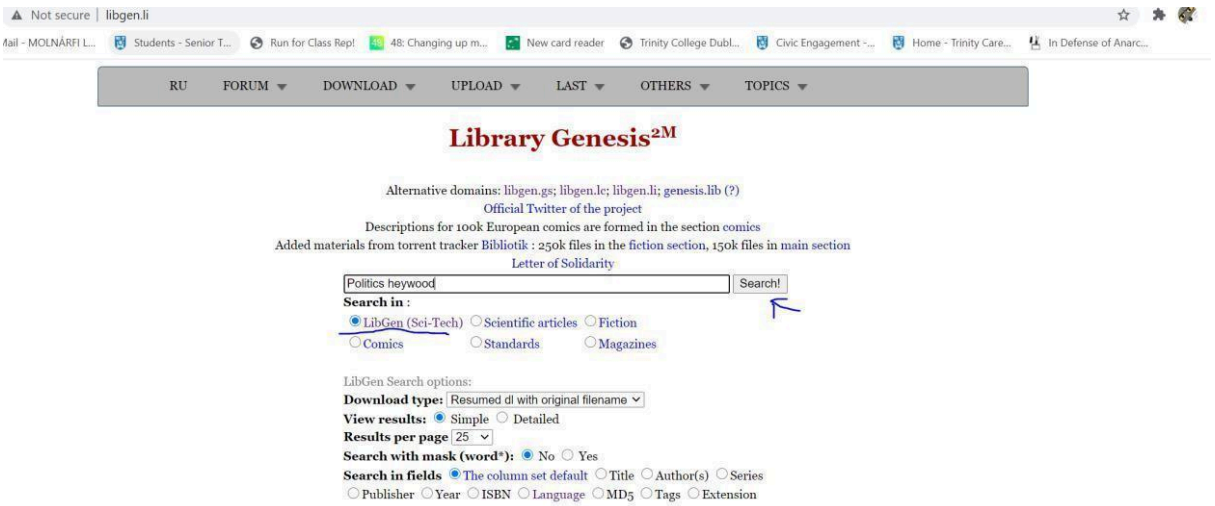
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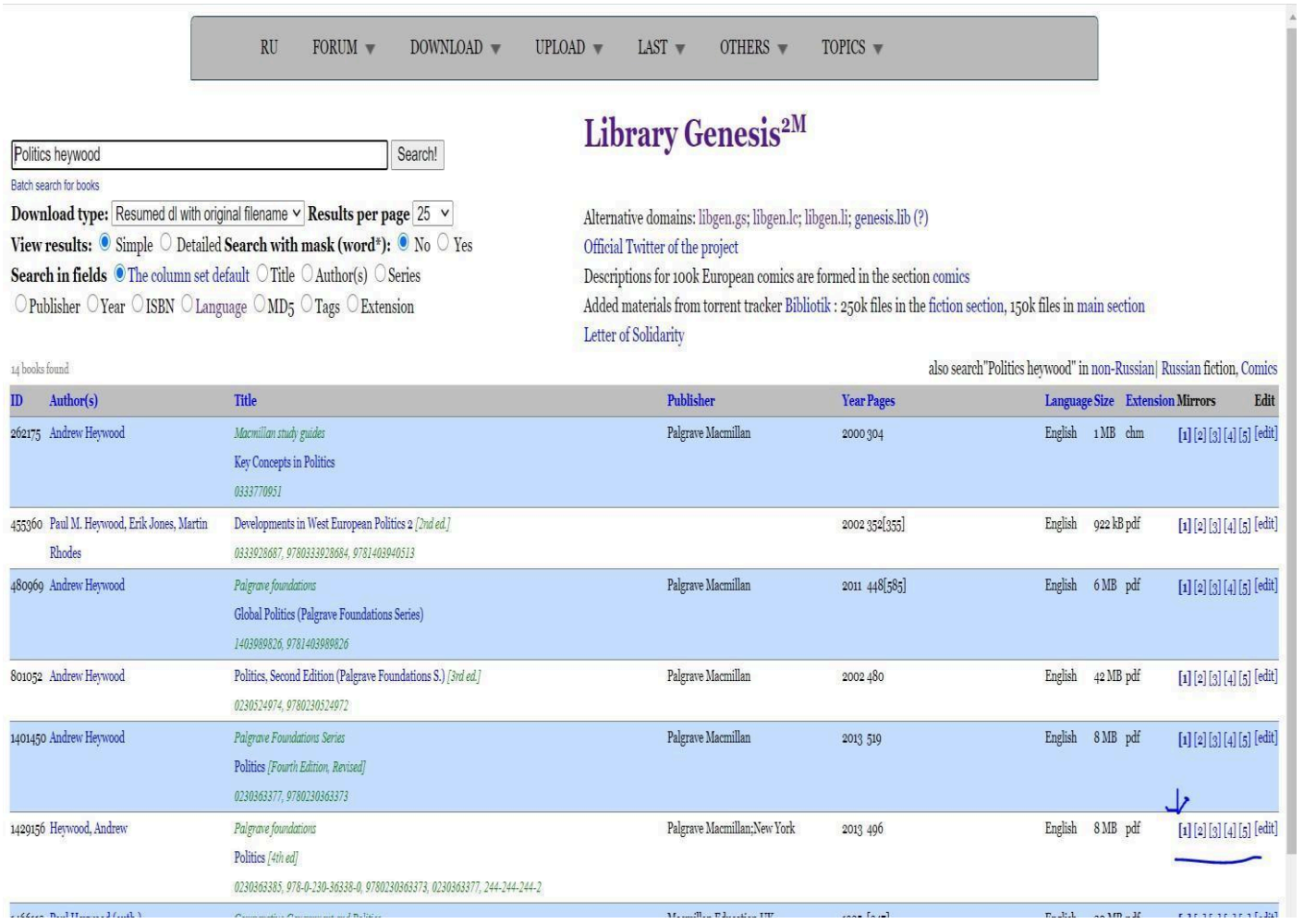
https://libgen.click/

If these links do not work, you will need to do a Google search to find it.

Sometimes, with LibGen, you manage to download an EPUB but not a PDF. Unless you have a Kindle, you will not be able to read it. However, you can use a free website like EPUB to PDF converter like PDFCandy (https://pdfcandy.com/epub-to-pdf.html) to get a PDF.


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Official Twitter of the project
Descriptions for 100k European comics are formed in the section comics
Added materials from torrent tracker Bibliotik : 250k files in the fiction section, 150k files in main section
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Results per page 25
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Search in fields The column set default Title Author(s) Series
Publisher Year ISBN Language MD5 Tags Extension





Make sure when searching that ‘LibGen (Sci-Tech)’ is selected. Search the name (or name + author or just author) of the book and click the links on the right-hand side (numbered 1,2,3,4,5) – Each of these links will have a different outline but look for ‘Get’ or ‘Download’. Then it

will download in PDF and you can open the book.

Please note that sometimes, when you click ‘GET’, a spam or virus website might pop-up. Do not click, download or run anything that ends in a ‘.exe’ or asks to install a “downloader” or anything of that nature.

Ask the Author for a Copy of the Academic Article

Please note that you can also ask the authors in question for a copy, if the book or academic articles is not available on any of the aforementioned sites. Authors do not benefit in any way from the paywalls, it all goes to the publisher, so they are likely to help you out. Sample email as follows.

Dear Professor XYZ,

I am making a presentation/essay/etc. on XYZ for University. I am a XYZ-year undergraduate/postgraduate student at the XYZ institution.

I would like to ask you for a copy of your article “XYZ" (from year XYZ), as I believe it could be of use for my presentation/essay/etc.. It is unfortunately behind a paywall and my institution has no access to it.

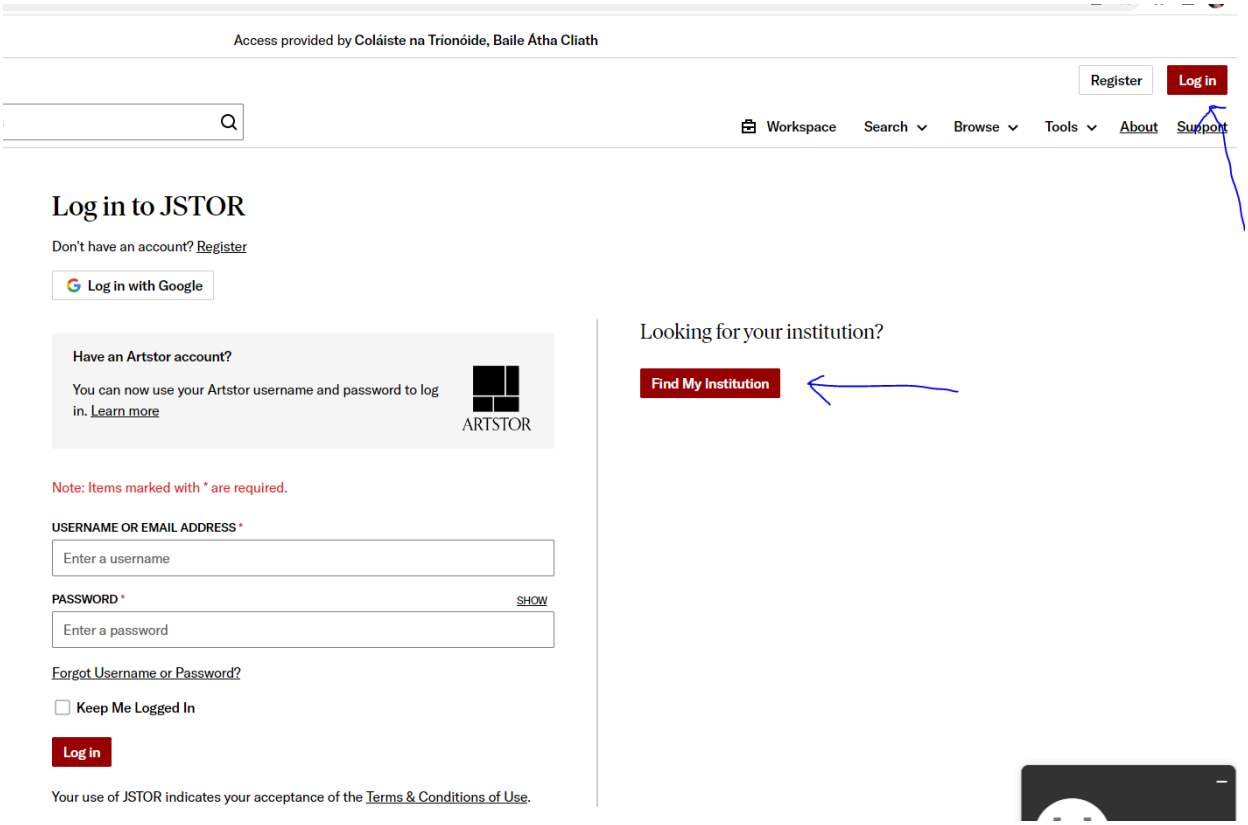
Thank you very much in advance,

Best Regards,

XYZ

Log-In Through Your Institution to Access Academic Article

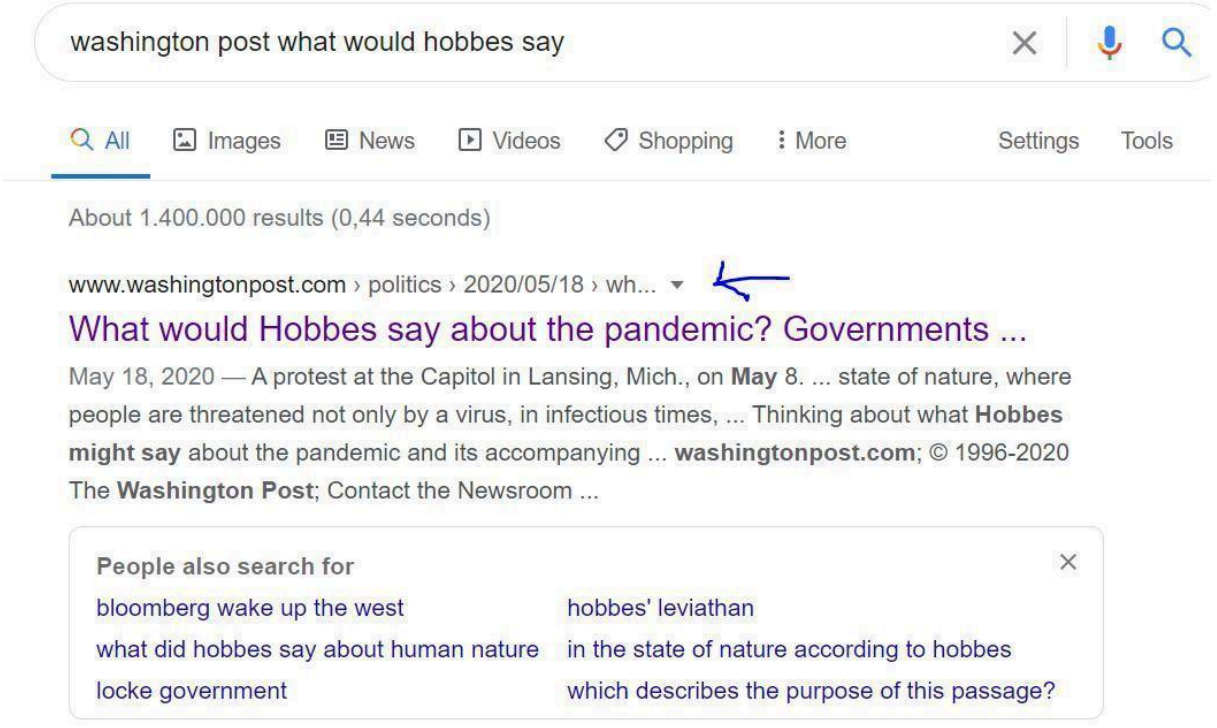
Please also note that you can log-in through Trinity College Dublin or any other institutional access, and this may grant you a free copy of the academic article in question. The way to log-in varies from publisher to publisher. However, here is a screenshot for JSTOR.

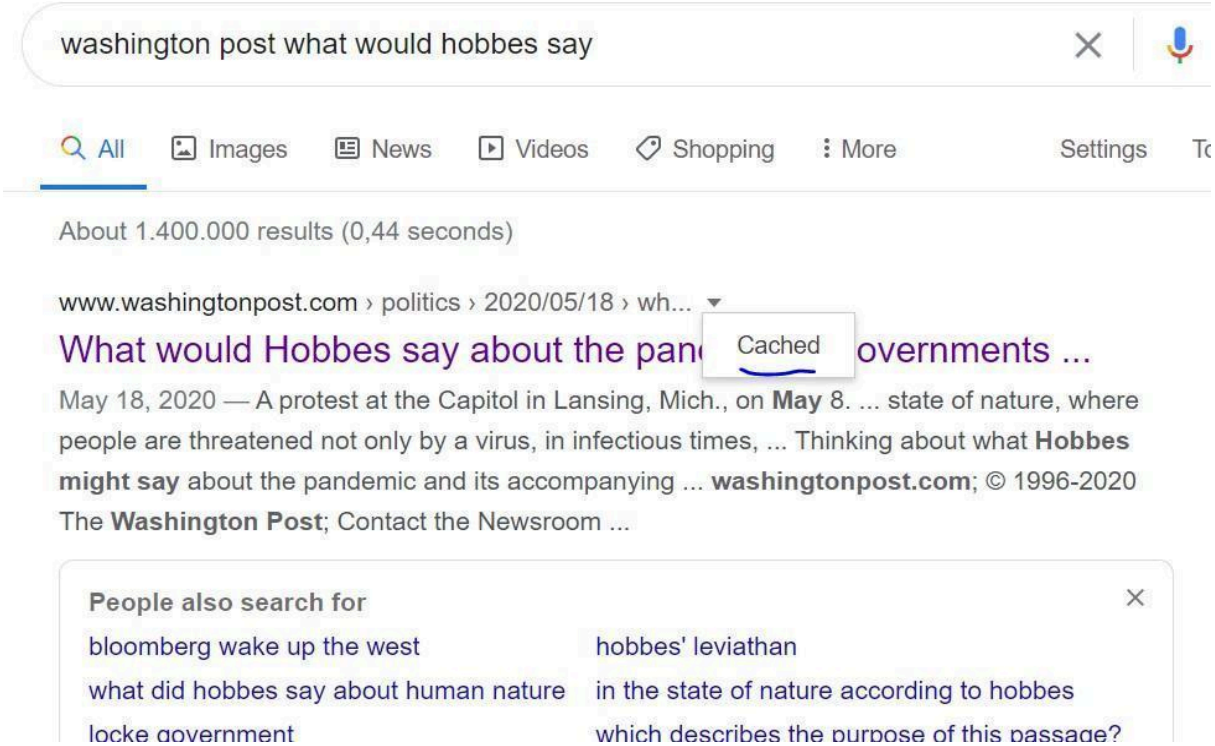


Access News Articles Behind Paywalls

With Google Cache

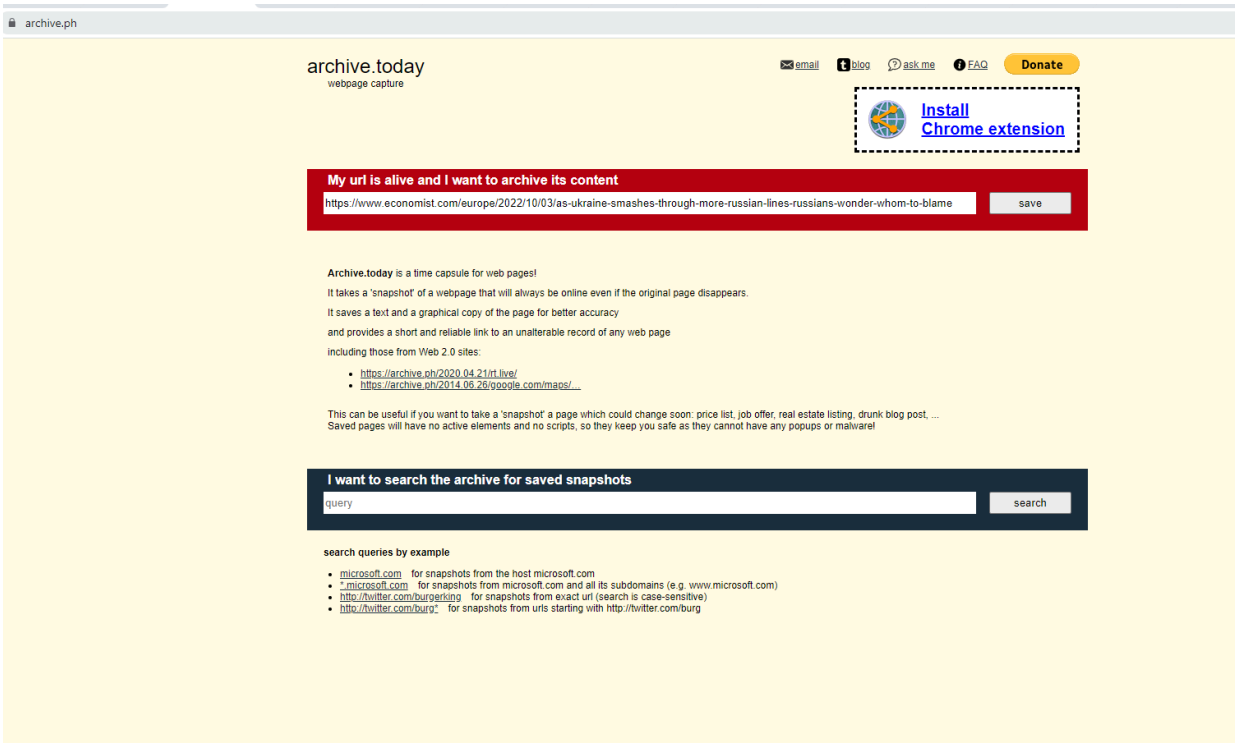
Search the article on Google, click the little arrow next to the URL and click Cached.

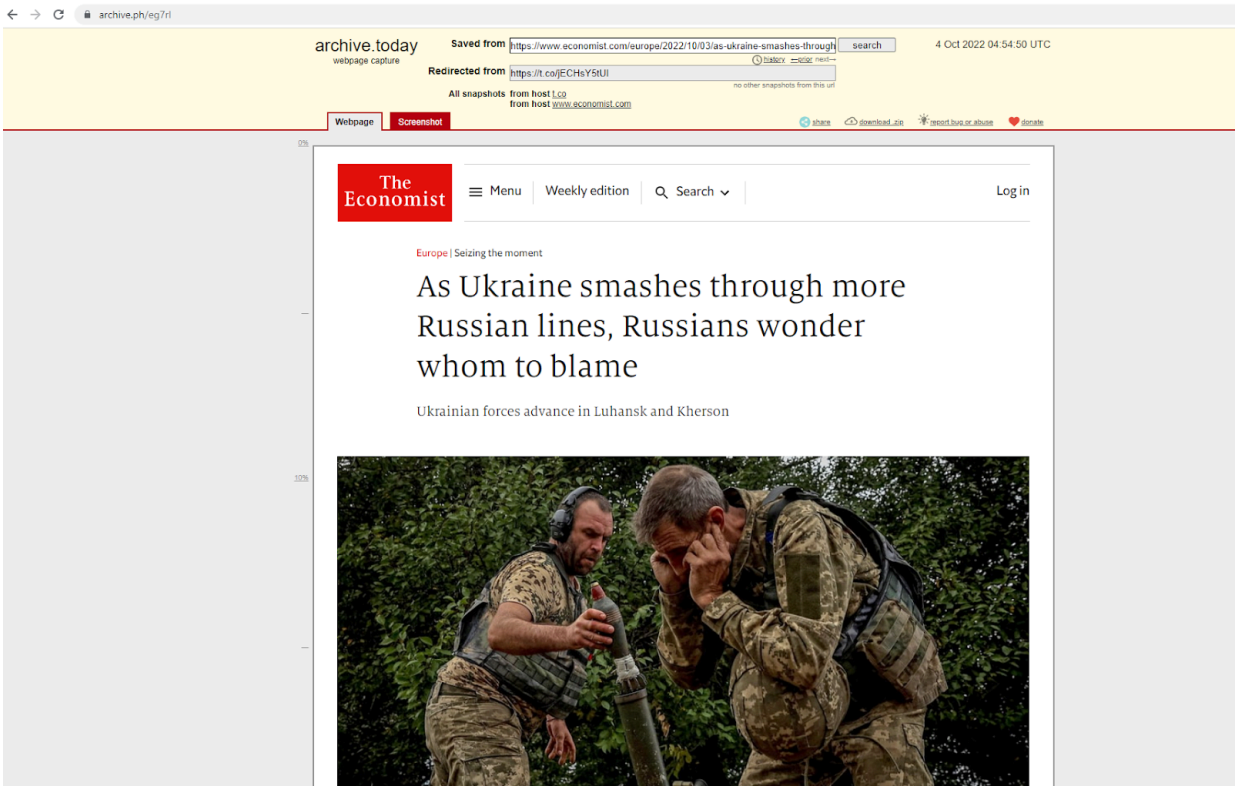




With Archive.ph

Open Archive.ph (http://archive.ph) and copy-paste the URL of the article , click ‘Save’, and then it will redirect to the article without the paywall.

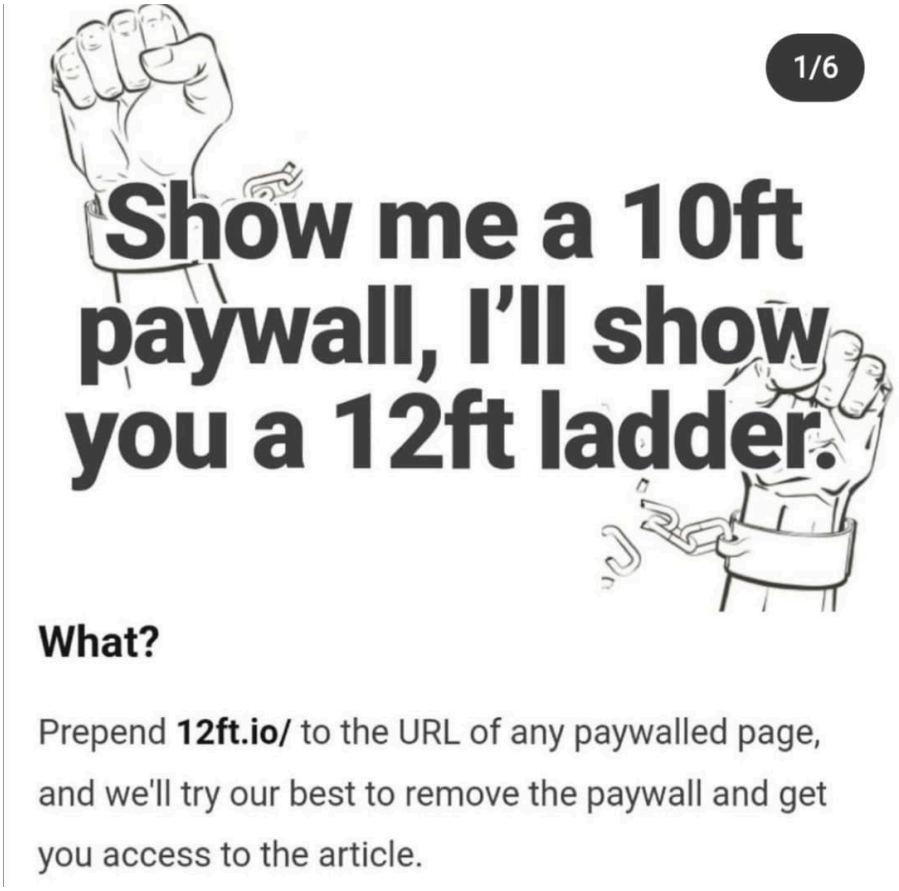


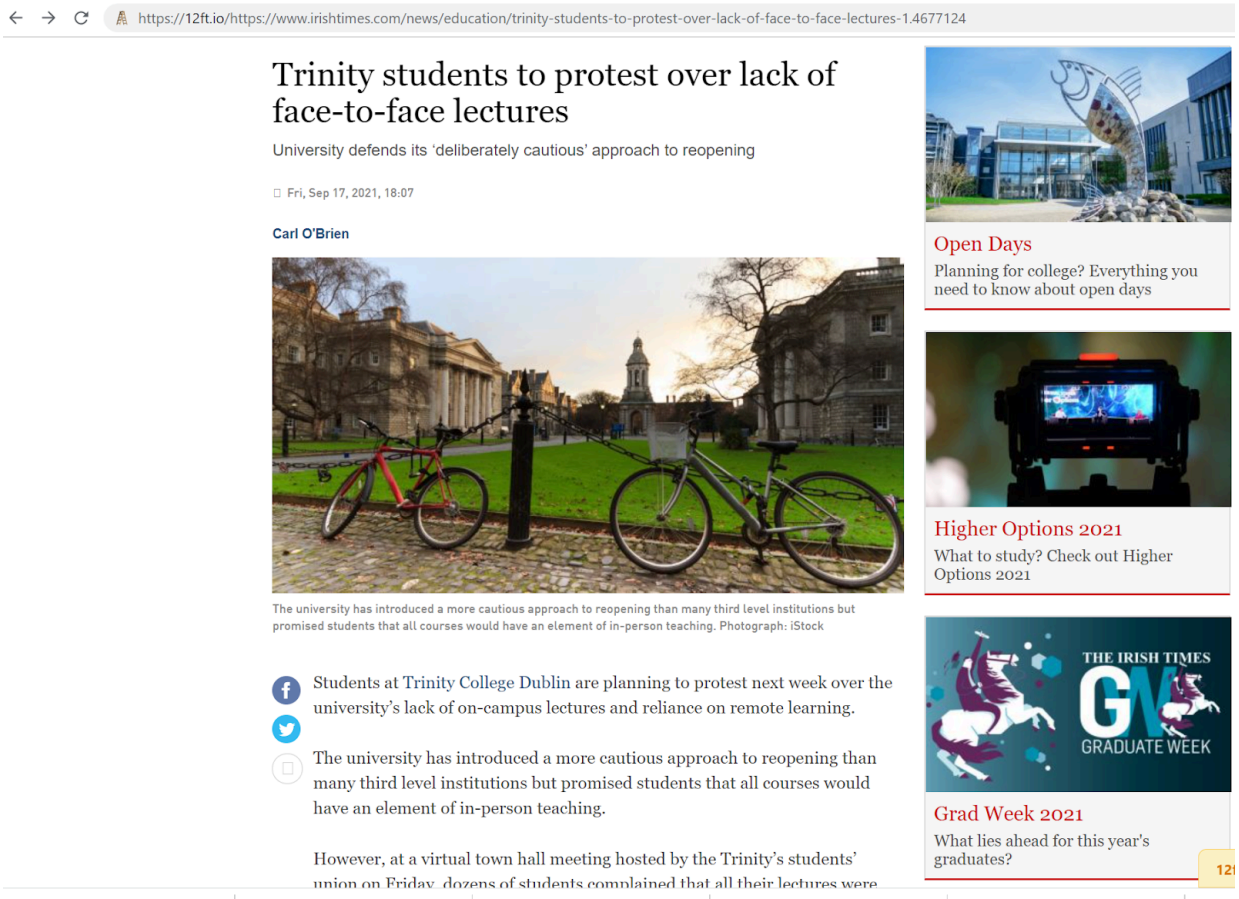


With 12ft.io

Alternatively, you can use 12ft.io - prepend 12ft.io/ to the URL of any paywalled page, and there is a good chance you can get access to the newspaper article.

E.g. https://12ft.io/https://www.irishtimes.com/news/education/trinity-students-to-protest-over-lack-of-face-to-face-lectures-1.4677124 .



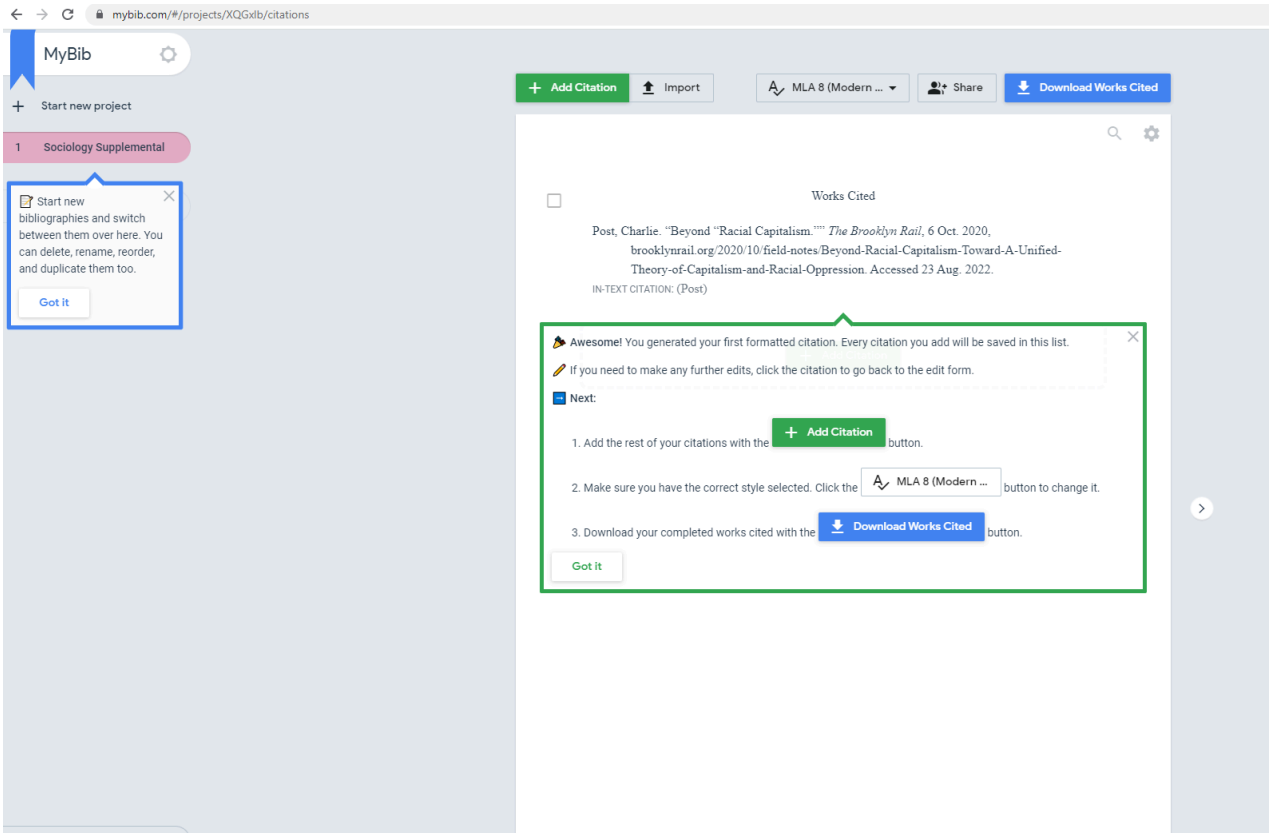


Please note that the above picture is that of the Irish Times. The Trans Writers' Union announced its boycott in September 2021 of the Irish Times, due to a transphobic

editorial line. The reading, sharing or use of the Irish Times is discouraged. I encourage you to take part in the boycott in solidarity with the trans community.

Citation Generator

For citations, you can use MyBib (https://www.mybib.com), a very handy tool for automatic referencing. It allows you to select sources like JSTOR, DOI, newspapers, PDF, etc.

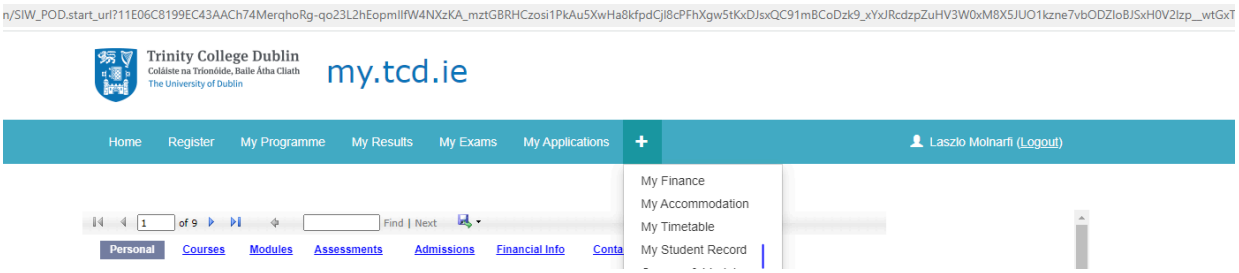


If, however, you want to do it yourself or are unsure of how to cite certain sources, the University of Limerick has a handy guide (https://libguides.ul.ie/ld.php?content_id=23581826).

Templates

Email Template Asking for an Extension (TCD)

Write to your tutor and then they contact the lecturer on your behalf. Who your tutor is should be in your course email, as the tutors are supposed to introduce themselves early in the year to their tutees. It is also on my.tcd.ie (https://my.tcd.ie) under “My student record”.



The earlier you ask for an extension, the better. Attach any supporting documentation. This doesn't necessarily have to be medical certificates.

In case your tutor does not reply, write to the Senior Tutor, who you can find on Trinity's website.

https://www.tcd.ie/seniortutor/

You can always write to the Education Officer (education@tcdsu.org) of the TCDSU in CC, in case there is a need to escalate.

Here is a sample email.

Dear XYZ,

I am writing to request an extension on the deadline for the XYZ assignment that I am currently working on. While I have finished XYZ, it is taking longer than I anticipated.

I was supposed to submit the project on XYZ, but I will appreciate it if you can extend the deadline to XYZ. That will give me sufficient time to finish the assignment.

Thank you for your consideration. I sincerely regret the delay.

Best,

XYZ

Here is an alternative email.

Dear Senior Tutor's Office,

I (student number XYZ) had a mid-term essay for XYZ due for XYZ but unfortunately I had gotten sick, which was so bad that it distracted me from writing. I went to the doctor and have obtained a certificate.

I would like to request if possible that I do not be punished for the late submission as I am submitting a day late. Attached is the medical report.

Thank you, best regards ,

XYZ

Email Template For Access Case-By-Case to Recordings of Lectures

Please send this to your tutor if in Trinity alongside all the Professors you are making the request to.

Dear Professor [FULL NAME]

I wanted to reach out to let you know that I've [REASON] and I'll be unable to attend your lectures in person this week.

To that end, I wanted to ask if it was in any way possible to record them, as I would really like to avoid missing all the information, and would like to keep on top of the lecture materials.

Thanks so much in advance and best wishes,

[FULL NAME]

[STUDENT NUMBER]

Email Template For Requesting Permanent Recording of Lectures In Case There is Only Case-by-Case Access (TCD)

SUBJECT: Recording of in-person lectures

Dear Professor [FULL NAME],

Hope you are keeping well.

I am contacting you on behalf of course, and those from our course who take the [MODULE NAME AND CODE] module.

We are writing to bring to your attention a difficulty that we have been facing with regards to this module and to ask for your help in resolving the issue at hand. The lack of lecture recording in this module has presented itself as a barrier to accessing

education for those students who are working, who are parents, mature students who have other commitments and those of us with disabilities or neurodivergent.

At our College, there is no general provision to access recordings of lectures. Seeing that the course allows only case-by-case access to recordings, concerns were immediately raised within our class and elsewhere. Case-by-case access to online resources could be granted to those who are unable to attend in-person classes for medical or other justified reasons, however, the implementation of this system has failed catastrophically on-the-ground. Not just because of the fundamental issue that such a mechanism based on the exception and not the rule will mean that some will fall through the cracks, but specifically the following issues are what students in our class are facing.

Firstly, alternative arrangements may be slow to be implemented despite attempts by students to reach out to tutors, lecturers and course administrators. It has been reported that access to lecture recordings may take weeks or even months. However, if there was commonplace lecture recording, this unfortunate situation could be avoided, and ill students could still avail of access to education, without having to go through bureaucratic processes.

By bringing the following issues with case-by-case provision for remote learning to your attention, we hope to convince you to set-up general lecture recording within this module.

- The case-by-case mechanism has delays which make the whole system slow. The time between writing to the designated contact person, them processing the request, liasing with other involved parties is a slow, stressful and bureaucratic process, one that should be better streamlined. Oftentimes, due to the already underfunded administrative structures of Schools and technological issues, students receive no replies as academic workers are overwhelmed, and more resources are needed. In addition, by the time a request to record to a lecturer who is not recording classes generally reaches them, it is already too late, as the week's lecture has already been held.
- In a similar vein, the actual procedure for requesting access to remote learning is unclear. The tcd.ie website is full of broken links, unintelligible structure and is not properly searchable on Google, but communications coming from College do not explain at all how to follow one's education in case of various issues. This exacerbates the issue of delay, and it may mean that students are apprehensive of reaching out when they need help.
- It is furthermore to note that many students do not necessarily have medically justified or otherwise considered justified reasons for accessing lecture recordings. Not all students have a ‘conventional’ reason for accessing these lectures and may not be comfortable sharing with you or their tutor these reasons, and therefore they will be be discouraged from following their education. For example, the cost of living crisis combined with the disastrous housing market has meant that many are commuting. It would be much better

if access to lecture recordings were provided as a matter of principle in this crisis situation. If hybrid learning provisions are not implemented, the risk of deferrals and dropouts grows. At the University of Galway, 91 out of 300 deferrals were blamed on the rental market.
    - The result of this is that students are not given the opportunity to follow learning from home. It is my experience that students often-times do not get access to the resources that they need in time.
- For exam and assessment preparations, recorded lectures can be very helpful, as students can revise easier. Students can learn, clarify concepts and revise without needing further support or input from the lecturer. A study at Swinburne University of Technology in Australia notes that *'students across all disciplines in our study indicated that they used lecture-recording to review, revise or catch up on missed lectures, and, regardless of their discipline, students wanted lecture-recording to be available across all their subjects believing recordings enhanced their studies'*. (Dona, Gregory, Pechenkina, 2017).
- Viewing statistics are useful for the lecturer as it allows them to see where difficulties may lie for students and which concepts are the hardest to master.
    - Apart from this, hybrid learning offers a more inclusive, accessible and equitable learning environment.
        - Trinity College Dublin's 'Accessible Information Policy & Guidelines', the policy document based on the legal framework of the Disabilities Act (2005), sets out our college's commitment to accessible and inclusive learning for all students. At Trinity, 10% of students are registered with the Disability Service, and there are many more who aren't but would still greatly benefit from adherence to the principles of Universal Design for Learning (UDL), of which lecture recording is a key part of. The Trinity-INC project has been promoting this method of delivering and designing learning, in collaboration with academics from the School of Education.
        - I'd also like to bring to your attention the memo of Professor Martine Smith, Dean of Graduate Studies on the 20th of September 2021, which clearly set out an inclusive policy of hybrid learning following discussions with student and staff stakeholders, at least during the pandemic. It builds on Trinity College Dublin's 'Policy on Trinity Virtual Learning Environment', which already states that all lecture slides should be uploaded to Blackboard.
        - Hybrid learning offers choice for students. Those who work, are caregivers, or have disabilities could better avail of education should they be able to choose their own learning pace and environment. I'd like to refer you to literature on the subject, such as the European Unions' report on quality investment in education and training, which found that hybrid learning increased student engagement, achievement, and overall gave a positive view of it. Other literature (Hesse, 2017) also confirms these effects.

    - On recorded lectures, for example, there can be captions, which make it more accessible to students with hearing problems or international students with learning difficulties.
    - The Covid-19 pandemic, in essence, has provided an opportunity to build back better; we should take advantage of it and improve our educational system. No student should be disadvantaged because of factors outside of their control, through no fault of their own.
- Hybrid learning will mean that students can pay more attention in class, and take notes later, especially for students with attention difficulties, like ADHD or other neurodivergent students. While many take notes hurriedly during class, this would enable students to deeply engage with the material. A paper by Emily Nordmann (2018) that states, *'Lecture capture can be used to support generative note-taking as students who take more verbatim notes during a live lecture can use recordings to generate paraphrased notes at a later time during revision to improve the quality of their notes.'*
- There has been a myth that less students will show up to class in-person if there is a choice. We believe that blended learning is about supporting those who want to show up but cannot (e.g. people with disabilities, anxiety or international students away from the country for whatever reason), and as such we should focus on them rather than those who would not show up to class anyways, in-person or online. In addition, there has not been any conclusive data presented by College which shows this to be true. Some studies have found attendance unaffected (Suzanne G. Bollmeier, Philip J. Wenger, and Alicia B. Forinash, 2010). In 2016 the University of Huddersfield set up lecture capture in 120 rooms with particularly positive feedback from disabled and international students (Walker, Whittles, 2016). Finally, we should be focusing on quality over quantity of learning - attendance numbers are quantity, but many students will be able to learn better with access to recorded lectures, which is quality. The argument about decreased attendance cannot be used in direct link with a decrease in the amount of learning that happens.

From having spoken to the [LECTURERS, COURSE DIRECTOR, ETC.], I was also made aware of the technical difficulties faced by lecturers, the unresponsive IT support and the lack of guidance from senior management. I'd like to extend my solidarity to you and rest assured that this email is in no way intended to place the blame for technical difficulties onto you, administrators or the School, but clearly there is a lack of support coming from higher-up, and IT Services seem unresponsive or unable to fix the issue at times. Even after a case-by-case request is processed, oftentimes nothing can be provided due to technical difficulties. We are, in essence, asking you to record the module whenever it is possible for you to do so, and to make as much noise as possible towards IT and senior management to get the lecture recording equipment working and in order for you to be able to record your classes.

In addition, if this is within your jurisdiction, allow students access to last year's recordings for the specific week(s) of teaching when they are sick or alternatively record the lecture on your mobile device outside of the College-approved Panopto system, and then send that onto the student(s) in question. Setting up a Zoom in situ and recording that could also be used for lecture recording, and low-tech like audio-only recorders or letting students with their own devices with your permission record are also viable solutions. In addition, if you can raise these policy proposals in College governance anywhere, we would appreciate it. It would also be timely to send out a reminder email to students that they can access lecture recordings, even if on a case-by-case basis.

Every day, I get messages from students who are in a marginalised group and are unable to follow education, and are worried about their academic performance because they are unable to take part in the learning process. We are asking for cooperation between students and staff during this difficult time, for many of us are struggling with the cost of living, are working to pay for College, even anxious about going in-person due to the post-pandemic syndrome, have disabilities, are student parents, neurodivergent or who would otherwise make good use of recorded lectures.

We are as such asking for your support in this urgent matter, and for you to push these issues on a College-level as well. We are asking for solidarity. On the same topic of solidarity, I would like to conclude that when the time comes, we students will also stand in solidarity with our academic workers, be it on the picket line or otherwise.

Thank you very much for reading our email,

Best Regards,

[FULL NAME], [POSITION], on behalf of [YEAR] [COURSE].

Email Template For Requesting Permanent Recording of Lectures In Case They Are Not Recorded At All (TCD)

Dear Professor [FULL NAME],

Hope you are keeping well.

I am contacting you on behalf of course, and those from our course who take the [MODULE NAME AND CODE] module.

We are writing to bring to your attention a difficulty that we have been facing with regards to this module and to ask for your help in resolving the issue at hand. The lack of lecture recording in this module has presented itself as a barrier to accessing

education for those students who are working, who are parents, mature students who have other commitments and those of us with disabilities or neurodivergent.

At our College, there is no general provision to access recordings of lectures. Some courses do have lecture recordings, others are limited by technical issues or otherwise are not recorded. A few courses provide access on a case-by-case basis and some do not have any supports at all.

We hope to convince you to set-up general lecture recording within this module, for the following reasons.

- The lack of the option for remote learning, which would be a temporary relief in the midst of the cost of living crisis and also make education more accessible to workers, parents, mature students who have other commitments, etc., is a serious issue for students.
- Many students have medical or non-medical reasons to access recorded lectures. Recordings of lectures is an equality issue. For example, the cost of living crisis combined with the disastrous housing market has meant that many are commuting. It would be much better if access to lecture recordings were provided as a matter of principle in this crisis situation. If hybrid learning provisions are not implemented, the risk of deferrals and dropouts grows. At the University of Galway, 91 out of 300 deferrals were blamed on the rental market.
- The result of this is that students are not given the opportunity to follow learning from home. It is my experience that students often-times do not get access to the resources that they need in time.
- For exam and assessment preparations, recorded lectures can be very helpful, as students can revise easier. Students can learn, clarify concepts and revise without needing further support or input from the lecturer. A study at Swinburne University of Technology in Australia notes that *'students across all disciplines in our study indicated that they used lecture-recording to review, revise or catch up on missed lectures, and, regardless of their discipline, students wanted lecture-recording to be available across all their subjects believing recordings enhanced their studies'*. (Dona, Gregory, Pechenkina, 2017).
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key part of. The Trinity-INC project has been promoting this method of delivering and designing learning, in collaboration with academics from the School of Education.
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    - On recorded lectures, for example, there can be captions, which make it more accessible to students with hearing problems or international students with language difficulties.
    - The Covid-19 pandemic, in essence, has provided an opportunity to build back better; we should take advantage of it and improve our educational system. No student should be disadvantaged because of factors outside of their control, through no fault of their own.
- Hybrid learning will mean that students can pay more attention in class, and take notes later, especially for students with attention difficulties, like ADHD or other neurodivergent students. While many take notes hurriedly during class, this would enable students to deeply engage with the material. A paper by Emily Nordmann (2018) that states, *'Lecture capture can be used to support generative note-taking as students who take more verbatim notes during a live lecture can use recordings to generate paraphrased notes at a later time during revision to improve the quality of their notes.'*
- There has been a myth that less students will show up to class in-person if there is a choice. We believe that blended learning is about supporting those who want to show up but cannot (e.g. people with disabilities, anxiety or international students away from the country for whatever reason), and as such we should focus on them rather than those who would not show up to class anyways, in-person or online. In addition, there has not been any conclusive data presented by College which shows this to be true. Some studies have found attendance unaffected (Suzanne G. Bollmeier, Philip J. Wenger, and Alicia B. Forinash, 2010). In 2016 the University of Huddersfield set up lecture capture in 120 rooms with particularly positive feedback from disabled and international students (Walker, Whittles, 2016). Finally, we should be focusing on quality over quantity of learning - attendance numbers are quantity, but many students will be able to learn better with access to

recorded lectures, which is quality. The argument about decreased attendance cannot be used in direct link with a decrease in the amount of learning that happens.

- We are asking that there be general lecture recording and not just access on a case-by-case basis based on medically certified or other grounds. This is because of the following reasons.
    - The fundamental issue is that such a mechanism based on the exception and not the rule will mean that some will fall through the cracks.
    - Alternative arrangements may be slow to be implemented despite attempts by students to reach out to tutors, lecturers and course administrators. It has been reported that access to lecture recordings may take weeks or even months. However, if there was commonplace lecture recording, this unfortunate situation could be avoided, and ill students could still avail of access to education, without having to go through bureaucratic processes.
    - Not all students have a 'conventional' reason for accessing these lectures and may not be comfortable sharing with you or their tutor these reasons, and therefore will be discouraged from following their education.
    - The case-by-case mechanism has delays which make the whole system slow. The time between writing to the designated contact person, them processing the request, liasing with other involved parties is a slow, stressful and bureaucratic process, one that should be better streamlined. Oftentimes, due to the already underfunded administrative structures of Schools and technological issues, students receive no replies as academic workers are overwhelmed, and more resources are needed. In addition, by the time a request to record to a lecturer who is not recording classes generally reaches them, it is already too late, as the week's lecture has already been held.
    - In a similar vein, the actual procedure for requesting access to remote learning is unclear. The tcd.ie website is full of broken links, unintelligible structure and is not properly searchable on Google, but communications coming from College do not explain at all how to follow one's education in case of various issues. This exacerbates the issue of delay, and it may mean that students are apprehensive of reaching out when they need help.

From having spoken to the [LECTURERS, COURSE DIRECTOR, ETC.], I was also made aware of the technical difficulties faced by lecturers, the unresponsive IT support and the lack of guidance from senior management. I'd like to extend my solidarity to you and rest assured that this email is in no way intended to place the blame for technical difficulties onto you, administrators or the School, but clearly there is a lack of support coming from higher-up, and IT Services seem unresponsive or unable to fix the issue at times. Even after a case-by-case request is processed, oftentimes nothing

can be provided due to technical difficulties. We are, in essence, asking you to record the module whenever it is possible for you to do so, and to make as much noise as possible towards IT and senior management to get the lecture recording equipment working and in order for you to be able to record your classes.

In addition, if this is within your jurisdiction, allow students access to last year's recordings for the specific week(s) of teaching when they are sick or alternatively record the lecture on your mobile device outside of the College-approved Panopto system, and then send that onto the student(s) in question. Setting up a Zoom in situ and recording that could also be used for lecture recording, and low-tech like audio-only recorders or letting students with their own devices with your permission record are also viable solutions. In addition, if you can raise these policy proposals in College governance anywhere, we would appreciate it. It would also be timely to send out a reminder email to students that they can access lecture recordings, even if on a case-by-case basis.

Every day, I get messages from students who are in a marginalised group and are unable to follow education, and are worried about their academic performance because they are unable to take part in the learning process. We are asking for cooperation between students and staff during this difficult time, for many of us are struggling with the cost of living, are working to pay for College, even anxious about going in-person due to the post-pandemic syndrome, have disabilities, are student parents, neurodivergent or who would otherwise make good use of recorded lectures.

We are as such asking for your support in this urgent matter, and for you to push these issues on a College-level as well. We are asking for solidarity. On the same topic of solidarity, I would like to conclude that when the time comes, we students will also stand in solidarity with our academic workers, be it on the picket line or otherwise.

Thank you very much for reading our email,

Best Regards,

[FULL NAME], [POSITION], on behalf of [YEAR] [COURSE].

Email Template to ask Professor to Move Examination Online (TCD)

Dear Professor [FULL NAME],

Hope you are keeping well.

I am contacting you on behalf of our course, [MODULE], and those from our course who take the [MODULE] module.

We, the undersigned, are writing to you to ask you to move our in-person [MODULE] examination on the [XYZ] of [MONTH] [YEAR] to its online, open-book counterpart, as we are worried about our level of preparedness and consequently our mental wellbeing. In addition, open-book exams in general hold multiple benefits to teaching and learning.

The idea of sitting in-person examinations is a scary one. This feeds into our mental health, which really is at a breaking point. It is demonstrable in College that every time assessment season comes around in Semester 1 and Semester 2, demand for counseling shoots up, and due to underfunding of these services there are months-long waiting times. There is, in any case, a youth mental health crisis, exacerbated by the cost of living crisis and the financial difficulties we find ourselves in, not to mention the impact of Covid-19. Over 50% of students struggled with their mental health during Covid-19. Today, 88% of students report worrying about finances, a further 55% skip lectures to go to class due to the cost of education. We know that the underfunding of our institutions has a severe impact on our education, and we note that a lot of our course content is presented by academic staff who themselves are under severe pressure because of the stresses of job insecurity following from the fact that 50% or so of staff are casualized at Trinity. The research is also clear that those who feel better, learn better and that the format of assessments is a major factor in this. (LLLPlatform, “Rethinking assessments: Prioritizing Learners’ Wellbeing”).

The benefits of open-book and alternative assessments is clear. Apart from reducing exam-related stress, it can also help enhance application-based learning,research shows and multiple studies confirm. For example, closed-book exams incentivize memorizing and rote-learning, whereas open-book exams can aid in mastering a topic by giving students and also lecturers more freedom. High-stakes standardized and closed-book assessments traps both the student and the teacher in a teach-to-exam framework. This, in turn, means that open-book exams incentivize deep-engagement with a subject, exploration and curiosity, as it is no longer satisfactory to simply regurgitate learned facts and authors, but a deeper analysis has to be shown. Specifically, in order to get good grades in closed-book exams with short and strict time limits, it is oftentimes enough to talk about course materials, whereas an open-book exam demands engagement with the course, extra research and also referencing, learning researchers’ skills along the way. Inclusive assessments are assessments for learning, and not of learning.

It also provides a level-playing field. If certain students are feeling unwell, physically or mentally due to whatever may happen, they are disadvantaged in a closed-book exam. Also, College students raise families, work and deal with day-to-day issues which mean that they may not be solely focused on the course, and need that flexibility in their studies. It is not fair that they should be judged on their performance within such a short and specific time and date, so focused on rote learning the course material rather than demonstrating genuine interesting and research skills in a subject. On the other hand, an open-book exams (e.g. essay, research project, etc. that is open for a longer time) allows the ability for time management, and more scattered engagement over a period of days or weeks that alleviate this issue.

For all these reasons, the student opinion clearly prefers open-book exams. It is all these reasons why we would like to ask for your help in moving the [MODULE] examination to be online and open-book rather than in-person. As of the latest College policy, individual lecturers can decide this. We are very scared and worried and hope that you can understand our concerns.

We would as such like to ask for your support in this urgent matter, and for your support in pushing for exams at Trinity College Dublin to be online and open-book rather than in the RDS.

Best Regards,

[Class Rep / Signatures / Student]

Email Template Asking Professors to Include Pronouns

SUBJECT TITLE: Importance of Pronouns

Hello,

I am emailing to request that you consider (a) including your pronouns in your zoom name and (b) encouraging your students to do the same! Including your pronouns in your name is a great way to demonstrate solidarity and support for transgender and non-binary students, while normalizing pronouns in educational and professional spaces! It is the job of cisgender students and educators to make transgender students comfortable in educational spaces.

By normalizing the use of pronouns, transgender and non-binary students aren't forced to "out" themselves just by being the only student in a classroom to have their pronouns in their names. Further, demonstrating solidarity and support with transgender and non-binary students is vital in our efforts to promote productive learning environments. All your students, including transgender and non-binary students, need to know that you are on their side. By putting your pronouns in your zoom name, you can show transgender students that you are aware of them and are willing to be an active part of the effort to make them feel safer in educational spaces.

It's very easy to put your pronouns in your Zoom name:

1. Find settings on the zoom application (the top right square on the application will bring you there).
2. Select 'profile.'
3. Select 'edit my profile.'
4. Log into your university account.
5. Add your pronouns to your display name. (ex. (he/him), (they/them), (she/her))

-- Some devices may have different instructions! If you have any trouble, you can reach out to the university help desk.

Some other ways that you can help transgender and non-binary and queer students feel comfortable are to (a) include your pronouns in other places, such as your email signature, (b) don't take attendance from the roster (a lot of transgender students do not use their government names), (c) learn about preferred language (e.g. many transgender people do not like the term "preferred pronouns" because it implies that gender is a preference), and (d) educate yourself on how queer identities intersect with your course subjects and include that representation in your course discussions!

You can read more information about the use of pronouns here.

Thank you so much for your consideration,

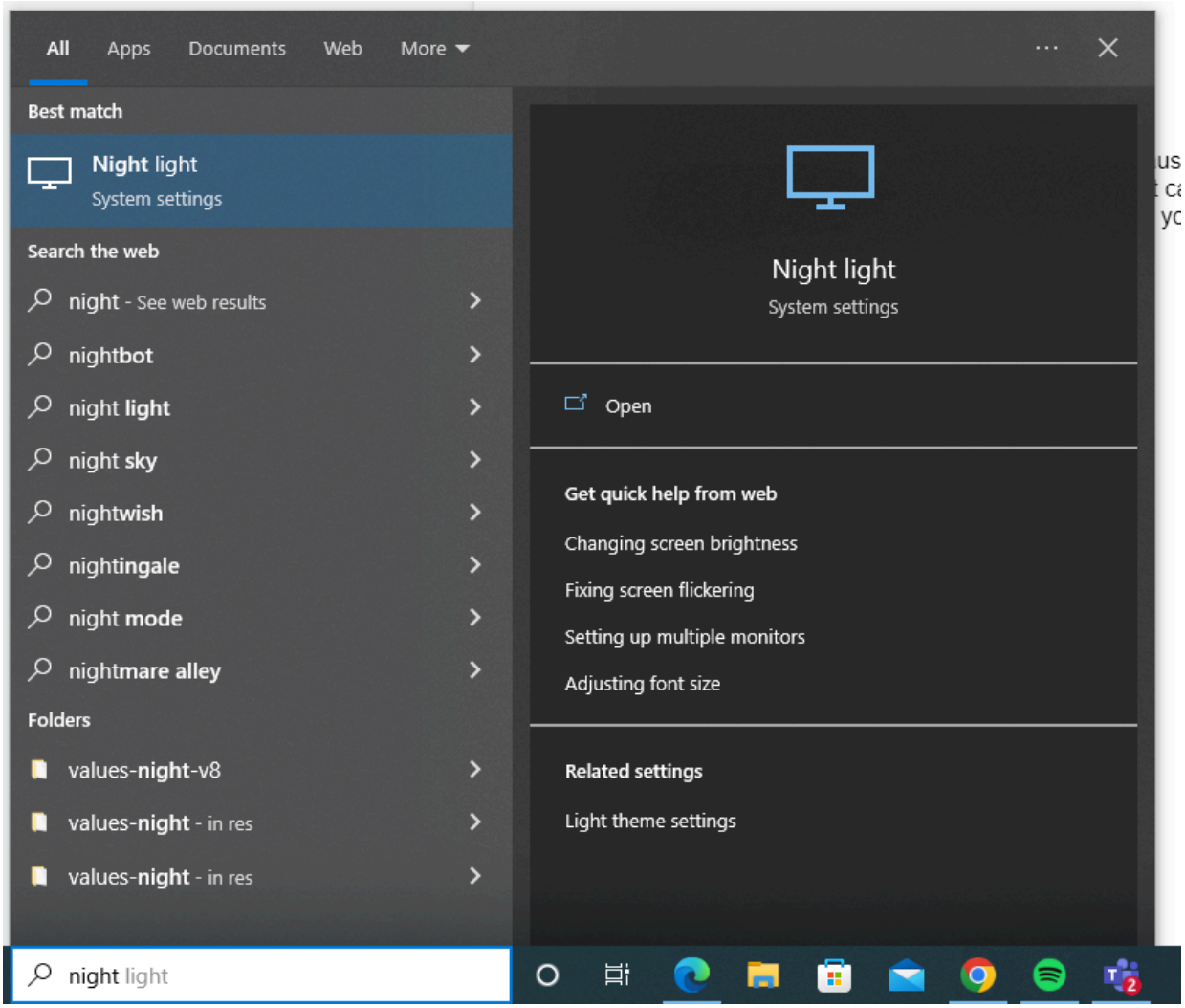
[Student Name] [Your Pronouns]

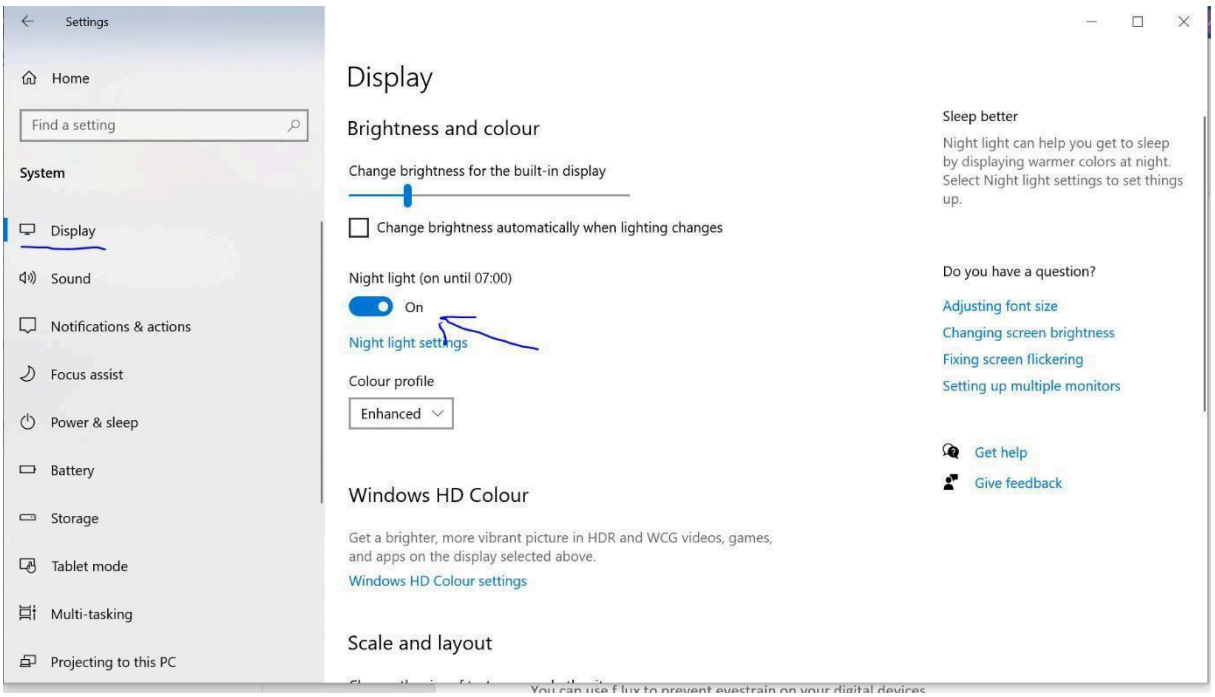
Academic Calendar (TCD)

The Academic Calendar can be found at the following link (https://www.tcd.ie/calendar/).

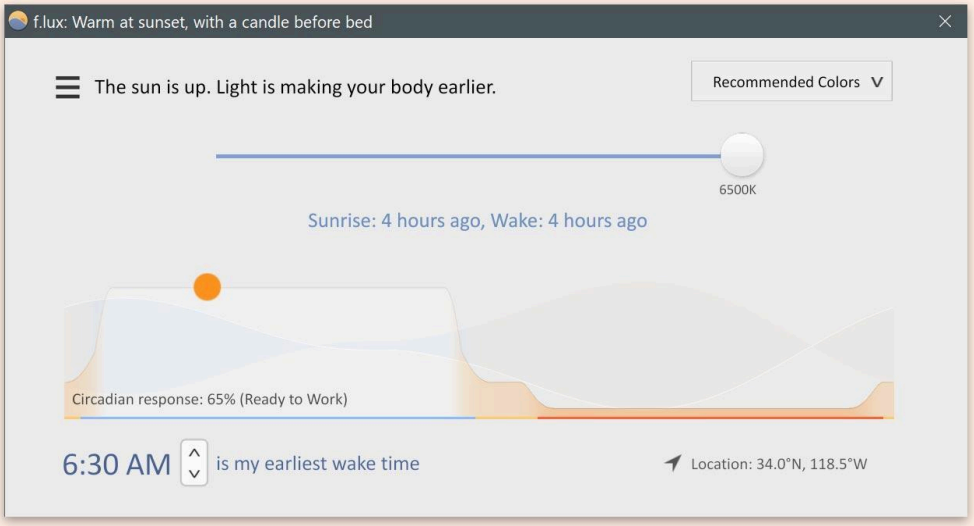
Alleviate Eye Strain

Eye strain and blue light can be a major issue as it causes headaches and damage to your nervous system. Windows 10 has a function that can alleviate this, built in, called 'night light'.



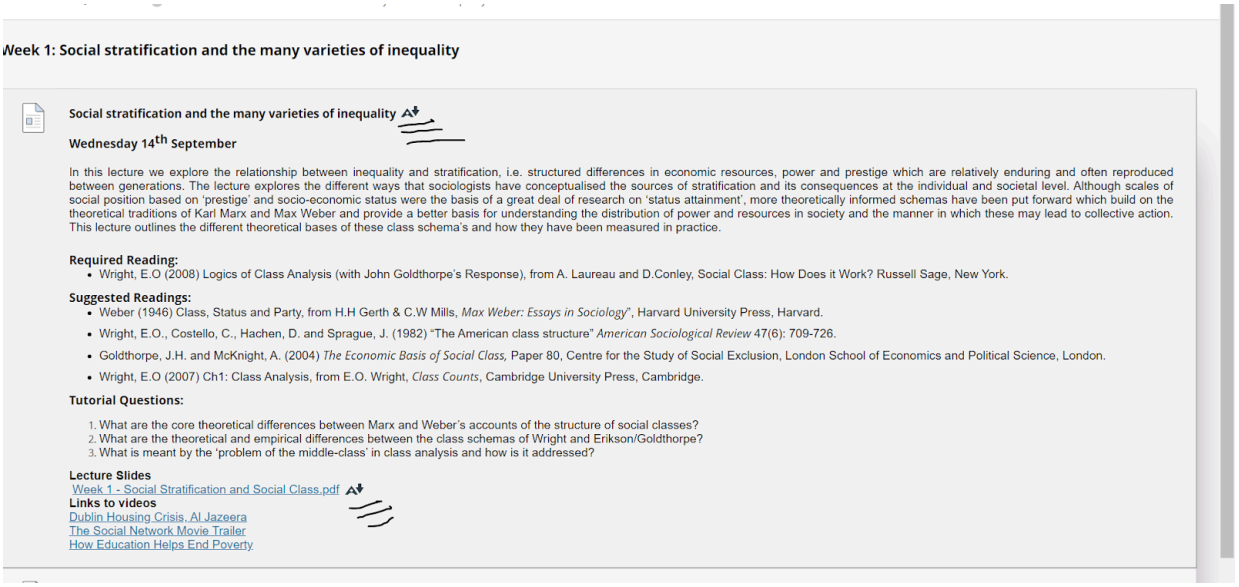


If, however, you do not have Windows 10 you can download https://justgetflux.com/ (F.Lux). It is also available on Mac OSX, Linux and mobile phones in the App Store and Play Store.


f.lux: Warm at sunset, with a candle before bed
The sun is up. Light is making your body earlier.
Recommended Colors
6500K
Sunrise: 4 hours ago, Wake: 4 hours ago
Circadian response: 65% (Ready to Work)
6:30 AM
is my earliest wake time
Location: 34.0°N, 118.5°W

Blackboard Ally Tool For Accessibility

Blackboard Ally allows for students to download lecture materials in alternative formats, providing choice and added flexibility to those with disabilities, neurodivergence or other special requirements. Below are pictures and here is a video on how to use it.



Week 1: Social stratification and the many varieties of inequality

Social stratification and the many varieties of inequality

Wednesday 14th September

In this lecture we explore the relationship between inequality and stratification, i.e. structured differences in economic resources, power and prestige which are relatively enduring and often reproduced between generations. The lecture explores the different ways that sociologists have conceptualised the sources of stratification and its consequences at the individual and societal level. Although scales of social position based on 'prestige' and socio-economic status were the basis of a great deal of research on 'status attainment', more theoretically informed schemas have been put forward which build on the theoretical traditions of Karl Marx and Max Weber and provide a better basis for understanding the distribution of power and resources in society and the manner in which these may lead to collective action. This lecture outlines the different theoretical bases of these class schema's and how they have been measured in practice.

Required Reading:

- Wright, E.O (2008) Logics of Class Analysis (with John Goldthorpe's Response), from A. Laureau and D.Conley, Social Class: How Does it Work? Russell Sage, New York.

Suggested Readings:

- Weber (1946) Class, Status and Party, from H.H Gerth & C.W Mills, *Max Weber: Essays in Sociology*", Harvard University Press, Harvard.
- Wright, E.O., Costello, C., Hachen, D. and Sprague, J. (1982) "The American class structure" *American Sociological Review* 47(6): 709-726.
- Goldthorpe, J.H. and McKnight, A. (2004) *The Economic Basis of Social Class,* Paper 80, Centre for the Study of Social Exclusion, London School of Economics and Political Science, London.
- Wright, E.O (2007) Ch1: Class Analysis, from E.O. Wright, *Class Counts*, Cambridge University Press, Cambridge.

Tutorial Questions:

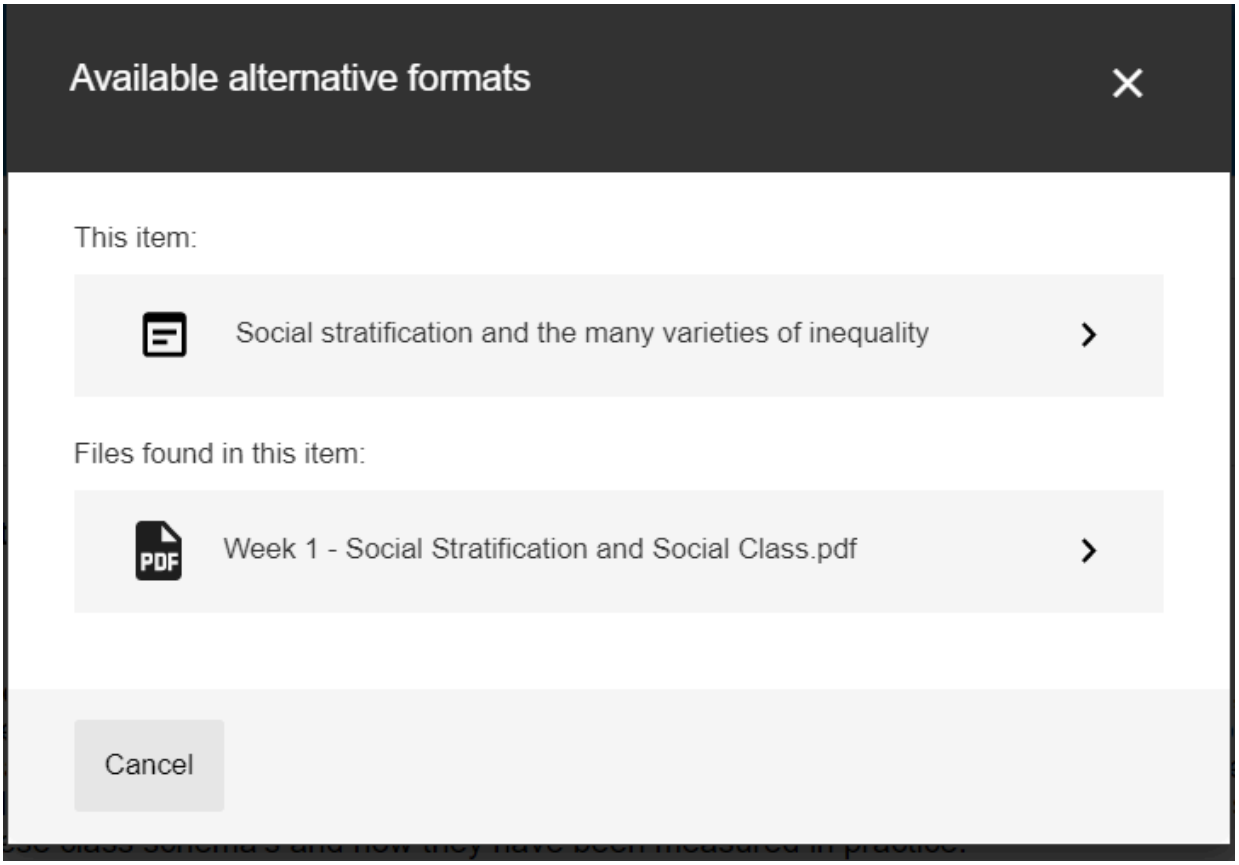
1. What are the core theoretical differences between Marx and Weber's accounts of the structure of social classes?
2. What are the theoretical and empirical differences between the class schemas of Wright and Erikson/Goldthorpe?
3. What is meant by the 'problem of the middle-class' in class analysis and how is it addressed?

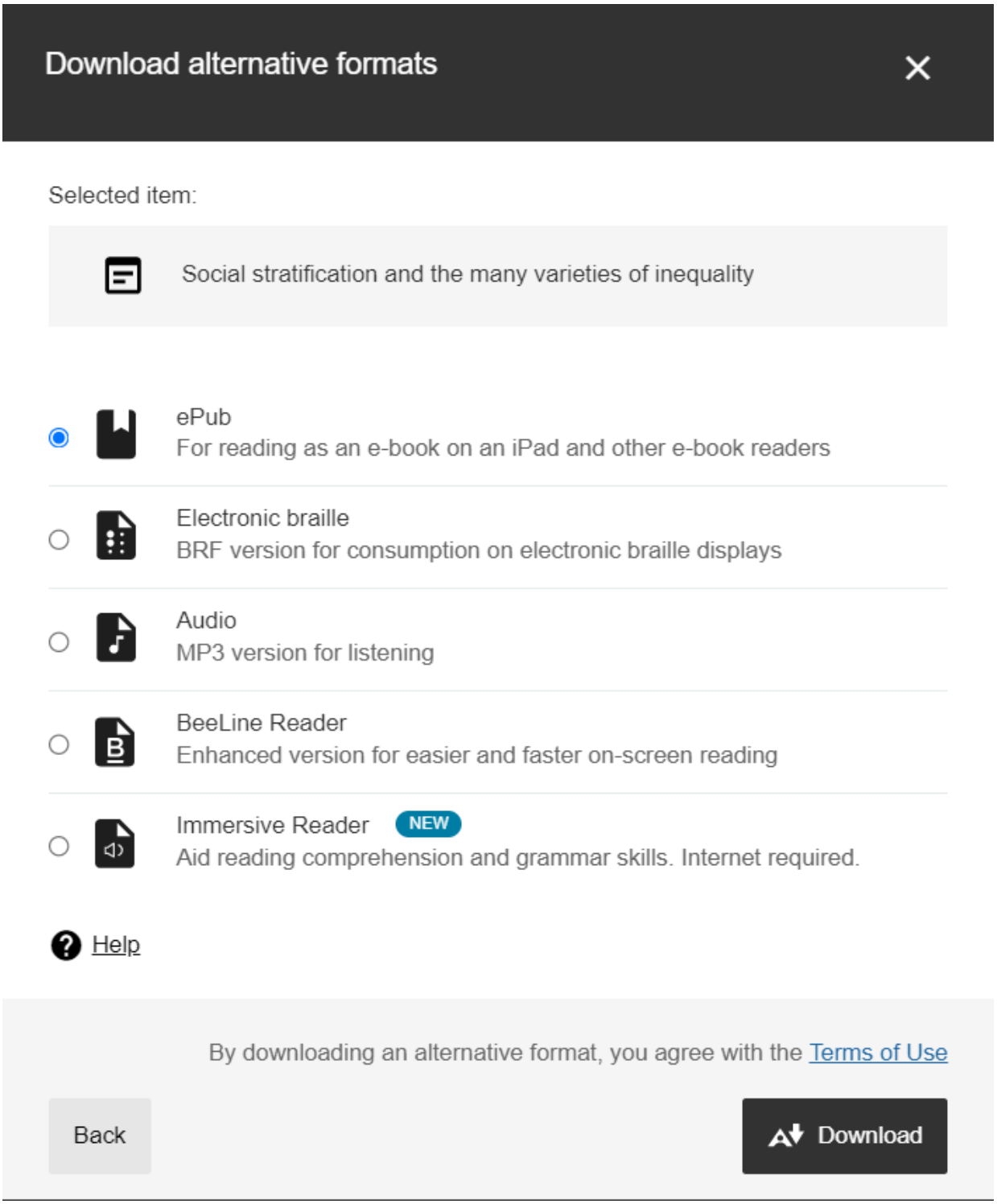
Lecture Slides

Week 1 - Social Stratification and Social Class.pdf

Links to videos

Dublin Housing Crisis, Al Jazeera
The Social Network Movie Trailer
How Education Helps End Poverty





Speed Up Blackboard and Other Videos

On most desktop browsers, there is an extension which you can use to speed-up blackboard and other videos. See the following article for details. This works on all browsers.

[How to Speed Up Lecture Recordings on Blackboard Collaborate?]

Issues with Online Module Enrollment

In case of administrative issues with online module enrollment, your course administrator is your first point of contact with your department in CC. For example, philosophy@tcd.ie is a departmental email address for Philosophy. Certain Schools have their own emails for any such issues, like teaching-unit@scss.tcd.ie for Computer Science. You can find details on Trinity's website for each School under "People". You are always welcome to contact the TCDSU if you are lost, either through your class representative, School Convenor or Faculty Convenor (ahss@tcdsu.org, hs@tcdsu.org and stem@tcdsu.org) or the relevant casework officer, in this case education@tcdsu.org.

Supports (TCD)

TCDSU

Feel free to contact your class representatives, School convenors, Faculty Convenors (ahss@tcdsu.org, hs@tcdsu.org and stem@tcdsu.org) or the Education Officer (education@tcdsu.org) and Welfare Officer (welfare@tcdsu.org) as needed.. We are here to ensure you feel supported and that you reach our academic potential. We can help you with any issues that arise and can contact the relevant people to resolve any issues you may have. The TCDSU website also contains a variety of information on how the TCDSU can support you. Apart from reaching out to the TCDSU, see below for various support services in College.

List of all Mental Health and Student Support Services in College

Document outlining Mental Health Supports in College
Document outlining Student Support Services in College

Your Tutor

Always contact your tutor if issues arise, especially if it concerns the possibility that you will not be able to sit exams, or you are worried about grades or other academic issues. Your tutor is your main academic representative in College and will guide you through any issues you have. You can find their details on my.tcd.ie under "My Student Record".

Senior Tutor

Contact the Senior Tutor's office at stosec@tcd.ie if you cannot get in touch with, do not have one or your tutor cannot help you. They will be able to offer advice, arrange a new tutor and act on your behalf to assist you.

Student Learning Development

SLD is there to help you excel academically. They offer many different forms of advice and can help guide you through your exams and assessments. Below linked are the different services that they offer. They offer 1-to-1 consultations, workshops and other resources, and can be contacted at student.learning@tcd.ie anytime.

- New Students
- International Students
- Undergraduate Students
- Postgraduate Students
- 1-to-1 Consultations

Disability Supports

Trinity's Disability Services can assist you with any queries, and also to get registered and be eligible for extra time and support with assessments and exams. They can be found at https://www.tcd.ie/disability/ and can be reached via email at askds@tcd.ie or via phone at 01 896 3111 and they will be happy to help.

Health Supports

The College Health center provides free or discounted appointments and can be found at https://www.tcd.ie/collegehealth/ with clinics open by phone on 01 896 1591/01 896 8555/01 896 1556 during 9am-5pm.

Financial Supports

Please consult the TCDSU's page dedicated to financial supports for students, of which there are many. Please also note the TCDSU's laptop loan scheme, and its other services such as 'Refresh' which will repair your electronics for cheap. The

TCDSU's Welfare Officer, reachable at welfare@tcdsu.org, can be contacted for further assistance if you are in financial difficulties.

Welfare Supports

TCDSU Education Officer: education@tcdsu.org
TCDSU Welfare Officer: welfare@tcdsu.org
Student Counseling Service: student-counselling@tcd.ie / (01) 896 1407
Niteline: Free Call 1800 793 793 (term-time)
Samaritans: Free Call 116123 (24/7)
Crisis Text Line: Free Text 50808 (24/7)

S2S Support

S2S is a student-led initiative designed to ensure any student in Trinity can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when you're not sure who to approach.

Your S2S mentors, students who have already been through the first year of College, should reach out to you at the start of the year via your tcd.ie email. You can get in touch with them and they will help you.

Trainings and Courses

Silver Cloud Stress Relief Programme
Ohana ZERO Suicide Prevention Training
Consent Training
Disability and Awareness Training
Responding to Distress

Democratic Engagement with TCDSU

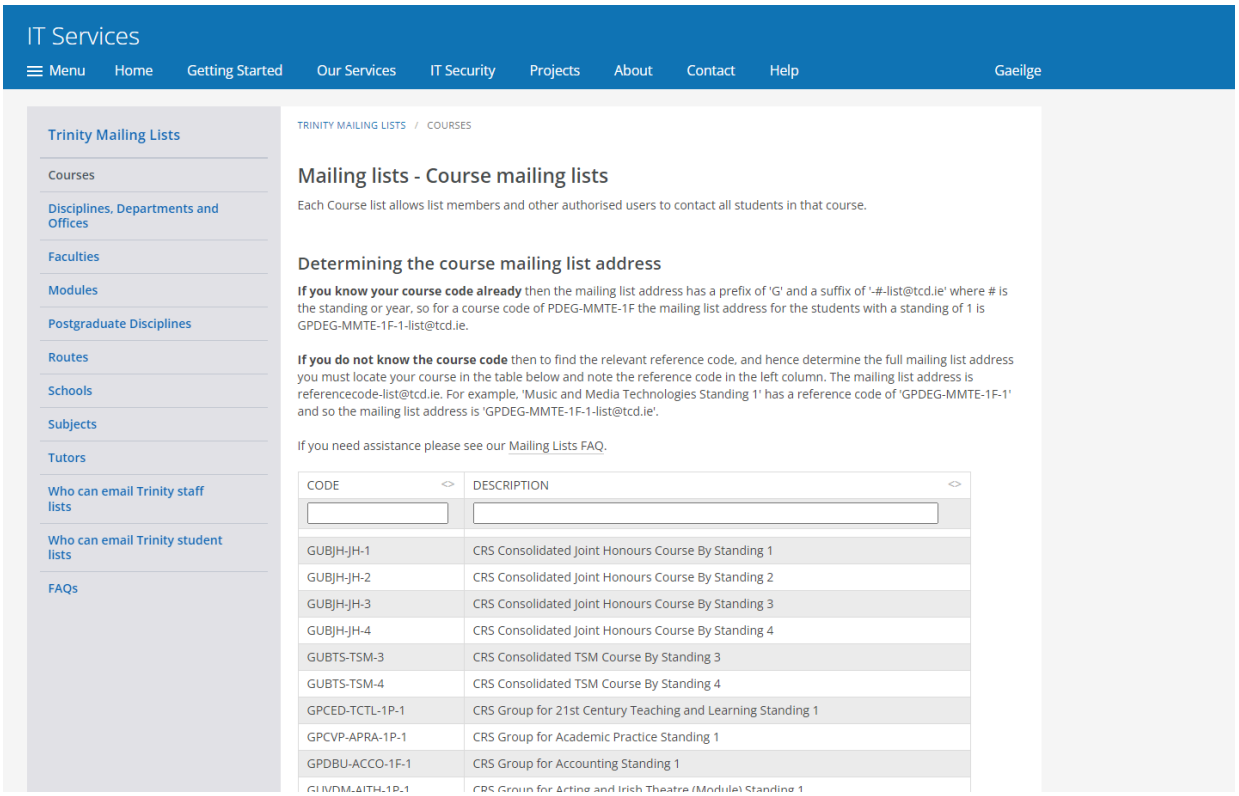
Class Representative Handbook
What is TCDSU's Council?
USI Training

How do I report bullying, sexual harassment, etc.?

'What do I do now?' (Reporting sexual harassment, bullying, etc.)

How do I email courses using Trinity IT Services mailing list? (TCD)

You will find the Trinity IT Services mailing lists here. Don't forget to append "-list" and "@tcd.ie" at the end. For example, GUBBE-BESS-2F-2-LIST@tcd.ie is a well-formed course mailing list.



If you do not have access to course mailing lists but think you should (e.g. you are a Convenor), write to IT Services at itservicedesk@tcd.ie via your Trinity email.

How do I email my class using Blackboard?

Credits to Andrea O'Grady Fernández for this one.

How to email your class list using Blackboard

1. Log in to Blackboard
2. Find your name in the top right-hand corner
3. Click the down arrow beside your name
4. Select "Tools"
5. Select "Send email"
6. Find a module that everyone in your class is enrolled in (e.g. a core/compulsory module)
7. Click on the module
8. This gives you a few options. You'll probably want to choose between these two:
    1. Select "All Student Users" to send an email to every student in the module
    2. Select "Select Users" to pick and choose which students to send the email to
9. Click on one of the above options
10. If using "Select Users" rather than "All Student Users", you can adjust the recipients as needed, using the arrows
11. Type your subject in the subject line, e.g. "A message from your class rep!"
12. Type the text of your email directly into the text box provided. You can include attachments and adjust the size, font, etc. too. (I would recommend increasing the font size as it has a tendency to show up very small in people's inboxes, for some reason!)
13. Click "Submit"
14. Students will receive your email in their inboxes as normal. It will say it's from [your name and email] via [the module you selected] and they won't be able to see each others' email addresses so it's GDPR-compliant :)

Return of Coursework Policy (TCD)

According to 7.1 and 7.2 of the Return of Coursework Policy, feedback on assessed work should be made available to undergraduate students no later than 20 working days after the assessment is submitted, and to postgraduate students no later than 30 working days after the assessment is submitted. In cases where the implementation of the 20/30 days policy is not logistically possible or academically appropriate, students will be informed in advance and provided with an alternative date for the return of feedback along with clear reasons for the alternative return date.

Academic Policy on Ad-Hoc Assessments (TCD)

Module descriptors must be included in programme handbooks as per Appendix 1 of the Programme Handbook Policy, and that once published students and staff will comply with the information set out in the handbook (section 7.5) The requirement to notify students of changes with regards to workload are in section 7.6 (b). Therefore, students must be notified in advance of any changes to the assessments.

Academic Policy on Breaks Between Lectures (TCD)

You are supposed to have a 1 hour break between 12pm and 3pm. This is in the timetabling policy of Trinity. You can find the policy document here.

6.2.6. Where possible, students and staff should normally have at least one hour free from teaching and learning between 12.00 and 15.00.

Change Name and Pronoun on Blackboard

Here is a Youtube video on how to do this.

Change Name and Pronoun on All College Documentation (TCD)

Here is a TCDSU video on how to do this.

Import Blackboard Calendar To Phone

Here is a Youtube video on how to do this.

Suggestions

Please write to László Molnárfi at molnarfl@tcd.ie with any suggestions.