



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Date:
1/1/2023

Min. Time
Commitment:
23 Hours

Expiry Date:
31/12/2025

Module Code:
MG3107



Breda O'Brien

Skills for Success

Secondary description example

This module equips the student with fundamental skills that are necessary for success at university and subsequently in their working lives.

Leveraging Stanford's Design Your Life methodology, students are introduced to creative ideation and complete a personal plan in which they map out three radically different versions of their life over their first year in college. Students work in pairs to bring intention and focus to their choices determining how they engage with their university experience, with their peers, with services and their own personal development.

Working in groups of four over a 7-week period student's work to creatively address a specified social challenge. Students work together to clearly define the problem, to propose and analyse solutions and to create a pitch video to share their proposed solution.

Participants gain competencies in critical areas such as academic writing, academic research, creative problem solving, teamwork, presentation skills, self-awareness and career planning.

To earn this badge the student must:

- As part of a team, submit a pitch video and a written report outlining a proposed solution to a defined societal issue
- Successfully complete an individual written assignment to include a literature review, a personal reflection and development plan.

Skills

Creative Agency | Critical Thinking | Curiosity | Self-Awareness | Teamwork

(Dh) JL

Ciarán Ó hOgartaigh
President,
University of Galway





Breda O'Brien

Skills for Success

Secondary description example

This module equips the student with fundamental skills that are necessary for success at university and subsequently in their working lives.

Leveraging Stanford's Design Your Life methodology, students are introduced to creative ideation and complete a personal plan in which they map out three radically different versions of their life over their first year in college. Students work in pairs to bring intention and focus to their choices determining how they engage with their university experience, with their peers, with services and their own personal development.

Working in groups of four over a 7-week period student's work to creatively address a specified social challenge. Students work together to clearly define the problem, to propose and analyse solutions and to create a pitch video to share their proposed solution.

Participants gain competencies in critical areas such as academic writing, academic research, creative problem solving, teamwork, presentation skills, self-awareness and career planning.

To earn this badge the student must:

- As part of a team, submit a pitch video and a written report outlining a proposed solution to a defined societal issue
- Successfully complete an individual written assignment to include a literature review, a personal reflection and development plan.

Skills

Creative Agency: Explored creative potential generating a video pitch to propose a solution to a societal issue. Worked as a group to brainstorm solutions and practiced both divergent and convergent thinking to generate and refine solutions. Questioned conventional thinking and noticed how context can limit ideas. Identified and overcame common barriers to creativity, including cultural, emotional, intellectual, and expressive blocks, as well as stereotyping. using imaginative approaches.

Critical Thinking: Demonstrated good research practices. Learned how to find, evaluate, and use credible sources effectively to support arguments and analysis, synthesizing key findings to support arguments and citing referenced works. Developed fundamental research skills.

Curiosity: Expanded thinking by exploring various life areas—such as health, self-care, relationships, academic learning, and volunteering—through curiosity and intentional observation. Identified recurring themes and circled topics of interest, using paired brainstorming to generate ideas and uncover new perspectives. Committed to action by selecting specific steps to explore further, sustaining curiosity through real-world experiences and meaningful conversations.

Self-Awareness: Engaged with Stanford's Design Your Life methodology and explored archetypes to better understand personal values, motivations, and the reasons behind choosing a programme of study at University of Galway. Reflected on priorities, interests, and strengths to identify meaningful patterns and align academic and career goals with a sense of purpose. Clarified personal aspirations and took actionable steps to design a more intentional and fulfilling first-year college experience.

Teamwork: Learned to work effectively with peers in a team of four to deliver a group project. Established clear goals, learned how to organise and allocate work, scheduling meetings and identifying task lists. Learned to recognise the phases of team development and how to negotiate solutions when conflict arises.

(Dh) JL

Ciarán Ó hOgartaigh
President,
University of Galway

