



# Education Incubator Impact Report 2020/21

Thank you so much for your interest in the projects our fellows ran during the academic year 2020/21 - it is wonderful to be able to share details of their fantastic achievements with you.

Whether you are reading this as a university educator, a student, or as someone responsible for supporting or delivering educational change, there are numerous ways you can engage with our ongoing work and we would love to hear from you. You can explore articles by our fellows on our [blog](#), find out about our work-in-progress seminars and café events on our [website](#), or follow us on [Twitter](#) or [LinkedIn](#) to get all our updates.

I will be sharing details of our upcoming project 'Just Co-design', which will support a group of educators and students to re-imagine how they might work together. This collaboration with 'Arts and Culture' builds on the design-inspired 'Education Innovation Lab' we ran this year. We were supported by collaborators from the 'Service Design in Education network' and design coaches and you can read out the project output under themes 5 and 6.

The Incubator operates as a series of interconnected networks and communities of interest. [I believe](#) that innovating university education in the ways our students deserve, requires prioritising these connections between educators and between educators and students. The Incubator community creates huge value across the University of Exeter through the projects you will read about here, the events that they run, the support they offer to others, and the expertise they create. I am hugely appreciative of all our fellows; their hard work, their imagination and creativity, the strength of their commitments to students and education.



Prof Sarah Dyer, Director of the [Exeter Education Incubator](#)



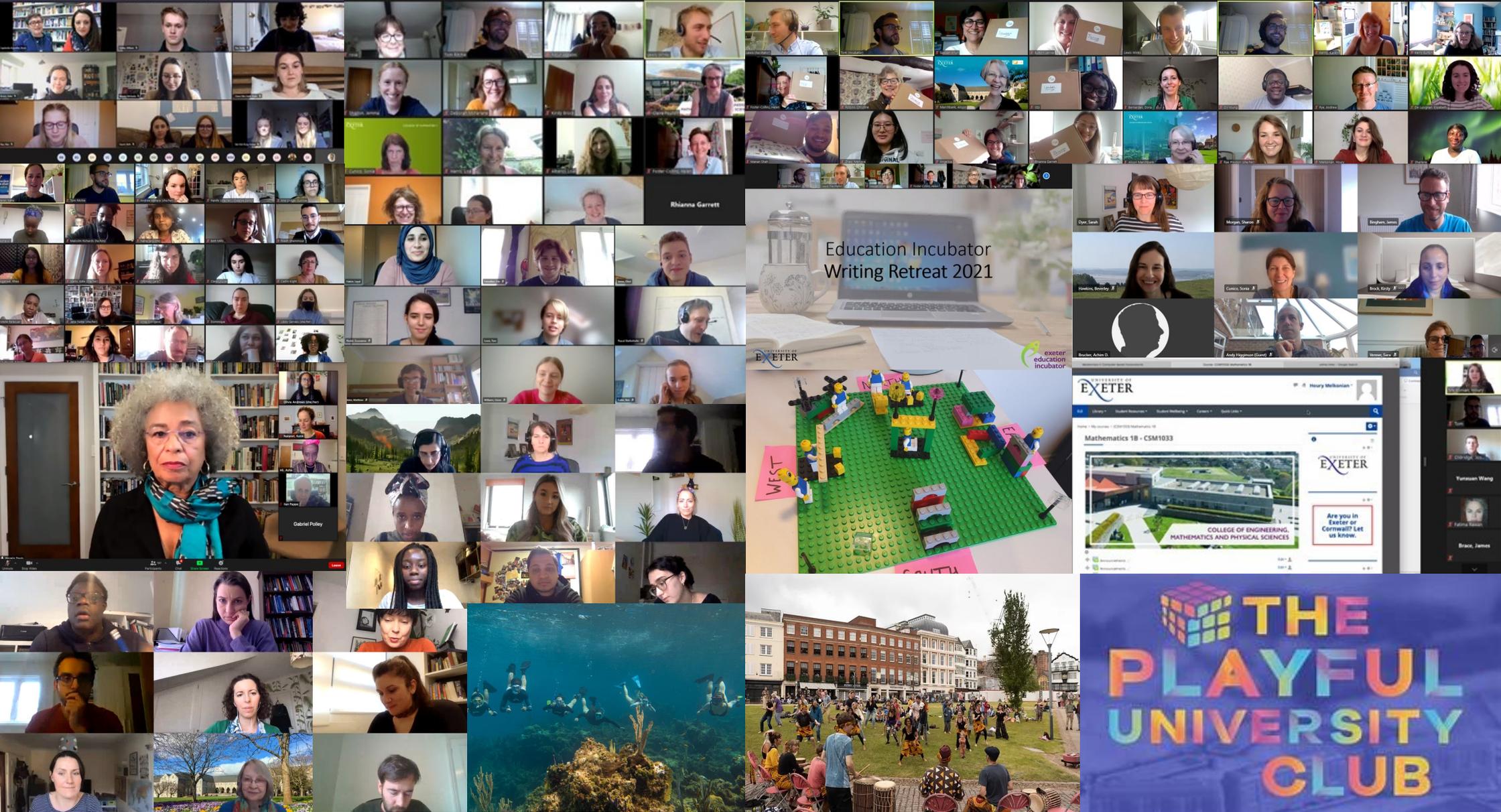
## Our Purpose

The Education Incubator is a University of Exeter investment in cultivating pedagogic innovation and collaboration. The Incubator supports academics from across the University by creating spaces in which they can explore and develop pedagogic innovations and ideas. It enables any University of Exeter academic to participate in networks of interested peers, providing access to expertise and examples of inspirational education practice. Collaborating with students is a core commitment at the University of Exeter and the Incubator champions and supports effective and appreciative partnership.

## Our Aims

- To facilitate academic-led innovative and effective educational practice in line with the strategic needs of Education at Exeter.
- To facilitate the wider engagement with innovative and excellent educational practice through academic-led communities of practice and events.
- To provide a means for academics to undertake Senior and Principal fellow level activity to support working for HEA fellowship and external awards and recognition of educational excellence.
- To raise the profile of educational innovation and excellence at Exeter through supporting dissemination of projects and their findings.





# 2020-21: Our Year in Pictures

6,835

Blog views from  
across 73 countries

37

Incubator  
Projects  
across  
seven  
themes

+

6

Student-Led  
Anti-Racism  
(SLAR) Projects

9

Design-Thinking projects  
as part of our new  
Innovation Lab

112

Incubator Fellows

Ran 145 sessions  
at our Incubator  
Café Online in  
July, with over

680

Session attendees

10

Design coaches  
supporting our projects

393,899

Interactions with the  
Incubator's work on  
Twitter and LinkedIn

7,234 hours

Worked by over 100  
student fellows

4,986

Students directly involved  
with projects

2020-21: Our Academic Year in Numbers

# Student Spotlight: Rhianna Garrett

**Can you tell us about your project and what the primary benefit was for Exeter students?**

Active Together's main goal was to create a student community dedicated to discussing and helping issues related to anti-racism in sports clubs and societies.

In order to do this, we used the funding, plus £3000 from the university to train 7 DICE (Diversity, Inclusion, Cohesion, Equity) champions. The DICE champions are now trained to facilitate any ideas societies and clubs had related to creating a zero-tolerance policy towards racism in these environments, who were each designed to 'train-the-trainer' to maintain and grow DICE champions every single year without the need to spend more money. We eventually hope to get 36 DICE champions and integrate Active Together into the structure of the University.

Students now have a group that they can approach concerning any issues relating to race or racism within their clubs or societies. Many clubs had ideas after anti-racism training sessions about how to make their clubs safer spaces, however, lacked the knowledge or resources to create these changes. Students now have a dedicated group of individuals who will help create these changes. We hope to encourage more conversations and actionable change about race and racism in sports clubs and societies.



### **What was the best part of working on the project?**

One of the best parts of the project was how I and my team realised our potentials through the opportunities the Incubator projects gave us.

Creating and running Active Together completely changed my academic career. I was previously working in education and technology, but I found myself invested in how to teach anti-racism because of my exposure to the poor training methods universities currently have. I became confident in my leadership skills being able to successfully lead a team in a way I never thought possible. The project allowed us to add to our CVs on top of our academics, for example when we won the Student Guild Award for Outstanding Contribution to EDI and/or Welfare. It also opened many academic doors for me as it made me a standout candidate to obtain two PhD studentship offers. Overall, the best part was being able to collaborate with both my team and the other amazing individuals who work in areas of EDI across the University. We realised that despite how difficult it can be to make a change at a large institution, there are brilliant people dedicating their time and knowledge to groups like ours.

### **Would you recommend students apply to be part of future Incubator projects?**

I would highly recommend any student apply for the Incubator no matter how big or small their ideas are. Our project grew from a small idea and a lot of passion, and with the Incubator team's support, all student projects can achieve just as much and even more in future.



# Student Voices: Some more reflections on Incubator Projects

- **From students who led Student-Led Anti-Racism (SLAR) projects**

“Roots Resistance would not have been possible without the funding. It is a truly incredible opportunity that we are very grateful for and sincerely hope continues to forge innovation on campus in the future.”

“This year has been an incredible one of transformation and growth. We have made so many friends and connections along the way. This opportunity leaves us feeling inspired and motivated. The SLAR funding has been an incredible boost to morale as it supports our imagination and visions. This opportunity has made us feel like the potential of imagination can only grow and how we dream the future to be is truly within reach.”

- **From students who took part in Alice Farris’ ‘Transcultural Devon’ project:**

“I feel more strongly connected in a kind of shared humanity, a strengthened acknowledgement of the vulnerability we each carry around and the hardships we each face in different ways. The people around me now feel less distant in this way, and I have a greater appreciation for the individual paths each person has trodden.”

“My favourite part of this module was definitely getting to speak to someone who had migrated here and being given access to their reflections and personal story.”

- **From students who took part in Erin Walcon’s ‘Can We Talk About This’ project:**

“The collaboration with staff members was the most eye opening as a student, being part of the conversation with their own stories and struggles. It was an amazing experience I hope it will be carried on in future years.”

“Thank you all so much for a really fun and engaging session on Consent. It was extremely well delivered - thought-provoking, challenging (in a good way!) and prompted some really good discussions.”

# Education Incubator Project Themes 2020/2021:

Theme 1: Learning with others beyond the University

Theme 2: Conversations that foster mutual understanding of success and value

Theme 3: Empathy & Play - Developing the emotions of learning

Theme 4: Creating dialogic pedagogies and practices

Theme 5: Student-Led Anti-Racism (SLAR)

Theme 6: Research-Based Community-Engaged (RBCE)

Theme 7: Communities and Students Together (CaST)

2021/22 Incubator Projects



# Theme 1: Learning with others beyond the University

## Transcultural Devon

Alice Farris, Danielle Hipkins (Modern Languages and Cultures), and Valentina Todino (Italian Cultural Association - Exeter)

The project established a new final-year module within Modern Languages and Cultures, giving students the opportunity to explore ethnographic research and cultural diversity within the local community. Students conducted interviews with members of the public in their mother tongue, exploring their different nationalities and experiences as migrants. These interviews were then used to create a [short film](#).

### Impacts and Outputs:

- Students had the possibility to explore the cultural wealth the community offers, providing them with the chance to reflect on important issues related to migration, language and identity as well as learning a wide range of skills including interviewing and subtitling.
- The project gave an opportunity to the department to open to the community and explore its languages and cultures.
- The module was a positive addition to the wide range of modules already offered in MLC proving to be innovative in its content but also way of assessing students.
- The two student interns who worked on the project after the end of the module benefited from being guided and taught by a film director, who taught them film making techniques.
- Student interviews became part of the [archive of interviews](#) of people who migrated to Devon.

# Theme 1: Learning with others beyond the University

## Cultural Community Mentoring Project

Sana Rizvi, Malcolm Richards, and Helen Knowler (GSE, REEN)

The project encouraged teacher trainees to build positive and nurturing professional connections with wider cultural communities, hoping to ultimately, positively impact on the number of BIPOC ITE trainees who progressing onto Newly Qualified Teacher (NQT) status, and longer-term careers in teaching and further academic study in the region. The project developed an 'accredited' methodology for BIPOC mentoring, building on existing collaborative approaches and networks.

### Impacts and Outputs:

- Invitations to deliver lectures, seminars, public events, and workshops that have worked to create dialogue between academics, teachers, mentors, ITE students and community organisations in the SW, which relate to discourses with, and by BIPOC educators, teaching education and development programmes, and mentorship.
- [Presentation](#) of abstract an initial finding at BERA Annual Conference 2021, with live digital Q & A hosted Malcolm Richards and Dr Sana Rizvi.
- Race, Ethnicity in Education Network REEN [website](#) and [Twitter](#).



# Theme 1: Learning with others beyond the University

## Connected Classrooms—Teaching and Learning across Continents

Nandini Chatterjee, Gajendra Singh, and Rebecca Williams (HUMS)

The project connected classrooms across continents, using video-conferencing facilities to develop and simultaneously teach a module for Year 3 students based at the University of Exeter and at the Lahore University of Management Sciences in Pakistan. The development of the module provided a truly international learning experience, with exposure to different teaching and learning styles, and to peers in another country, without the expenses and risks of international travel.

### Impacts and Outputs:

- Module curriculum development that was taught simultaneously across two institutions,
- Our PGR student intern, who worked as an equal partner with the project leads, helped us to design the module, including content, materials, assessment. She helped us liaise with the other institution, to discover and explore technological solutions to specific teaching needs, and to try them together with undergraduate students. As such, I believe that she was a co-creator of the module.
- Our experience on that project was that there are huge technical, administrative, quality assurance, legal and personnel problems with co-teaching in HE institutions across continents. However, through the project we discovered that there are ways to resolve these problems, especially if we are successful in capturing the interest of management at both institutions, and that students find the experience of such teaching and learning extremely rewarding.
- The students enjoyed the experience of studying together with their peers in another country.

# Theme 1: Learning with others beyond the University

## Crowd Obtained Research and Learning (CORAL) Exeter

Adam Porter and Jamie Stephens (Biosciences)

The project added a platform for generating cutting edge research from the student fieldcourse and also to engage all students at the University who wish, in the process of academic research. The Bahamas Fieldcourse is a flagship module at the University of Exeter delivering immersive teaching on coral reefs. The project offered opportunities for students to be involved in the writing of an academic manuscript creating a template for further engagement with future cohorts and students in other courses and disciplines.

### Impacts and Outputs:

- 33 students collected a detailed data set, capturing the extent and diversity of live coral at four patch reef sites around the island of San Salvador, The Bahamas.
- A corresponding data set capturing the extent and diversity of macroalgae overgrowing the reef platforms and seagrass beds at four sites around the island of San Salvador, The Bahamas.
- Revisions to data collection methods, allowing collection of more reproducible coral/algal diversity data by future BIO2081 field course cohorts.
- Data and methodology for a publication in a suitable educationally-focused journal.
- Based on the project outcomes, we aim to implement a number of changes to the module in 2021-22 in terms of both pre-trip training and on-site activities to improve the accuracy and reproducibility of the data collected in the field and, by extension, the quality of the results generated, to ensure the module delivers a lasting scientific legacy.



# Theme 2: Conversations that foster mutual understanding of success and value

## What Does Good Online Learning Look Like?

Karen Walshe and Sharon Morgan (GSE)

This project established an online Community of Inquiry to support students' collaborative online learning. It enhanced the understanding of online learning by identifying what aspects of social, cognitive, and teaching are missing in online posts within the community, using these findings to inform future teaching/module reviews.

### Impacts and Outputs:

- 34 students on the MA Ed online programme were involved in this project.
- The project confirmed that 'learner identity' was an important aspect of community of inquiry, particularly an online community of inquiry. This aspect is often neglected in the Community of Inquiry Framework literature.
- We found that learner identity contributed to students' sense of belonging which in turn, contributed to other elements of the Community of Inquiry framework such as social presence.
- We are in the process of producing resources from our project (on effective use of discussion forums in online learning) that will be included in the [Education Toolkit](#).
- Findings from this project have informed the continued development of the MA Ed online programme and have fed into both Project Enhance; the SSIS Digital Enhancing Digital Learning Module and Project Global Enhance.

# Theme 2: Conversations that foster mutual understanding of success and value

## Improving Student Experience and Employability through Cloud Technologies in the Computer Science curriculum ?

**Matt Collison, Achim Brucker (CEMPS), and James Bingham (Exeter IT)**

Cloud computing technologies have facilitated major changes in the way software is developed, deployed, and consumed. These changes have had a knock-on effect on the skillset required of professionals in computer science and related industries, This project evaluated the core skills required in industry applications of cloud computing, evaluated the infrastructure supporting teaching and learning of cloud computing skills in Higher Education, and evaluated the integration of cloud computing skills in the Computer Science curriculum at the University of Exeter.

### **Impacts and Outputs:**

- The project presented on Cloud computing in Computer Science education at the STEM Horizons in Education conference and twice internally at the Education Incubator café.
- We worked with two student interns produced surveys on cloud computing usage by students in Computer Science and a reflective report on the student experience of cloud computing.
- We were able to offer over £10,000 of credits to students as part of the partnerships with cloud providers at no cost to the University.
- This project informed discussions towards a more substantial grant proposal that proposes to bring investment in substantial cloud computing facilities on campus for our students.



# Theme 1: Learning with others beyond the University

## Learning Mathematics Through Art at Primary School Level

Houry Melkonian (CEMPS)

The project developed a new set of techniques to deliver primary level mathematical pedagogy through the use of art. It combined art and maths for school children and developing artistic learning activities that taught and communicate the maths skills acquired for different age groups. Through working with teachers in schools, the project encouraged the permanent incorporation of these creative learning activities into maths curriculum at primary schools.

### Impacts and Outputs:

- Primary level Year 5 and Year 6 MathsArt activities have been designed according to the National Curriculum—a sample of those activities have been trialled at two national primary schools with the help of school teachers to run those sessions.
- Two Maths hub sessions were successfully conducted (for primary levels) during school holidays and parents were invited and encouraged by their school to sign up for those sessions.
- Project received ERASMUS + Institutional Grant for 2021 [SciCulture](#) programme which was held at TU Delft: Department of Science Education and Communication.
- This project has led to various collaborations with other departments including Psychology, Classics and Ancient History at Exeter - we ran two sessions using 'Lego Serious Play: Mathematics & Classics' to observe and explore the impact of using visual tools (such as art or Legos) in the study of the correlation between Maths and Classics.
- Finalising an article for publication on the designed activities to be used as free resources to support the National Curriculum for Year 5 and Year 6 levels.

# Theme 2: Conversations that foster mutual understanding of success and value

The development of a pre-registration online module to facilitate the transition of Chinese Masters students to the English educational system

Kirsty Brock and Alan Barker (SHS)

The project developed an online pre-registration module that covers essential study skills and demonstrated that it minimised learning shock and increase attainment and satisfaction in Chinese masters students.

## Impacts and Outputs:

- Four students worked on the project, they were influential in analysing the research data collected and also in gathering relevant literature.
- The project has positively impacted on the way we consider our support for international students at the University of Exeter.
- The project produced an online [study skills module](#) that students can access prior to enrolment.

# Theme 2: Conversations that foster mutual understanding of success and value

## The Playful University

Maarten Koeners (CMH) and Stephanie Comley (TEL)

This project developed a compassionate University community of playful learning, through the co-creation and promotion of a culture that fostered play and prototype games that were used in teaching and learning, while working to increase the awareness and uptake of these methods.

### Impacts and Outputs:

- Engaged over 1,000 students and 100 educators across the institution with the [project](#).
- Created Playful University Games Board [library](#) and a Playful University app.
- Developed nine commercially available games adapted for in an educational setting and create a Games Library that facilitates 50+ games across UoE campuses and online.
- A peer reviewed publication in revision.
- The project was used as the central research material for 2 Final Year Project dissertations.
- The project created [20 Blog posts](#), [1 Podcast](#), [2 videos](#) to highlight progress through the year.
- Ran 13 online workshops addressing: sharing through play, how to practice play and playfulness in higher education, how to support a compassionate community in higher education using play.
- Hosted 24 game sessions as part of a Play Champions Programme, which included a Field Trip.
- Collaborated to develop the [Kinder Exeter Festival](#).



# Theme 3: Empathy & Play - Developing the emotions of learning

## Mathematics without Tears and Fears: Pedagogical Games which teach Mathematics Principles across Academic Disciplines

Layal Hakim, Weihan Ding, and Pascal Stiefenhofer (CEMPS)

The project collaborated with undergraduate students in a student as a co-researcher model to produce a set of games of mathematical proof. The project developed new pedagogies of teaching mathematics to non-mathematicians based on games of mathematical proof. The project also investigated the effectiveness of these new pedagogical developments in class contexts.

### Impacts and Outputs:

- Six students were recruited as co-researchers, from Mathematics, Physics, Engineering, and Economics. The students wrote a literature review using the initial research from the project.
- An online game that teaches proof by contradiction. This game requires a running server and was terminated when the project ended.
- Currently writing a paper on the objectives of this pedagogical game, as well as the literature review collected by the team members. This also includes a study done on students' comments and feedback on this online game, including its design, structure, and whether it fulfils its aims.

# Theme 3: Empathy & Play - Developing the emotions of learning

## Serious Play, Serious Fun, Serious Skills: Developing a Serious Play and Gaming Pedagogic Community across the University of Exeter

Holly Henderson (UEBS), Martin Robson (SSI), and Caitlin Kight (Academic Development)

The project delivered a Serious Play Champions programme across all Colleges and a 'Serious Play for Serious Problems' programme for students across all Colleges. Through part-funding a further six Lego Serious Play Facilitators, the project delivered 100+ Lego Serious Play Sessions reaching c.2500 students, 12 Academic Development/ Skills sessions to reach c.400 staff, and eight widening participation sessions.

### Impacts and Outputs:

- A group of 15 trained facilitators across the institution, able to deliver LSP within their own context and to support others.
- Delivery of 100+ sessions that exceeded the total number aimed for and the target number of participants. These have focused on topics including leadership, strategic planning, wellbeing, personal tutoring, Engineering, storytelling, and education.
- Creation of an [LSP Toolkit page](#).
- Production of an [LSP Excellence in Education blogpost](#).
- Design of an [LSP Sway](#) educating UoE audiences about the technique.
- Embedding LSP techniques within a range of UoE modules and learning activities (e.g., GSE induction, tutorials, wellbeing events, team meetings, development sessions).



# Theme 3: Empathy & Play - Developing the emotions of learning

## Mindful Classics: Embedding Contemplative Pedagogy into the Study of Antiquity

Irene Salvo, Katharine Earnshaw, Gabriele Galluzzo, Sharon Marshall, Giovanna Colombetti, Inmaculada Adarves-Yorno, Barney Dunn, John Danvers, Sarah Lane, and Emma Thom (HUMS)

This project increased awareness and knowledge of self-care techniques to deal with difficult thoughts and tackle academic challenges. It organised training sessions on MSBR, Yoga, and Qigong for students in Classics, as well as offering CPD workshops on mindful pedagogies for staff. The project ran a series of workshops on mindfulness and pedagogy for UK classicists and other professionals in schools and HEIs.

### Impacts and Outputs:

- Mindful Classics supported 40 students' wellbeing taking advantage of links with the curriculum. We read Greek and Latin texts as an inspiration for self-growth. Sessions introduced empowering self-help and self-study techniques—from yoga to CBT. Student-led sessions provided a space for sharing struggles in a compassionate forum with our interns.
- The project created an Ancient Wall of Mindfulness used as part of [EduExe presentations](#).
- Drafted an article for the Bulletin of the Council of University Classical Departments.
- Forthcoming blog with Dr Houry Melkonian on mindfulness in Classics and Maths.
- Mindfulness tips on our social media [platform](#).
- Web resources, posters, and bookmarks for the users of the Exehale room (Streatham).

# Theme 3: Empathy & Play - Developing the emotions of learning

## Engaging students in the use of progress-testing to enable deep-learning

Christine Heales and Demelza Green (CMH)

This project used progress testing to enhance student learning, ensuring the best possible support for these students. The information yielded by the project was utilised to design information and support strategies and has been directly tailored to meet the apprentices' needs.

### Impacts and Outputs:

- Twelve students were involved in the project as focus group participants over the year.
- The project found that Progress Testing was well received by this cohort of learners and appears to translate well from medical education.
- The project's use of Progress Testing led to us revising both the instructions and feedback given to the apprentices based on the Focus Group outputs.
- The project submitted abstracts at the [United Kingdom Imaging and Oncology Congress](#), and the [Enhancing Student Learning Through Innovative Scholarship Conference](#).
- The project intends to disseminate the benefits of Progress Testing in a future publication or conference proceeding.



# Theme 4: Creating dialogic pedagogies and practices

## Can We Talk About This? (Dialogic Spaces)

Erin Walcon and Emily Kreider (HUMS)

The project created theatre-based dialogic structures that fostered proactive prevention for addressing student challenges and areas of concern. The project opened up a critical dialogue about areas of concern or complex challenge, using innovative dialogic techniques to facilitate conversations about how we approach these within teaching practices.

### Impacts and Outputs:

- DRA2026 module curriculum development - visiting guest workshops, mentorship of artistic content and digital tools, 1:1 feedback and support for development of artistic material x 4 student project groups.
- Visiting guest sessions included:
  - Image Theatre workshop and Q&A from Jade Campbell (Doorstep Arts) to provide foundational skills and an introduction to dialogic practice for the students.
  - Forum Theatre pilot guest performance by Amy Mellows and Jade Campbell (testing hybrid/blended format for dialogic theatre using the Theatre of the Mind material from Doorstep Arts as a template or model for this work.
- One visiting Drama Spiral workshop/masterclass from Clark Baim (Psychodramatist, Drama Therapy), exploring personal narrative, ethics, boundaries.
- Delivery of a [Festival of Discovery event](#) in May (pilot of theatre material) for test audiences, with feedback from university staff re: scene content.

# Theme 4: Creating dialogic pedagogies and practices

## Decolonial Knowledge Production and Anti-Racist Pedagogies: Building a Cross-Disciplinary Community of Practice

Kate Wallis, Lara Choksey, Stacey Hynd, Abram Foley, Katie Natanel, Malcolm Richards, Angelique Richardson, Nicola Thomas, and Andrea Wallace (HUMS)

The project built a cross-disciplinary community of practice around decolonial thought and anti-racist pedagogies that engaged students and staff across all Colleges. It curated a year-long interlinked series of events, workshops, and an exhibition that amplified student voices, created a dialogue between staffs and students about racism, and enabled staff to learn both from cross-disciplinary conversations within UoE and from external experts.

### Impacts and Outputs:

- A [short film](#) co-created by staff and students documenting the work of Exeter Decolonising Network (EDN) through this Education Incubator project.
- The [EDN website](#) is a collective space for sharing and making visible work relating to decolonial and antiracist praxis within and beyond the academy. It also has offered a platform for the EDN community of staff and students to publish a series of [reflective pieces](#) about their decolonial work.
- A [conversation series](#) hosted by Professor Ilan Pappé and produced in collaboration with IAIS and the European Centre for Palestine Studies.
- A [public talk and workshop](#) ‘The Impossibility of Blackness in the Classroom’ by Dr Muna Abdi, produced in collaboration with Roots Resistance.
- [‘Decolonial Methodologies’](#) YouTube series.



# Theme 4: Creating dialogic pedagogies and practices

## Developing mathematical reasoning and communication through computer-aided teaching and assessment

Gihan Marasingha (CEMPS)

This project equipped students with the skills to read, present, and criticise formal arguments using the interactive proof assistant LEAN. Effectively learning and teaching mathematical reasoning is a significant challenge for beginning undergraduate students and their teachers. This traditional didactic approach is performative on the part of the teacher and does not facilitate reflective learning on the part of the student.

### Impacts and Outputs:

- Project demonstrated that interactive theorem-proving can help students understand the precise and rigorous nature of mathematical proof. This was borne out by student exam results and the depth of understanding showed in their responses.
- Four student interns were involved in producing resources and running interactive learning sessions for the MTH1001 students.
- The student interns worked to communicate project activity through Twitter and a [blog](#).
- The project work was presented at the international [Lean Together conference](#) in January 2021.

# Theme 4: Creating dialogic pedagogies and practices

## Rethinking Education Through The Lens of Parallel Texts

Barrie Cooper, Layal Hakim (CEMPS), and Leif Isaksen (HUMS)

This project created a network around what education feels like through this lens and what tools, standards, and protocols support and drive developments in this direction. The project brought together a network of people across Digital Humanities, E-Learning, Data Science and Artificial Intelligence, and a range of subject areas that probed the implications of this way of thinking.

### Impacts and Outputs:

- 150 students experienced different teaching approaches and tools as a result of the project
- A [final report](#) compiled by our SCPs.
- A [final presentation](#) as a collaborative Mural.
- A [Git repository](#) introducing Git and GitLab.
- A [Git repository](#) and a [Jupyter notebook](#) introducing ontologies for creating resource maps.



# Theme 4: Creating dialogic pedagogies and practices

## Cartasvivas: A Multimodal Project-Based Learning Approach in Modern Languages

Isabel Santafe and Nuria Capedevila-Argüelles (HUMS)

This project created a series of podcasts (some with guest speakers), which discussed the Spanish film capsules in context, which were used for educational purposes in MLS3037 Women and Feminism in 20th Century Spain module. A CartaViva is an audiovisual portrait constructed after studying these women (one assigned to each team) and their work, they even get into the character and perform her in front of the camera.

### Impacts and Outputs:

- 41 students were recruited to the project and worked as active researchers and content creators in the CartasVivas team.
- Students worked in teams in the production of their own [CartaVivas](#) (3-4 minute short film) in Spanish with English subtitles as part of their summative assessment.
- The project created a series of podcasts and resources for students that will be used by future students on the MLS3037 Women and Feminism in the 20th Century Spain module.
- These CartasVivas were shown at the [Edinburgh Spanish Film Festival](#) on the 4th of October 2021, receiving outstanding feedback.

# Theme 5: Student-Led Anti-Racism (SLAR)

## Decolonising the Politics Curriculum

Alexandra Westlake, Rachel Appiah, and Sarah Hachem

Inspired by the work of Penryn students and other universities, in addition to our own experiences, this project evaluated the Politics curriculum by analysing the consideration and inclusion of ethnically diverse academics and perspectives. Through the project we have worked to ensure that politics education at the University of Exeter reflects the diversity of its body, by creating an academic space that embraces global thinking.

### Impacts and Outputs:

- This project has had a significant impact on our consideration of sources and content within our modules. The research that we were doing made us hyperconscious of the alternative perspectives which may be omitted within our modules.
- We are finalising a report entitled ‘Decolonising the Politics Curriculum’. This report will provide the key context to the decolonising efforts at Exeter and will to unite our research from both the staff and student perspectives and consolidate it into a precise and impactful assessment of the situation and need for change at this current time. This will be available on our Instagram account below.
- There will also be a companion teaching toolkit targeted towards teaching staff and students, which will contain the practical lessons from our report and serve as advice when composing curriculums and reviewing them.
- In addition to this, we have created and continue to run the Instagram page [@decolonise.exeter](https://www.instagram.com/decolonise.exeter) which currently has over 700 followers and focuses on education and project reach.



# Theme 5: Student-Led Anti-Racism (SLAR)

## Exeter Policy Clinic

Sundus Quereshi

This clinic focused on key areas of reform - providing students with the platform to engage with real-world law and policy issues. As part of initiating the Clinic, our team hosted a series of Immigration Policy seminars. These seminars featured guest speakers delivering talks related to immigration law/policy. The Clinic also touched upon areas that are either related to or directly influence racism. These seminars educated students at Exeter about policy issues and provided them with a platform that they can use to get involved in policy reforms.

### Impacts and Outputs:

- Hosted a series of seminars that have focused on immigration law and policy reform, engaging over 200 Law students.
- Conducted talks on the following two topics to encourage debate on the racial link and repercussions of the current immigration policies:
  - Modern Slavery and Historical Perspectives on Slavery in the South West region.
  - Are the Home Office policies racist?
- The ongoing aim of the project is to build on the success of these talks and seminars to create an interdisciplinary module for students that integrates policy work into their course.



# Theme 5: Student-Led Anti-Racism (SLAR)

## Creative Switch Exeter

Hanife Hursit and Andrea de Jong

The [Creative Switch](#) project developed a community that spotlights BIPOC creatives, their work, and their experiences at university. The project challenged the predominantly white spaces within Exeter's creative circles by sharing the experiences of the minorities within them. It created a diverse arts network while simultaneously promoting inclusivity within Guild-affiliated societies. The Creative Switch [webspaces](#) provides visual and written accounts of student experiences at Exeter, which we developed through speaker-based events that benefited those looking to access creative industries.

### Impacts and Outputs:

- Engaged a community of over 500 students through social media channels on BIPOC Creativity, diversifying Exeter's creative circles, encouraging students to pursue new creative ventures, and uplifting students' creative ventures on campus (photography, plays, and dance shows).
- While the project was unable to host the showcase or the in-person speaker events planned due to several lockdowns and COVID restrictions, the resources and opportunities gained through the project helped the team to build solid foundations for the network's future growth.
- The project team are currently in the process of converting our project into a start-up business whereby they help young BIPOC creatives gain industry experience and connect them with professionals.



# Theme 5: Student-Led Anti-Racism (SLAR)

## Year-Long and part of Incubator Lab projects

### Active Together

Rhianna Garrett, Nina Cunningham, and Manan Shah

Our project 'Active Together' created long-lasting positive effects on the way Exeter students approach discussions about racial diversity within sports societies. We worked with the Guild to develop diversity training for AU/Guild staff members, and created sports inclusivity badges that established a zero-tolerance policy on all forms of racism to provide safe spaces and promote the voices of students of colour in both sports societies and the University campus.

#### Impacts and Outputs:

- The main goal was to create a student community dedicated to discussing and helping issues related to anti-racism in sports clubs and societies. In order to do this, we used the funding, plus £3000 from the University to train 7 DICE (Diversity, Inclusion, Cohesion, Equity) champions. The DICE champions were trained to facilitate any ideas societies and clubs had related to creating a zero-tolerance policy towards racism in these environments.
- The project also worked with the Athletics Union and Student Guild to support their work in promoting safe spaces in their societies and clubs.
- Active Together continues to be a student-led group who will continue to work towards creating equal spaces both inside and outside of academia, has won (in only 6 months) the Student Guild award for outstanding achievement in EDI/Welfare.



# Theme 5: Student-Led Anti-Racism (SLAR)

## The Roots Resistance

Asha Ali, Clara El-Akiki, Mishaal Javed, Roman Ibrahim, and Arthur Dart

The Roots Resistance supported the POC community in Exeter through our platform, which included a multitude of creative projects from photography, music performance, poetry, storytelling and film. In collaboration with students of colour at Exeter who share our vision, we built a hub of expression limited only by an exclusive commitment to fostering a safe and inclusive community for all.

### Impacts and Outputs:

- Our [website](#) highlights our achievements.
- The project platformed a range of creative projects, including films and short stories.
- The project commissioned further pieces of art from four students whose work will be featured in a future exhibition in collaboration with creative switch at Exeter Phoenix.
- Developed a student-led Journal, The Roots Review, Journal of the Roots Resistance to be published in Q4 2021.

# Theme 5: Student-Led Anti-Racism (SLAR)

## Part of Incubator Lab (3 month projects)

### Recommended by Who?

Sharlene Asmah, Herbie Mensuoh, Jennifer Mellot, Asha Abdi, and Yasmine Fosu

Following the Decolonising the Curriculum Departmental Review, which was pioneered by Exeter students on the Penryn Campus, the aim of this Student-Led Anti-Racism project will primarily be to continue what was started and put one of the recommendations made by the students into practice.

### Impacts and Outputs:

- The key output from our project was the ideas we collected about ways in which we can decolonise the curriculum gathered by several stakeholders, unfortunately due to a lack of time this could not be completely finished, but it was good to see a holistic view of ideas we could take forward.

The significant insights from the project were the following:

- There may not be enough BAME authors in the first place to decolonise the Politics curriculum.
- We have to acknowledge how lecturers will feel about this change and what will work best for them, mainly because they have been teaching the courses we have for so many years and so we have to consider that in the process, so much so that a quota of a number of BAME authors in a module may appear to be unfair.
- Students could be encouraged to go beyond the scope of their modules and study authors who are BAME and are outside the western realm.

# Theme 5: Student-Led Anti-Racism (SLAR)

## Part of Incubator Lab (3 month projects)

### For the few and the many: Enhancing PGRs experience

Mengya Zhao and Tom Lewis

The project addressed the risk factors of mental health in minority postgraduate research (PGR) student groups. PGR students are known to suffer from mental health problems such as depression, anxiety and stress. These mental health problems are well documented as being more prevalent for BAME PGRs and other international PGRs. Those with a different cultural identity in predominately white institutions face various barriers and a range of racial stressors across many different roles, environments, and contextual settings (e.g., supervision, teaching, researching). These barriers and racial stressors can lead to a low sense of belongingness.

#### Impacts and Outputs:

- Interacted with and engaged with 225 students through workshops and interviews.
- Ran a series of online workshops and interviewed students to discuss their thoughts, experience and perception with PGR induction, teaching, relationship with supervisors, and department support.
- Recorded [two seminars](#) and have compiled the slides that were used to engage the students.

# Theme 6: Research-Based Community-Engaged (RBCE) Part of Incubator Lab (3 month projects)

## Community Partnerships: A Policy Clinic for social change

Tia Matt and Abi Dymond

The project worked directly with CASS+ (Community Advice and Support Services), a local charity that works alongside courts in Devon and Cornwall to support offenders and victims. One of the aims of CASS+ is to connect courts with communities and vice versa. Students were able to explore how the law affects people in their daily lives and develop strategies that could be used to challenge structural forms of injustice experienced within the local community.

### Impacts and Outputs:

- We had 4 students involved. They were instrumental in helping design the process, gathering the data, and suggesting a path forward. Our next stage will be better prepared and designed based on the students that worked on this stage of the project.
- The key thing for us was to see how well students and external agencies can work together. The external agency felt validated after working with our students. They felt the final report would allow them to strengthen their own strategies going forward. The response from the students was equally compelling. They gained valuable skills throughout the programme and felt a sense of accomplishment to hear how they had impacted the agency.
- The project created research briefs, final quantitative and qualitative reports which contain datasets, as well as some maps for the organisation to use. The organisation said they would like a large hard copy of the map to help motivate them in their offices.



# Theme 6: Research-Based Community-Engaged (RBCE) Part of Incubator Lab (3 month projects)

## Bridge to the Future

**Maria Rosaria Marsico**

South Devon UTC is one of 48 UTC's across the UK. The 'U' in UTC represents the University connection. The partnership with Exeter University has raised the profile of the UTC and has inspired young people who have a technical and academic leaning to consider study at the University.

A small number of students opt to study degree-level apprenticeships and UTC student body is leaning more towards this pathway to employment. The collaboration with the University strengthened the connection with young people and their families, giving them an insight into the value of Higher Education and the pathways offered that will help them to achieve rewarding and fulfilling careers.

### Impacts and Outputs:

- The project delivered a workshop was delivered to 10 students from the University Technical College South Devon and created the following outputs:
- Hands on activities; a shaking table made with [MOLA Kits](#) and Lego to simulate earthquakes and the impact on structures.
- A comprehensive guide to help with hands on activities
- A creative workshop suitable to engage with prospective students as well as for outreach activities.



# Theme 6: Research-Based Community-Engaged (RBCE) Part of Incubator Lab (3 month projects)

## Encompass: Decolonising STEM

Loyal Hakim, John Bruun, Caitlin Kight, Tina Verhaeghe, Beth Pitcher, Corrina Cory, Avalon Cory, Houry Melkonian, Barrie Cooper, Sharon Strawbridge, and Helen Smith

The project worked with students as co-researchers to explore different decolonisation aspects in-depth, creating blogs, reports, and an end-of-project presentation as part of an online symposium. The output of the teams' work done in the project is a useful guide on ways to decolonise STEM, and common misconceptions, which have been made available in University archives.

### Impacts and Outputs:

- The student interns created four case study reports working on each topic relating to the theme of Decolonising STEM.
- The project held a mini symposium which took place on Thursday 4th November 2021, where the project leads and the student interns presented their work to wider University community.
- Our outputs are hosted for all to use by the Academic Development team. This hosts the project reports, our summaries, and the recording of the 4th Nov symposium. The link to this page is [here](#).



# Theme 6: Research-Based Community-Engaged (RBCE) Part of Incubator Lab (3 month projects)

## Consent Culture

Angelica Bas Gomez, Elizabeth De Lusignan, Hazel Mycroft, and Helen Foster-Collins

TW: Sexual assault, sexual harassment

Our Education Incubator project 'Consent Culture' is based on the current university approach towards education around sexual assault and the different ways of reporting sexual harassment. We believe that a crucial part of preventing these incidents is through education about consent, which is currently not fully integrated into university education.

Our main goal was to make the victims feel supported and listened to when they choose to report.

### Impacts and Outputs:

- Explored institutional structures and processes related to Consent Culture across campuses at the University of Exeter.
- Started conversations within University to integrate a new focus onto consent within the education provided for students.
- Interacted and spoke with victims of sexual assault and sexual harassment to make sure their voices are heard at an institutional level.



# Theme 6: Research-Based Community-Engaged (RBCE) Part of Incubator Lab (3 month projects)

## Let's talk about Service Learning...

### Christine Robins

Many North American universities use the term 'service learning' to describe learning where the experiential element outside the classroom consists of work that serves the community and which is then reflected upon. The project sought to:

- Map out our offers of such modules, at least across HASS
- Begin a conversation between convenors about pedagogy and wider strategies in community-facing modules, with a view to creating a convenors' network and planning a workshop to share good practice and plan dissemination
- Seek examples of practice and outcomes from students and community members
- Evaluate the existing 'service learning' toolkits in the academic literature and, in consultation with colleagues, devise a toolkit for potential convenors here.

### Impacts and Outputs:

- The project began the process of mapping out our offers of service-learning modules, across SSIS and HUMS.
- Collected examples of practice and outcomes from students and community members.
- The project evaluated existing 'service learning' toolkits in the academic literature and, in consultation with colleagues, have begun to devise a toolkit for future convenors.



# Theme 6: Research-Based Community-Engaged (RBCE) Part of Incubator Lab (3 month projects)

## Exploring the potential of peer mentoring in online courses

Lisa Harris and Rose Leach

This project explored ways to engage students more actively in both asynchronous and real-time settings through a structured process of tutor and peer mentoring throughout a term 3 PGT module. The project team will collect feedback from tutors and students at the end of the module, and will be written up for publication as a case study of innovative teaching and learning that can inform pedagogical decisions for next year more widely.

### Impacts and Outputs:

- The project worked with 200 students to produce three core recommendations, which will directly feed into the running of the module in January:
  - 1) the value of peer mentoring,
  - 2) appreciation of the value of lurking, and,
  - 3) incorporation of “playful learning”.
- The lessons learned will also be applied within a series of new online modules we are currently developing under the umbrella of “Business Transformations.” These modules are aimed at post-experience, part-time learners and they start in January 2022.
- A summary blogpost has been produced for the Transforming Education [campaign](#).



# Theme 7: Communities and Students Together (CaST)

## Kinder Exeter

Olya Petrakova-Brown and Maarten Koeners

This project developed and delivered a week of community-engaged events consisting of a series of experiential activities that promote a deep consideration of compassion in a post-Covid world by using play and playfulness. This project worked with MakeTank and the Playful University project, as well as students, community-led organisations, and local residents to put on the Kinder Exeter event.

### Impacts and Outputs:

- The project ran 18 community-based events across Exeter city in the third week of June 2021, including Playful Mindfulness, Playful Connections, Journey to Joy, Playful Yoga, and an Origami Workshop. These events were part of the wider Kinder Exeter initiative, which fostered compassion, connection, and community in the city.
- Recruited students to work as Ninjas of Compassion for the events, who carried out many sneaky acts of kindness.
- Developed an online Kindness Radio platform along with their [website](#) for people to take part virtually in the activities.
- The project leads are currently working with [MakeTank](#) to make it an [annual community event](#).



# Theme 7: Communities and Students Together (CaST)

## Students as Teachers of Multilingualism: a Bi-Directional Project between the University of Exeter and Rokeby School

Francesco Goglia, Valentina Todino, Alessia Risi, and Thomas Porter

This project tested an innovative bi-directional method of teaching and learning Multilingualism. Students of Modern Languages and Cultures at Exeter will be involved in creating and deploying teaching activities for students of Rokeby School in East London, a highly multicultural and multilingual secondary school. Students of Rokeby School learned more about the study of languages in Higher Education and the importance of multilingualism for future career prospects. They were also be involved in creative activities such as producing vignettes and surveying the linguistic landscape of their school and borough, to explain their experiences of multilingualism to Exeter students.

### Impacts and Outputs:

- Over 40 students from both Exeter Modern Languages and [Rokeby School](#) were involved as teachers and learners on the SML2244 Multilingualism in Society module. Seven of these students were employed as interns, designing language/culture learning activities paying particular attention to decolonising, cultures within cultures, and the inclusivity of invisible languages that students speak at Rokeby.
- Student interns led two presentations for Rokeby students on ‘studying languages at university,’ ‘the year abroad,’ and ‘using languages in a future career.’
- Pupils at Rokeby took part in [two competitions](#) linked to the SML2244 and SML3043 modules, raising awareness of linguistic and cultural diversity, and providing a real-life case study.



# Theme 7: Communities and Students Together (CaST)

## Hidden Exeter and St Nicholas' Priory

Fabrizio Nevola, David Rosenthal, and Kate Osborne

This project built on the public-facing geolocated historical audio guide, Hidden Exeter (AppStore and GooglePlay). Involving students at the University of Exeter and volunteers at St Nicholas' Priory, Exeter and facilitated by researchers from the Hidden Cities research project, it delivered a community-engaged, co-produced new trail within the app.

### Impacts and Outputs:

- The project team worked with four interns and a community partners in Exeter to co-create a trip in 'Hidden Exeter' on the Hidden Cities [app](#).
- The project provided the staff-leads with an opportunity to refine their research processes, contributing to their own development.
- The students had the opportunity to work closely with the community partners, [St. Nichola's Priory](#) and the [Royal Albert Memorial Museum](#) in the preparation of the 'Hidden Exeter' trip, gaining real-world exposure to public-facing research-based outputs.
- The collaboration with community partners has led to a closer Creative Arc partnership between the University of Exeter and the Royal Albert Memorial Museum.

# Education Incubator Projects: 2021-2022

**Theme One: Collaborative spaces for diverse creative networks**

**Network Mentor: Christine Robins**

- Alison Marchbank (CMH) and Eva Persson (Lund University)  
**Mind the gap: Collaborative spaces for diverse creative networks**
- Anna Kiernan, Kate Wallis (HUMS), and Hazel Beevers  
**Lit: Up: Nurturing regional talent through a creative agency pilot scheme**
- Barrie Cooper, James Bingham (CEMPS)  
**Virtual spaces in a blended environment**
- Oli Young, Costa Manolchev, and Rae Preston (UEBS)  
**Connective Cornwall: Improving Employability Access, Progress and Success for BAME Students**



# Education Incubator Projects: 2020-2021

**Theme Two: Remote and online: Innovating evaluation and feedback**

**Network Mentor: Lisa Harris**

- Lisa Alberici (GSE) and Tamsin Kilner (Academic Development)  
**Building assessment confidence: effective use of examples of previous students' work for online and blended learning contexts**
- Barrie Cooper, James Bingham, and Jemma Shipton (CEMPS)  
**Improving the student programming experience via continuous automated feedback and industry-standard tools**
- Rosey Davies, Sue McAnulla, Jenny Shepherd, Karen Knapp, Christine Heales, David Harris, Sam Vine, and Sue Rimes (Academic Skills)  
**Exploring the potential of 3D virtual reality (VR) as part of a blended learning approach to teaching clinical skills to student radiographers**
- Ioanna Kapantai and Manuela Barreto (CLES)  
**Improving Neurodiverse experiences at University. The development and deployment of online training and teaching toolkits.**



# Education Incubator Projects: 2020-2021

**Theme Three: Building cultural and social connections**

**Network Mentor: Vrinda Nayak**

- Dora Geraldine Bernardes, Ruth Flanagan, and David Mussell (CLES)  
**Elevating cross-cultural care: Transforming educational curricula to foster cultural competence in the helping professions**
- Angela Christidis, Beth Cossey, Meredith Farley, Sue O'Hara, Joshua Papanicola, and Emma Sweeney (UEBS)  
**Understanding international students' academic, well-being and sociocultural adaptation**
- Malcolm Richards, Ryan Hanley, Nandini Chatterjee, Hanife Hursit, Nour Azzalini-Machecler, and Diana Valencia Duarte (GSE)  
**Black British Studies - an open accredited module for the University of Exeter**



# Education Incubator Highlights: Academic Year 2021-22

- Supported 112 [Project Fellows](#) to run 43 projects across the academic year, engaging 4,986 University Exeter students to benefit from and be employed on innovative projects
- Created a 10-week [Innovation Lab](#), which provided 31 staff and students with an innovative approach to developing education enhancements and brought together design thinking tools and a strong emphasis on peer learning across [eight projects](#).
- Collaborated with the Provost's office to create and support the [Student-Led Anti-Racism Project Fund](#), empowering 7 student-led teams to run £25,000 worth of innovative anti-racist projects at the University. Based on the success of these [SLAR projects](#), the Provost's office doubled funding to £50,000 to run two calls linked to [anti-racist](#) and [gender safety](#) projects.
- Distributed €30,000 funding from the ERASMUS+ CaST ([Communities and Students Together](#)) research project to run three [Community-Engaged](#) projects at Exeter, including '[Multilingual Students](#),' '[Hidden Exeter](#),' and '[Kinder Exeter](#).'
- Ran three online [Writing Retreats](#) across the summer 2021, engaging 60 staff and students in collective, collaborative writing, and exploration.
- Holly Henderson ran [Lego Serious Play](#) sessions for over 2,500 students and external partners.
- Houry Melkonian engaged with 250 school students through her MathsArt project, and worked with students to create [seven biographical profiles](#) to celebrate female mathematicians.
- Irene Salvo ran [Mindful Classics](#) sessions across the University, engaging 50+ students and staff with the concept of contemplative pedagogy, and presenting suggestions for how to incorporate accessible mindfulness techniques into the classroom.
- Maarten Koeners developing and facilitated [50+ pedagogical games](#) through his [Playful Learning project](#), engaging with over 1,000 students and 100 educators at Exeter.



2020-2021

