



EduExe Festival Magazine



INNOVATE SHARE

CELEBRATE **EDU EXE**



July '23



Contents

	Meet the Team	4
	Reflections from the Interns	5
Date	Event	Page
01/06	ASPIRE celebration events	6
02/06	SACA project discussion content warnings	7
05/06	LunchTime Lego	8
07/06	Flexible education for the digital age	9
07/06	Balancing Act	10
08/06	Student Employability Data	11
09/06	Grand Challenges	11
09/06	Intro to ELE 2	12
12/06	Show not tell; using the humanities to bring our digital strategy to life	12
09/06	Designing Plagiarism out of Assessments	13
12/06	Escaping the Norm: using escape rooms to facilitate integration	14
16/06	Virtual Escape Rooms for Learning and Teaching	14
13/06	Women's Leadership Network: Exploring the landscape of leadership career progression	15
13/06	Inspirational Learning Spaces	16
14/06	Evaluating Your Tutoring Practice	17
27/06	Belonging and Mattering - a tutor's perspective	18
27/06	Tutoring your PGTs	19
14/06	The impact of thinking fast and slow on teaching and learning strategies in Mathematics	20
15/06	Leading Change at the Programme Level	21

Date	Event	Page
19/06	The fruits of co-labour?	22
19/06	Encompassing and decolonising STEM in our learning and research	23
21/06	Mind the Gap: Supporting academic staff to take data-informed action on attainment and awarding gaps	23
19/06	Sketchnoting for everyone	24
19/06	Neurodiversity in higher education: The “Emerging Minds” project, neurodivergent community research priorities and the ReASoN network	25
21/06	Unique Datasets for Fair and Robust Assessments	26
21/06	Utilising smart technologies to nurture world-ready learners	27
22/06	Embedding professional skills development into module/programme design	28
23/06	Creative Toolkits for Education Contexts	29
23/06	Tailoring employability provision for international students	30
26/06	Tourettes Awareness session	31
26/06	Fostering Diverse and Inclusive Learning Environments Through Peer Support	32
26/06	Taking account of students experiences of eco-grief and eco-anxiety when incorporating sustainable development goals into teaching	33
26/06	Embedding wellbeing from the get-go: Exploring best practices in teaching that promote student wellbeing	34
27/06	Can we talk about this?	35
27/06	Generative AI discussion panel	36
28/06	Student belonging and mattering: the impact on academic achievement	37
28/06	Global Leaders: embedding employability and SDGs into fieldtrips and experiential learning	38
28/06	Implications and opportunities of AI in higher education	39
29/06	A reflection on scaffolding Reflective Writing in UG students	40
	What next? - Organisers note from Kelly Louise Preece	41

MEET THE TEAM



Kelly Louise-Preece
Festival Lead



Amelia Groves
Festival Officer



Florence Sargent
Student Intern



Martha Shepherd
Student Intern



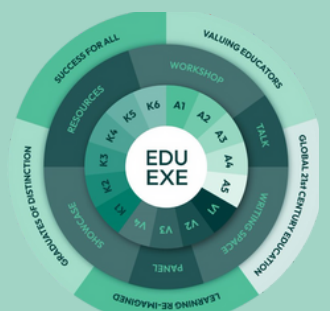
Gudrun Bennett
Student Intern



eduexe.podbean.com

eduexe@exeter.ac.uk

@EduExeFestival



REFLECTIONS FROM THE INTERNS



Florence Sargent

EduExe has been an eye-opening and inspiring month. I understand so much more about the university and its values from engaging with academics. I have also discovered the university's Education Incubator, Digital Makers Space, and Creative Quadrant, all areas which I look forward to exploring during my degree. Thank you, Kelly and Amelia, for this opportunity!



Martha Shepherd

I have really valued my time here, it has been truly inspiring to learn both about myself and the professional side. It has been thoroughly interesting to hear about the innovative advances in higher education, discussions about new ideas and even being able to engage in some of the key debates. I am excited to carry all of these new skills onward.



Gudrun Bennett

I have really enjoyed my time working as part of the EduExe festival. This month I have learnt so much about the diverse and innovative work that is happening at the university. What particularly stood out to me was the importance of integrating sustainable development goals into higher education and the transformative potential of AI and digital technologies to improve student experience.

ASPIRE CELEBRATION EVENTS

We celebrated our ASPIRE achievers from the last three years over tea and scones which made for the perfect afternoon. Given the locations of our campuses, there were a few disputes over the correct construction of a scone!



STREATHAM CAMPUS, 01/06

The Streatham event opened with a speech from Professor Tim Quine, Deputy Vice-Chancellor of Education, and the Penryn event was opened by Professor Martin Siegert, Deputy Vice Chancellor in Penryn.



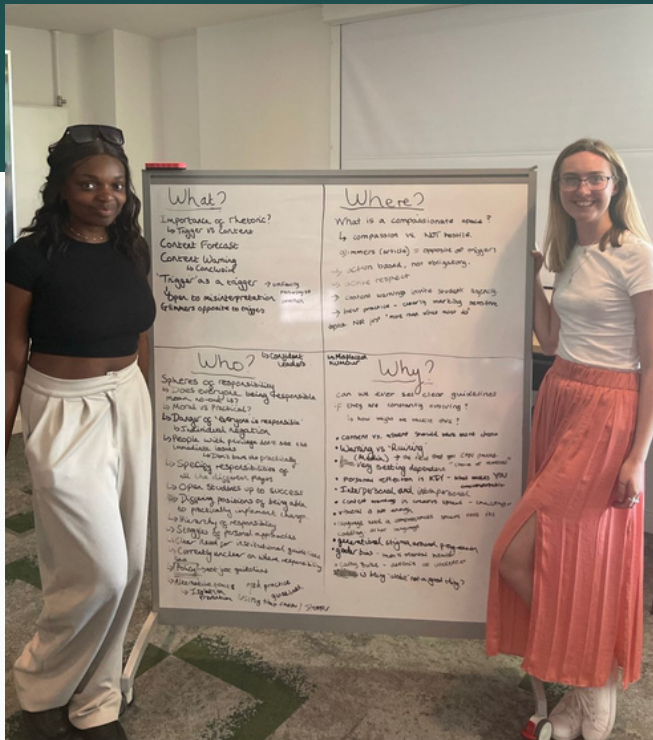
PENRYN CAMPUS, 05/06



DO YOU PREFER
THE DEVON WAY,
OR THE CORNISH
WAY?

CONTENT WARNINGS AND COMPASSIONATE LEARNING COMMUNITIES

SACA PROJECT DISCUSSION 02/06



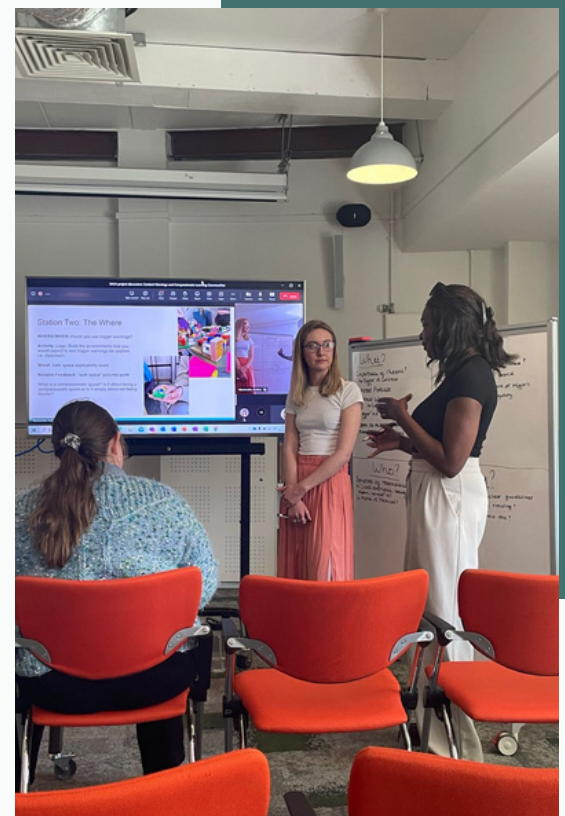
The festival began with the SACA (Student As Change Agents) Content Warnings and Compassionate Learning project discussion at the Innovation Centre on Streatham Campus.

Ella Taviner and Andrea Namirembe, 3rd year History students, discussed the importance of rhetoric, spheres of responsibility for individuals and institutions, compassionate spaces, and setting guidelines as content warnings evolve.

The discussion established the term 'content warnings' as a more compassionate alternative to 'trigger warnings', creating a sense of care rather than anxiety about what was going to be discussed.

Content warnings are extremely important in education spaces as they give students and teachers agency over their own learning.

The group agreed that in order to create compassionate learning spaces institutional guidelines are needed, including clarity on who is responsible for ensuring that sensitive topics are clearly signposted.



"One of the best events I've been to in a while! Such interesting conversations happening!"



Dr Caitlin Kight, Lecturer in Education gave an engaging and interactive workshop, showing how LEGO Serious Play can be used in a Higher Education setting as prompts for discussion and learning.

LUNCHTIME LEGO 06/06

LEGO Serious Play has many pedagogical benefits:

- LEGO encourages playfulness, peer learning and communication
- It is tactile, and engaging your senses is key to cognition and improves retention
- It encourages physical and metaphorical storytelling
- It is a democratic method of exploring complex topics and themes



LEGO SERIOUS PLAY

To find out more about LEGO Serious Play and incorporate it into your teaching at the University of Exeter, visit the [Education Toolkit](#).

LEGO kits are available to borrow from the Academic Development team - if you would like to borrow LEGO to use in your teaching, please complete a request form.

FLEXIBLE EDUCATION FOR THE DIGITAL AGE



07/06



“As someone who was initially skeptical of the student engagement of learning entirely online, this discussion really opened my eyes to how the flexibility of online courses actually encourages students to be proactive, builds confidence and improves the overall quality of their work.”

Gudrun, SCP intern for EduExe Festival

In this hybrid event, Professor Lisa Harris, the Director of Digital Learning at University of Exeter Business School (UEBS) and Katie Steen, the Digital Producer of Online Programs facilitated a thought-provoking discussion about how to make online learning more aspirational and accessible.

The event was also joined online by Lisa Grover and Susan Reh who shared their experiences of creating a supportive learning environment online, considering how the COVID-19 pandemic exacerbated negative associations surrounding online higher education courses.

UEBS is contributing to the development of a new Centre for Online Learning that encourages learners to try something new and make it easier for students to connect with experts in their field.

BALANCING ACT

“Digital is so effective for the learning and teaching experience.”



The move to teaching online during COVID-19 was not ideal vision of online learning. Some of the lessons learned include:

1. **Employability** - the need to close the skills gap quickly by combining university credit with real job certification.
2. **Pedagogic principles** - it should be student-led, not technology-led.
3. **Modularity and flexibility** is important whereby breaking down units of learning means the learner can fit the content around their life.
4. **Face-to-face and online** is too simplistic. Social collaborative elements, e.g., practical workshop sessions, need to be introduced. By bringing principles of social networks into each course this helps to increase retention and engagement.

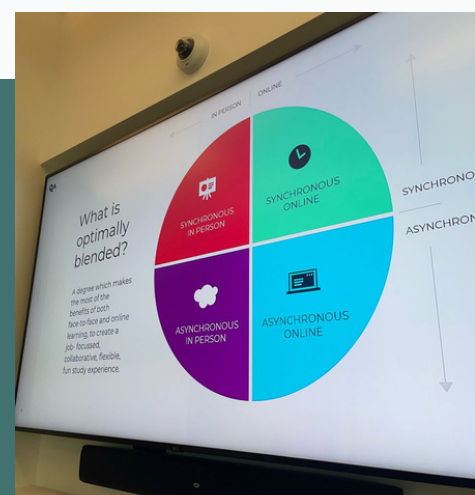
Simon Nelson, former BBC controller, founder of Future Learn and currently CEO of QA Higher Education, shared his experiences of promoting blended learning.

Simon discussed how students want and are entitled to an affordable, accessible and skills-focused degree, particularly for people who had previously missed out on the opportunity to go to university.

Some of these initiatives, such as MOOCs, have been a catalyst for the wider digital transformation of Higher Education.

"I really enjoyed this talk and found the quadrant diagram particularly interesting. Thanks Simon for sharing your vision and the EduExe team for organising."

Cat Bailey, Digital Education Enthusiast



GRAND CHALLENGES SHOWCASE 2023

9/06



Over 400 students across all our campuses worked together to create innovative solutions to 5 'grand challenges'. The winning presentations from each category were:

1. Climate and Environment Emergency: Eco-Unlocked - escape rooms promoting environmental education.
2. Mental Health: My Theraplaymate - structured play therapy through books designed to increase communication and accessibility.
3. Social Equality: Unight - safety kit for students to carry on a night out.
4. Tomorrow's World: Cornish Sushi - a sustainable, locally sourced sushi Community Interest Company.
5. Future Food: FoodAid Exeter - a website for people to easily find food banks, food collection, or volunteering opportunities.

8/06

STUDENT EMPLOYABILITY DATA FOR FACULTIES AND ACADEMICS

Hosted by Oliver Laity and Kirsty Janes from Student Employability and Academic Success (SEAS), this session explored three main data sources on student employability and their application in reporting and evaluating: Careers Registration, Graduate Outcomes and Careers engagement data. SEAS aim to provide bespoke support at scale - trying to make sure that the right services are pitched to the right students at the right time.

Read their [website](#) for further advice.



SHOW NOT TELL: USING THE HUMANITIES TO BRING THE DIGITAL STRATEGY TO LIFE

The 2030 Digital Vision for the University of Exeter is to be the most accessible and connected university destination for any user.

Ash Roots (Chief Digital Officer) and Helen Cocks (Digital Business Manager) discussed how unlocking creativity and engaging in a human-centred way to promote the University of Exeter Digital Strategy. For example Magpie: A Digital Experience is a fun, immersive, digital experience that encourages everyone to take part and find out more about what the Digital Team are doing.

Engaging with staff and students as storytellers has helped to share the strategy more widely and improve the digital experience.



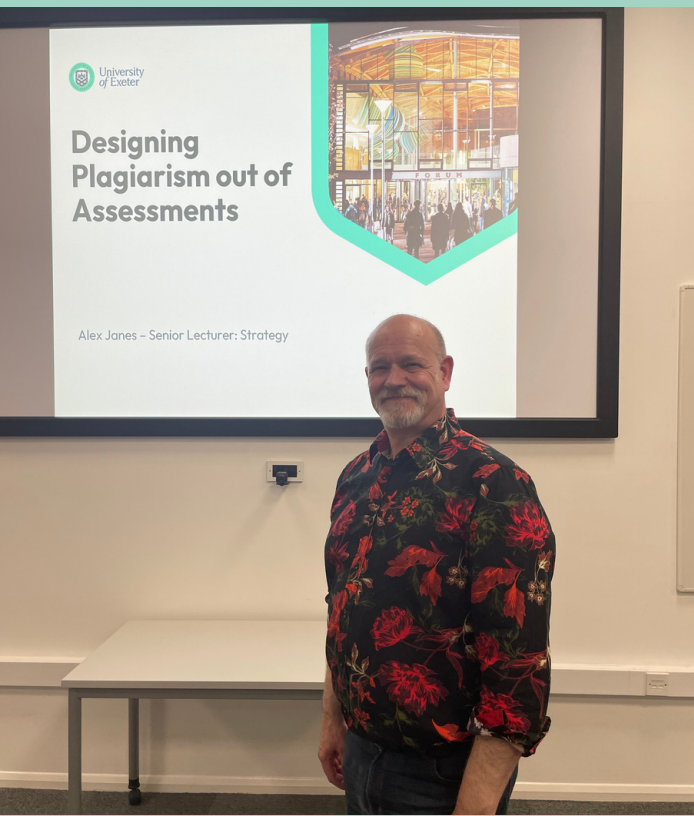
12/06

9/06

Introduction to ELE 2

ELE 2 will be launched in July 2023. Donna Miljus, Lizzie Hustwayte, Tamaryn Meek-Ip and Tom Slade explained the improvements, including:

- Removal of BART and introduction of ELE coursework activities
- Fitting with the Ed Tech market
- Access to Moodle Plug-in Directory
- Easier to see student engagement
- Modules can be reused and recycled for each cohort
- Better structure and focus back on teaching and learning



DESIGNING PLAGIARISM OUT OF ASSESSMENTS

09/06

In this session Alex Janes, Senior Lecturer in Strategy discussed how to change the narrative of cheating through:

Detection - Education - Design

Current Issues include:

- Contract cheating
- Essay mills
- Generative AI /ChatGPT

Detection is usually not well resourced. It is better to place emphasis and resources into educating so students understand what is expected of them. This will encourage them to do the right thing instead of punishing them when they do the wrong thing.



Find a way to engage students in curriculum creation.

We need graduates to know how assessments help in life, not just in academics.

Escaping the Norm

12/06



In this thought-provoking interactive workshop, Emma Sweeney, Programme Manager at INTO, and Rachel Sloan, Employability and Careers Consultant, discussed how integration, confidence and cultural competence are the main barriers international students face when they arrive at university. What came from this session was how innovative team-building activities such as virtual escape rooms where students work together to solve puzzles related to their topic of study, help to encourage effective and culturally sensitive communication skills between students.

Protected Section

This section is password-protected.

Virtual Escape Rooms for Learning & Teaching

16/06

In the follow on session by Dr Lisa Alberici, Senior Lecturer in Education joined Rachel Sloan and we had the opportunity to work together in teams to try a virtual escape room for ourselves!

Here is how SCP intern Gudrun Bennett found the session as a learner:

“I found the puzzled educator escape room a really interesting and immersive experience. As someone who hasn’t done an escape room before, I thought it was a lovely way to work together. Working through these fun, shared activities to solve the clues was great to get to know people quickly and instantly broke down some of the awkwardness teamwork can sometimes create. I particularly enjoyed the combination of an immersive story and cryptic puzzles which meant it appealed to the different styles of learning of everyone in the team. I hope to see these kinds of activities incorporated into more university courses.”

WOMENS LEADERSHIP NETWORK

"There are more CEOs named David than there are women CEOs."



Exploring the Landscape of Leadership Careers

The new Women's Leadership Network organised an incredibly interesting talk led by Professor Beverley Hawkins, exploring the language used to describe career progression.

Why are spatial metaphors used so often?

This includes:

- Enablers: Career ladder, trajectories...
- Obstacles: The Glass Ceiling (prevents a demographic from rising above), The Glass Cliff (women are promoted into more precarious roles - Ryan and Hallam, 2005).
- Spaces: Labyrinth, jungle gym (not just one route to the top), dead-end job, Mummy Track (losing opportunities the higher up you get for family) - as opposed to 'career woman'.

Metaphors can have real-life harm. They draw attention to how a level playing field is a fallacy, ie normalising how some people will experience more glass cliffs, ceilings, labyrinths etc.

We can begin to tackle this by using more collaborative terminology over heroic individualism 'leader' phrases.

INSPIRATIONAL LEARNING SPACES

The new Creative Quadrant in Streatham Court was explored as an example of an innovative space for teaching and learning. It provides a huge variety of interactive resources that can be valuable for making education more creative and playful.

In a discussion led by Professor Sue Prince, Dr. Karen Kenny, and Stephen Hickman, the intention and uses of space were questioned. Whilst a space like the Creative Quadrant, with moving tables on wheels, may be described as very flexible- it has still been built with intention and a purpose in mind.

Spaces can be created for future needs, which would have to involve the community in order to build an interdisciplinary space.

“It is important to consider how people experience themselves in the spaces they occupy.”



"If students feel that they matter, their grades will statistically improve."



EVALUATING YOUR TUTORING PRACTICE

Streatham & St. Luke's Workshops

Dr. Karen Kenny, Senior Academic Developer, led three interactive sessions. The first was supporting personal tutors to evaluate and improve their tutoring practice. Key ideas were:

- It's important for students to gain professional skills development so they think about their future, not just passing the module.
- Address the UN's SDGs (Sustainable Development Goals) in modules as an ice breaker in group tutor sessions.
- Staff experience is important; you must enjoy what you do.
- Feeling part of the community will make students want to stay on campus.
- Create SMART targets when implementing change to improve students' experiences and meet their diverse needs.
- Get the students to evaluate their tutors through an automated form with a RAG rating or Stop, Start, Continue.
- Get students to write notes for meetings to evaluate the level of engagement.
- Record sessions with students so they turn on cameras and mics.



BELONGING & MATTERING

14 / 06
&
27 / 06

A Tutor's Perspective - Streatham & St. Luke's Workshop

How can we help students to feel that they 'matter?'



-Regular meetings allow for the building of relationships. Students need to feel a sense of belonging in the academic community.

-Tutor Award nominations for Students to share what students have done well.

-Co-coaching so students can get support from each other and gain coaching skills.

-Have the same tutor groups and SSGL groups (Structured Support Group Learning).

-Understand the boundary between academic tutoring and welfare support.



-Students should input their name and candidate number in their email signature to help build rapport

-Encourage students to put their photo on their email profile.

-A student form for the first group tutorial with their name, photo, pronunciation, nickname, what tech they use.

-Get students to input their personal statement onto OneNote/OneDrive to understand their interests.

-Students should write their own references which they can input into a notebook to convey what they want from the course.

This can be built on each year.



TUTORING YOUR PGTs

Streatham & St. Luke's

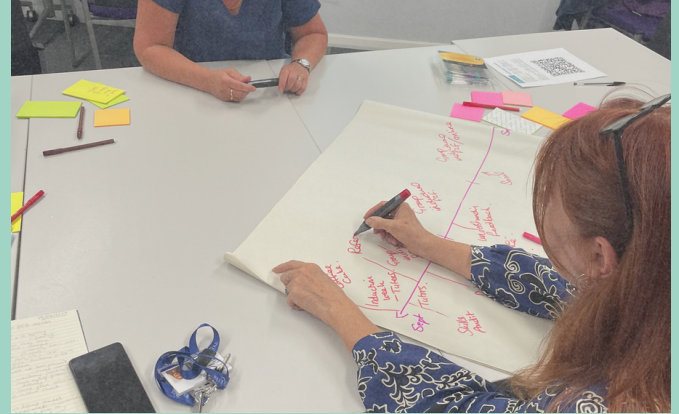
14 / 06

&

27 / 06

How can we help international PGTs adapt to university?

- Unpick the language around academic misconduct so it does not terrify students
- Reframe the academic induction with a welcoming to tutoring session (with alumni help)
- Model a tutoring session on understanding culture clashes
- Locate and share tutoring videos online.
- Recognising the language of tutoring is so important, e.g., differences in greetings
- Personal development plans for international students
- Regular check-ins so they know they belong and matter
- Develop the Skills Audit (self-assessment) to be electronic



- Have a mandatory welfare check before Christmas to see if students are attending tutorials, engaged in the course
- Encourage students to join the Intercultural Cafes and the ESV (Exeter Student Volunteers) where they can practise their English by volunteering
- Team up with other tutor groups
- Plan tutor trips to the RAMM and the cinema
- 85% of international students commit academic misconduct unintentionally. It is important to understand the cultural impact of shame when this happens
- Turn support from a deficit model to a growth mindset
- Assessments at the beginning of term to evaluate students' strengths and weaknesses



THE IMPACT OF THINKING FAST AND SLOW ON TEACHING AND LEARNING STRATEGIES IN MATHS

Professors Layal Hakim and Peter Ashwin explained the impact of thinking fast and slow on teaching and learning in Maths.

Based on the book 'Thinking Fast and Slow' by Daniel Kahneman (2011), the session highlighted the two different modes of thinking in the context of learning mathematics:

+ System 1:

Fast, easy, recall but subject to biases & loss aversion, leading to wrong decision-making such as using a 'safe' incorrect method.



+ System 2:

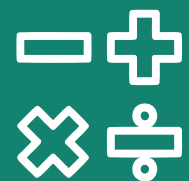
Slow and deliberative, enables deeper understanding but depends on unfamiliarity which could lead to errors.

Engaging students in System 2 thinking such as encouraging comprehensive reflection (considering why their method is not applicable) may help solve some of the challenges of teaching Maths in HE:

- New concepts completely different from previous education (Pure Maths)



- Constructing unseen proofs
- Reluctance to seek help when needed
- Consolidating the knowledge gained



Balancing the different systems of thinking requires new skills, intuition and unfamiliarity and it is important to consider the questions that may arise from this.

LEADING CHANGE AT PROGRAMME LEVEL



Professor Sam Nolan, Head of the Education Lab at Durham University's Centre for Academic Development, explored the question of what works in leading change.

"We must recognise that change is normality."

How?

Through a "Developing Teaching Leadership" Programme:

- A 6-day course with 20 programme leads: must be nominated by Head of Department
- Need to be leading a change
- Equal in leadership and pedagogy
- Active learning at the heart of each session
- Promotes agile thinking

5 Kinds of Change:

1. **Scientific** - top down change. Organising big, complex structures.
2. **Evolutionary** - train people up to a particular challenge.
3. **Political** - understand the culture. Working the system to produce change.
4. **Environmental** - cognition/developing the people you have to help deal with change
5. **Cultural** - challenging tacit assumptions. Understand the social aspects.



What is necessary?

- Clear project mandate
- Communication and Consensus - listening to and sharing ideas before meetings.
- Support - from the people above you and from trusted mentors and friends
- Workload allocation

Education Topics



Leadership Topics



The Fruits of Co-Labour

19/06

A discussion of collaborative ways of working with Russell Crawford, Director of Learning and Teaching at Falmouth University, and Rebecca Edgerley, Academic Developer at the University of Exeter.

Collaborative practices are part of the V5 of the new AdvanceHE Professional Standards Framework. They combine inter and trans-disciplinary collaboration to solve problems whilst providing a model for students.

The main problem: How do we “measure” collaboration?

9 Domains of Collaboration as a Measurable Skill (Advance HE):

- 1 **Awareness** - self-awareness, awareness of group dynamics.
- 2 **Motivation** - problem-solving, idea development, solution-creation.
- 3 **Knowledge** - organisation, planning, sharing.
- 4 **Participation** - in practice and reflective.
- 5 **Mediation** - negotiation, discussion, verbal and non-verbal communications, elaboration, compromise, coherence.
- 6 **Reciprocity** - sharing of information, support, experience.
- 7 **Reflection** - cyclical reflective model of the “bigger picture”.
- 8 **Engagement** - facets of engagement, “how” in practice.
- 9 **Innovation** - impact, revenue, participation.

AI + Assessments: Fishbowl Activity

What does AI show?

- How basic assessments can be, e.g. MCQs
- Could mean return to in-person assessment = step back in accessibility
- Lecturers are under lots of time pressure
- The perception of AI impacts how you use it: tool or competitor to humans?
- ChatGPT is a language model- no common sense; just sounds plausible
- Makes us struggle to work out truth from fact
- Fight for academic principles - against dishonesty, not AI
- Staff using AI for marking: makes it less personal/critical/reflective

What can be done?

- Go back to the fundamentals: what is the point of a university, what is an academic, why do we assess?
- Volume of students and scalability - need assessments with more engagement
- Programme level changes are necessary
- Inclusive/authentic assessments.
- Need to be clear about what students are asked as requirements
- Application of the tool in the right context



Encompassing and Decolonising STEM in Our Learning and Research

19/06

Dr John Bruun facilitated a discussion around decolonising STEM.

A central concept was the importance of asking whose voices are valued and whose are silenced.

The University of Exeter Library have been putting together great resources for examining narrative and reconsidering what is 'normative' - [Decolonising Your Reading List](#).

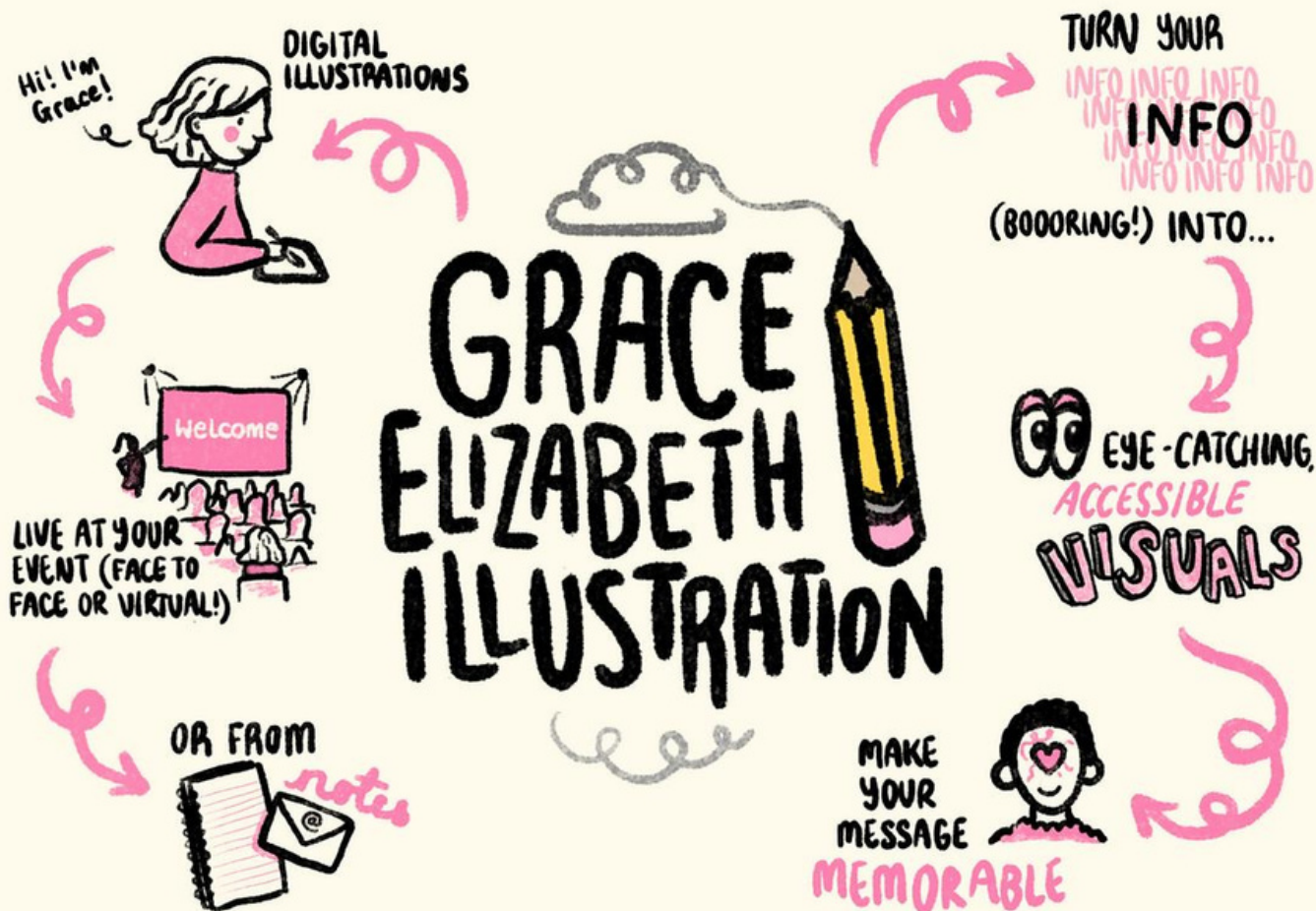


MIND THE GAP

21, 23/06

Vrinda Nayak, Nicky King, Catherine Taylor, Paul Ruddock, Luke Burder, Sean Porter and Kirsty Janes gave staff the insightful 'Mind the Gap' sessions illuminating awarding gaps, and how to access the data through the [MI Hub](#) to help close these in line with academic standards and Success for All strategy. This is a [useful data resource](#) that can facilitate the review and inform local action on student attainment & awarding gaps across demographic groups of students, from module to institutional level, from components of assessment to final award.

With a rise in good honours degrees, and national pressure about trends of awarding generally, it is important to provide information, and thus assurance, on how the University monitors and manages the academic standards of its awards. This formed the [Degree Outcomes Steering Group](#), which also works with students to pursue a multidisciplinary and collaborative approach to the collation, presentation, analysis and monitoring of degree outcomes data.



WHAT IS SKETCHNOTING?

19/06

Sketchnoting is the practice of transforming chunks of otherwise dense and overwhelming information into eye-catching accessible visuals. This helps to make your message clearer, more memorable, impactful and captivating.

Thank you to Grace Elizabeth Harper for a fun and refreshing workshop on Sketchnoting. Sketchnotes can be used to create headlines and visual reminders of key points of information to reel people in to find out more. Not only can they be used to document large scale events such as lectures and conferences, but they can also be personal reflections and notes to help digest information better, and can improve wellbeing. Our biggest takeaway from the session is that sketchnotes do not need to be perfect or make sense to anyone else, the most important thing is that they are personal and you draw what you think is instinctually most important to you.

ReASoN

Emerging Minds: Neurodiversity Research and the ReASoN Network

19/06

Rachel Griffiths and George Newman led a discussion on the work of the ReASoN network (Researchers And Students On Neurodiversity) who are researching the support and research priorities of neurodiverse students in UK HE.

What did we learn?

-There are misconceptions, stereotypes, and an undervaluing of the needs of neurodiverse students in mainstream academic research settings

-The ReASoN network is working to combat this by conducting focus groups with neurodiverse students and recent graduates about their experiences

-It is not enough to just have neurodiverse stakeholders, but neurodiverse participants are essential to really understand their experiences

-The complexities of building bridges and growing communication with hard-to-reach communities was also discussed and the power imbalance this can create between participants and researchers

How do we overcome these challenges?

It is essential to move away from the one size fits all approach but instead accommodate for the individual needs of participants and engage with students as agents of change.

To find out more about the innovative work of the ReASoN network, how to join and to keep up to date with their research, follow [@ReASoN_Network](https://twitter.com/ReASoN_Network) on Twitter.

UNIQUE DATA SETS FOR FAIR AND ROBUST ASSESSMENTS

21/06

"1 in 6 university students admitted to cheating in online exams in 2022."



A very insightful discussion with Alison Hill, Nic Harmer and Steve Porter about how they have created unique datasets for Biochemistry exams with thanks to support from the Education Incubator Discovery Grant.

Why? Because...

- 85.9% of students prefer online exams.
- However, this has increased instances of students cheating, 68% of students believe there is more cheating with online exams.

To prevent students colluding in exams, each student is given a unique data set so no answer is the same. The code helps to tailor unique questions and numbers for each student, the methods used can stay the same but it makes sharing answers much more difficult. However, the unique questions and answers for each student takes longer for the marker, yet a code has been created to remove the marking burden which gives students more credit.

The second design that was presented was a Smart PDF which won the Learning Sci Teaching Innovation Award 2022, used to minimise the potential for collusion during coursework.

How does this work?

Candidate number is used to seed an algorithm which generates pseudorandom numbers that are unique to each student which makes it clear if students attempt to cheat during exams.

Conclusion:

Post COVID-19 pandemic academic misconduct has become normalised, yet this is an issue that has become more common across different universities. Therefore, it is essential that methods such as unique data sets are used to keep assessments robust. Ultimately, it is students that need re-educating in when they can and cannot work together when it comes to assessments.

"Cheating has more than doubled since the pandemic."



UTILISING SMART TECHNOLOGIES TO NUTURE WORLD-READY LEARNERS

21/06

A round-table discussion led by Professor Loyal Hakim, asking 'How does assessment need to change to anticipate and utilise AI and smart technologies?'

»» Theme 1: AI and ChatGPT

- Lecturers are more worried about preventing cheating than promoting using AI and finding different ways of assessing.
- AI cannot give qualitative feedback. It will never replace learning from personal experience.
- Students are going into the workplace where AI is used - need to learn how to use it properly.
- Chat GPT is now a dependency, an automatic reaction to use it, e.g., like a calculator.

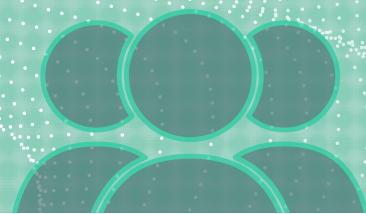
»» Theme 2: Assessments

- The exam system is based on regurgitating information like a robot - need to make it about both content and skills.
- The privileged can access the best - we need to bridge the gap.
- Learning and assessment are thought of as 2 separate entities - need to be integrated - assessment as learning.
 - Stricter guidelines around assessments and what constitutes collusion.

»» Theme 3: Skills Education »» Theme 4: Authentic Assessments

- Gamify/have more independent learning - can make students feel more individualised.
- Authentic learning - teacher as facilitator. Guide on the side.
 - Students have to learn for themselves - how learning is sustained.
 - There is a separation of employability and subject - how can I apply the skills I have learned to real life?

- Get students to reflect on the feedback they have received, e.g., a week of reflective sessions with goal-setting.
- Learning = experience + reflection.
- Look at it from a programme rather than module perspective: must be both vocational and pedagogical.



EMBEDDING PROFESSIONAL SKILLS DEVELOPMENT INTO MODULE DESIGN

Nicky Thomas, Senior Lecturer in Tax and Accounting and Fiona Hartley, Employability and Careers Consultant facilitated a hands-on interactive workshop on how to embed the development of professional skills into module design.

The session started by using Playmobil from the Creative Quadrant to create a figurine to represent the skills an “employable graduate” will need for the job market.



They then identified the barriers a student might face to developing these skills, and possible solutions including:

- Making changes to improve students' awareness of their employability skills
- Changing mindsets to encourage students to be innovative problem solvers
- Guiding students to be critical thinkers
- Using more innovative resources to aid proactive collaboration
- Creating an environment where students learn to be resilient and self-advocate
- Focus on being globally engaged; to become Graduates of Distinction

To find out more about how to integrate hands-on collaboration and creativity into your learning and teaching, check out the resources available at the Creative Quadrant on Streatham campus in the Business School.



CREATIVE TOOLKITS

"We should try and approach creative activities with a spirit of playfulness, and suspend judgement in order to make the most of their value."

The Creative Toolkits project aims to explore whether a bespoke curriculum can help learners engage with creative techniques as a means of supporting well-being in their professional context. It's goal is to support both students and staff affiliated with clinical placements, although it has much broader application too.

Thank you to Dr Caitlin Kight and project interns Alice and Harriet for showcasing some examples:

- Found poetry - taking words and phrases that leap out to you from a book or magazine to form a poem
- Collaging - arranging images for a creative display
- Sketchnoting - making information more memorable and digestible by drawing it out, you can create a visual library of thoughts and ideas.

TAILORING EMPLOYABILITY PROVISION FOR INTERNATIONAL STUDENTS

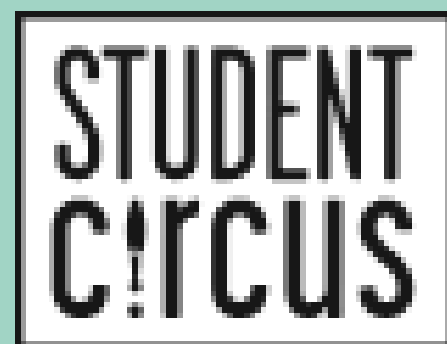
Mel Nearchou, SEAS Faculty Lead at the Business School and Pauline Zhang, Global Employer Engagement Officer gave a presentation exploring the wealth of careers support available to international students at the University of Exeter.

They also identified some of the barriers international students face when seeking graduate employment, such as conflicting priorities and visa restrictions.



What does the University of Exeter offer to support career planning for international students?

- Your Future First induction course is available to Business School PGT students, designed to de-mystify the graduate labour market
- Career Zone planning workshops and advice sessions
- English language for employability workshops at INTO aimed at building vocabulary and language fluency for employability and intercultural communication
- Increasing employer engagement by promoting career opportunities and graduate programs: over 70 events added to Handshake 22/23
- Student Circus: a job readiness platform for international students



TOURETTE'S AWARENESS



- How can we help people with Tourette's in education?**
- Break tasks into chunks
 - Academic mentoring
 - Provide 1:1 support if needed
 - Use executive function strategies
 - Provide extra time in exams

How to Support People with Tourette's:

- Be patient - sometimes things might take a little longer
- Talk - some people may find it helpful to discuss and process their experiences.
- Do your research - this helps people with Tourette's feel supported.
- Be an advocate- public acceptance helps support people with Tourette's.



With Ione Georgakis

from Tourette's Action

PEER SUPPORT

Fostering Diverse and Inclusive Learning Environments Through Peer Support

The Central Peer Support Team demonstrated how peer support encourages and helps promote inclusive and diverse learning environments for all students.

What can be done to help students feel supported throughout the academic year?

- Create smaller communities through things like WhatsApp groups which offer an informal space where students can ask questions and share updates and ideas.
- There are many peer support opportunities available for BAME students such as the BAME Student Network Event for both mentees and peer mentors to network in a safe space and to voice concerns, comments and to hear from the experiences of other students.
- Mature students, including those who come to Exeter through the Mature Access Pathway, can access peer support through schemes including the Mature Student Peer Mentoring programme. Programmes like this aim to foster inclusive learning environments for widening participation students and empower students as mentors to lead these groups.

What are the main takeaways from this session?

- Peer support should be flexible to customise to the specific needs of each student.
- Don't feel bound by current ways of mentoring, instead give mentors ownership over what works for them and their mentees.
- Embrace the online aspect of mentoring, it does not have to be in-person if that does not suit the needs of mentees and mentors.
- Emphasis on the accessibility of online mentoring resources such as BSL interpreters, and different playback speeds.



TAKING ACCOUNT OF STUDENTS EXPERIENCES OF ECO-ANXIETY AND ECO-GRIEF

26/06

Do these negative emotions lead to positive changes?

Dr Katherine Ashbullby, Lecturer in Psychology, and Dr Julie Pepper, Senior Lecturer in Business, discussed the effects of incorporating the SDGs into your education. This also involved the presentation of data from a qualitative student-led project on this topic.

How to best consider eco-anxiety:

- Emphasise the positive as well as negative sides of eco-anxiety
- Highlight how the act of doing can lead to action!
- Recognise that this topic can be polarising & people can feel easily judged
- Make sure students don't feel all of the responsibility is on them



What can you do?

- Talk with peers & brainstorm strategies - community engagement helps decrease climate anxiety
- Join relevant climate cafes and action groups, e.g., Be the Change society.
- Spend time in nature.
- Set time away from negative media.
- Seek success stories - collective joy is the antidote to individualistic climate despair.

EMBEDDING WELLBEING FROM THE GET-GO

26/06



Since COVID-19, research has shown that navigating the expectations of university can be psychologically demanding, putting some students more at risk than others.

Therefore, there has been a recent emphasis on making mentally healthy universities that work to improve students' wellbeing and making university a space where everyone can thrive.

What changes have been made to enhance practice based on embedding wellbeing from the get-go?

- Embedding wellbeing into the whole university structure can take time
- Signpost to wellbeing support through ELE pages
- Increase knowledge and training such as Mental Health First Aid and becoming a departmental mental health champion
- Demonstrating a supportive culture through trialling new approaches such as a therapy dog
- Consider subjects that could be triggering to students
- Playful initiatives such as Lego Serious Play, increase engagement and interaction

What best helps students feel supported by their discipline?

- Emphasise that you care about student wellbeing
- Confidentiality, controlled by the students
- Clear pathways of information for the students
- Helping students feel confident



CAN WE TALK ABOUT THIS?

A theatre-based dialogic structures programme which fosters proactive prevention through critical dialogue, about areas of concern or complex challenge for University students and staff.

EXETER
SOCIAL MOBILITY
FUND

EXETER
HUMANITIES
FOR ALL

UNIVERSITY OF
EXETER
DRAMA

exeter
education
incubator

UNIVERSITY OF
EXETER

A series of workshops throughout the festival was given by Amy Mellows and Sonia Thakurdesai from Doorstep Arts, an arts education organisation based in Torbay. Through the use of Forum Theatre, interactions based on real experiences were acted out between personal tutor and tutee. Together participants evaluated these interactions and made recommendations for how to improve them. This created a safe space to discuss important issues surrounding privilege, racism, micro aggressions and wellbeing.

"I think that it was really important to sit in these uncomfortable situations and it was really useful for challenging my own assumptions and the proactive changes I can make to my tutoring practice."

"Thank you for a really eye-opening session, I learnt so much and came away with lots to think about. I especially found it useful watching the scenarios between personal tutor and tutee and having the opportunity to suggest how this interaction could be improved to help students feel valued and listened to. "

ChatGPT & Higher Education: Staff and

27/06

Student Voices from UoE.



Professor Barrie Cooper & Dr. Judith Kleine-Staarman summarised the findings of the Exeter Education Incubator project, which used staff and student workshops, and were joined by Professor Rob Freathy, Dean for Taught Students for a question and answer panel.

Key findings of the project:

- ➔ The need to establish a baseline of generative AI that's freely available to all due to issues around equality and access
- ➔ Ensure sufficient time and resources are allocated for staff to explore this technology and consider necessary adjustments to their courses and assessments
- ➔ Staff must consider the capabilities of generative AI when setting assignments
- ➔ The need to implement a user-friendly policy, making clear acceptable use. It must undergo regular reviews to stay in step with advancements in generative AI technology

Both staff and students emphasised the need to revise assessment practices - reflecting on why are we assessing, what is the function of our education? Which can lead to workload concerns.

"If an AI can do an assessment better than I, why am I doing it?" Student voice

Some assessment modes suggested: Critical analysis of AI answers, group work individual, reflective learning logs, portfolio assessments, and inclusion of chatlogs.

Despite concerns, other uses of AI were noted:

Students:

Accessibility support (describing visual figures, explaining difficult concepts, finding helpful resources)

Proofreading and language support: help with grammar, fluency, understanding course content (get a sense) in advance, so can keep up with live sessions.

Students were worried and conflicted about academic conduct, and about being able to trust the tool

Staff:

Proofreading

Draft writing for emails etc

Check lecture plans for missing content

+ summarise work,

Improving accessibility of content

Translations between programming languages

"Navigating these issues requires leadership, community and collegiality, and bravery to challenge ourselves and reconceptualise what we do and why."



STUDENT BELONGING AND MATTERING

28/06

Belonging is the human need to be accepted and valued by a group of others - is well researched, and is already helped by embedding social events and societies with programmes, ensuring they are aware of extra-curricular opportunities and encouraging peer support and learning.

Mattering is feeling a significant part of the environment around you (importance), being tended to by others (awareness), or being looked to for resources (reliance).

There are already challenges to providing personal engagement to a student due to resource intensity such as with large cohorts. Many students struggle to engage in activities provided due to a variety of commitments, such as care or jobs, and being overwhelmed.

A key finding of the extensive research carried out is the small but statistically significant correlation of students with a higher perception of mattering achieving higher grades. This quantitative research across demographics looked at belonging and mattering at university and medical placements.

THE IMPACT ON ACADEMIC ACHIEVEMENT

WITH CLAIR ZAWADA, ASSOCIATE PROFESSOR FROM BIRMINGHAM CITY UNIVERSITY

1. How often are individual meetings motivational rather than punitive?
2. Do we demonstrate pride in our students for their individual successes?
3. If a student did the minimum required of them, how long could they go without any individual communication with staff or their peers?

Clair Zawada

Further reading:

- The Psychology of Mattering - Gordon Flett
- OR free papers by Gordon Flett by looking up 'mattering' on Google Scholar

GLOBAL LEADERS: EMBEDDING EMPLOYABILITY AND SDGS INTO FIELDTRIPS AND EXPERIENTIAL LEARNING

28/06

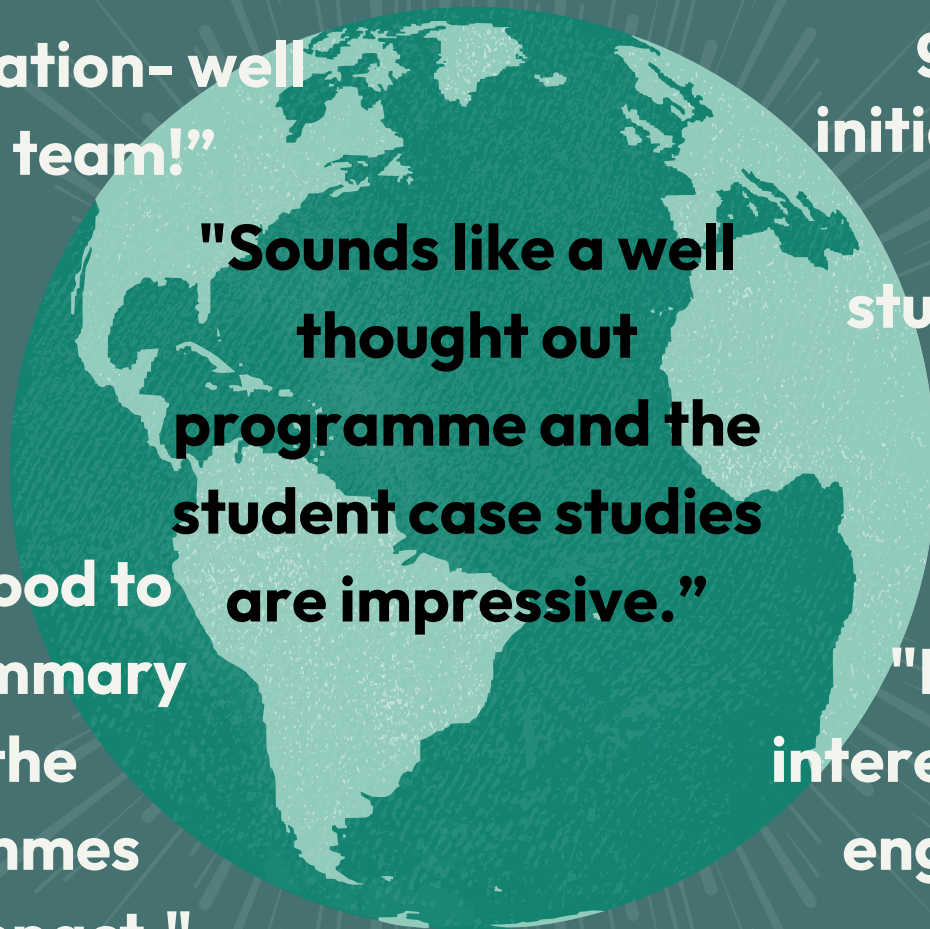
"Brilliant
presentation- well
done team!"

"What a
great
initiative for
the
students."

"Sounds like a well
thought out
programme and the
student case studies
are impressive."

"Really good to
hear a summary
of all the
programmes
and the impact."

"Really
interesting and
engaging"



What is the Global Leaders Programme?

An intensive experiential, overseas place based learning programme that facilitates social mobility. It combines educational, cultural and real world learning that is aligned to the development of interdisciplinary knowledge and global citizenship, required for professional career paths.

Find out more on the website.

WHAT ARE THE IMPLICATIONS AND OPPORTUNITIES OF AI IN HE?

29/06

Dr Philippa Hardman, DOMS led a fascinating discussion on the implications and opportunities of AI in higher education.

What was discussed?

- ➔ How can AI technologies help students to get better outcomes?
- ➔ What does AI mean for students, academics and assessments?
- ➔ How have educators, students and university managers reacted to AI?
- ➔ How has higher education been using AI to increase efficiency?

Students are using AI to generate practice prompts to check their knowledge and create bad and exemplary answers. AI can help review lots of data in ways that humans cannot.

What is the main impact of AI on learner experience and outcomes?

AI increases productivity and efficiency, it is inevitable that AI will be the future.

There is currently a shift from fear and scepticism to curiosity. Therefore, HE needs to be educated on the risks and ethical implications of AI to ensure that it is used responsibly. It is important that students are AI-educated and encouraged to be active and informed members of the continually evolving workforce.

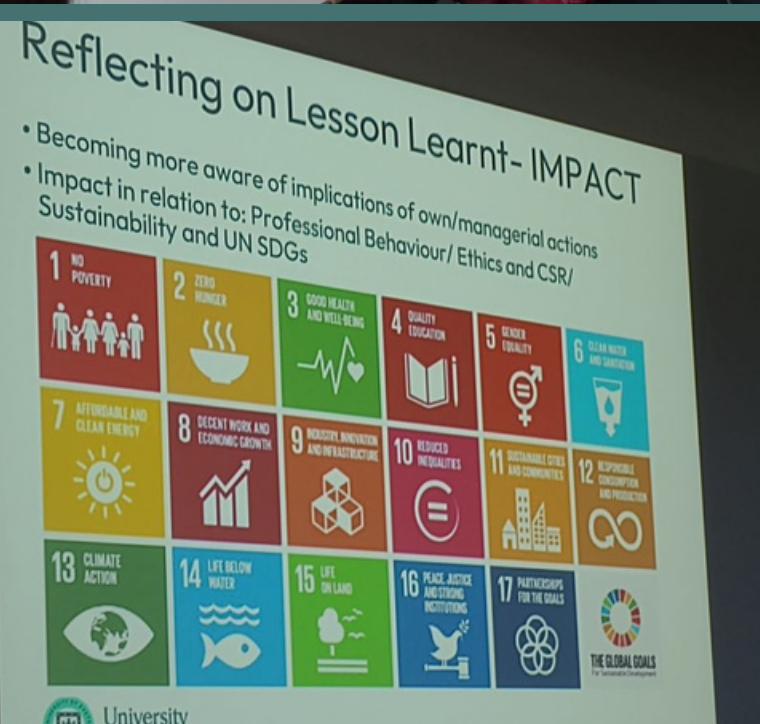
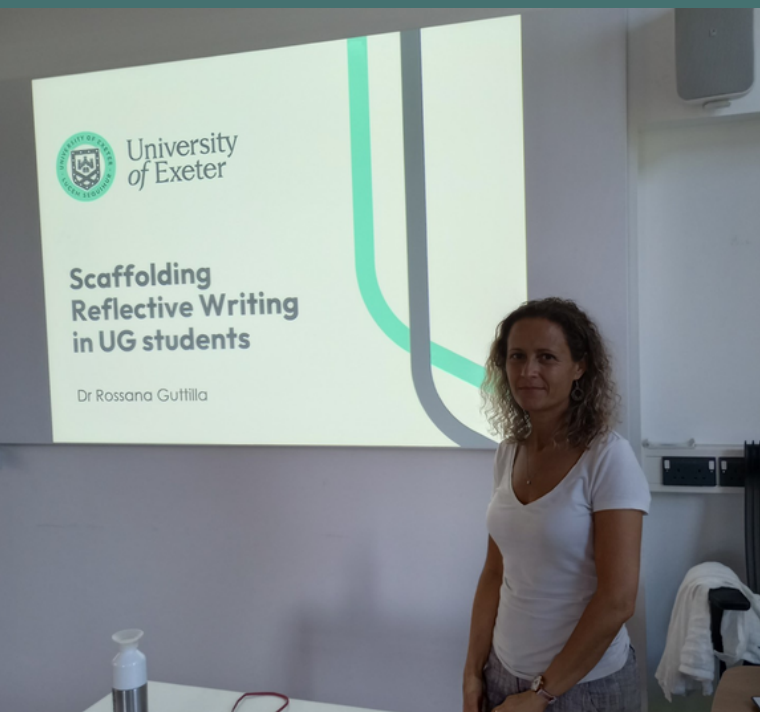
REFLECTIVE WRITING IN HIGHER EDUCATION

29/06

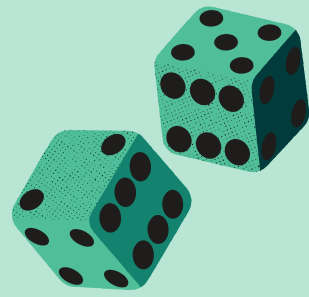
Dr. Rossana Guttilla, Senior Lecturer in the University of Exeter Business School gave an insightful presentation on the value of reflective writing and its intrinsic role in improving and solidifying the impact of your learning.

Why is Reflective writing so important?

- It aids collaboration and reflection
- Deepens learning and helps students make sense of their experiences
- Encourages behaviour change as the result of learning
- Helps students reflect on the UN sustainable development goals



A PLAYFUL CONCLUSION



In the Creative Quadrant

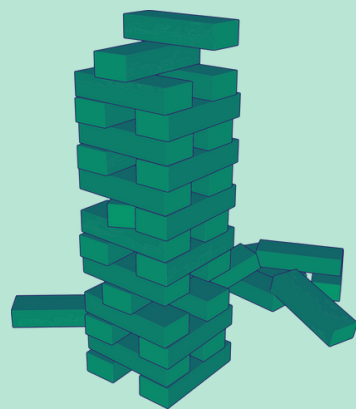
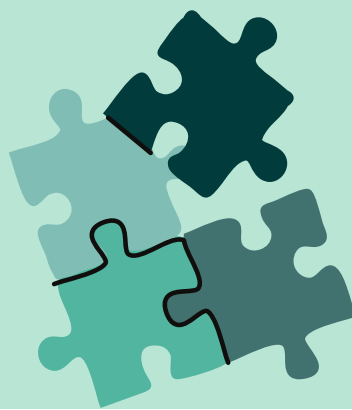
AN INTERACTIVE & ENJOYABLE END TO EDUEXE FESTIVAL 2023

On the final day of EduExe, all the attendees and speakers were invited for a morning of games and pizza!

It was a chance to celebrate all that we had achieved and congratulate all the speakers for their hard work over the past few weeks. Without them, EduExe would not have been possible, so thank you!

There were a range of stations with different games, including LEGO, Dobble, Happy Salmon, Tic Tac Toe & Ghost Blitz. It was a chance to use the new Creative Quadrant and get everyone together for an agile way of working!

We ended the session with some well-deserved pizza and beverages!



Innovate. Share. Celebrate.

A final note from Kelly-Louise Preece,
EduExe Festival Lead



When I joined as Head of Academic Development in November 2022, I inherited leadership of EduExe – a series continuing professional development sessions with a yearly conference. As with similar initiatives, engagement with EduExe had dropped since the onset of Covid-19, and so I knew we needed to think about what EduExe would look like in the post-Covid world – and so the EduExe Festival was born.

The goal of the EduExe Festival was to combine the seminar series and conference into a month-long celebration of teaching and learning at the University of Exeter, providing colleagues with flexibility in busy workloads to dip in and out of the festival programme, and engage both in person and online. Envisaging a few events each week, we opened our call for contributions – and were met with an avalanche of inspiring teaching and learning practice from across the institution. We ended up programming over 80 sessions – far beyond what we imagined at the outset. This is all down to the amazing work of our colleagues across the University, and their professional generosity giving up their time to share their practice with us.

Not only were we surprised with the number of contributions, but also the ways in which our Student Campus Partners, Gudrun Bennett, Florrie Sargent and Martha Shepherd enriched the festival through their social media coverage. They have not only created a legacy of online materials to support teaching and learning far beyond June 2023, but created an identity for teaching and learning at the University of Exeter.

[Continued...]

Part 2 from Kelly Louise Preece, **EduExe Organiser.**



So where do we go now?

Well, we've learnt a lot from the festival this year, and are looking at engagement and feedback to consider the timing of the festival going forward as well as how to balance face-to-face, online and hybrid events.

But the immediate step forward is in the EduExe identity. Seeing the impact, the SCPs have had, we are taking on EduExe as the new identity for the work of the Academic Development team, and teaching and learning enhancement across the University.

You will soon start to see changes including:

Continuation of the recently launched EduExe podcast!

Rebranding the Education Toolkit as the EduExe Toolkit

Relaunch of the Excellence in Education blog under the EduExe identity

A new EduExe newsletter

The return of in-year central and bespoke CPD opportunities under the EduExe banner

A festival for 2024!

...and much much more!

I just want to finish by offering a huge and heartfelt thanks to the EduExe 'team'. A vague idea I had back in December 2022 has grown beyond anything I could have imagined, and that's thanks to their incredible hard work. So, thank you to Amelia Groves – my right-hand and basically the festival organiser – and our Student Campus Partners Gudrun, Florrie and Martha. You are all amazing and I have learned so much from you all that will become part of the fabric of Academic Development, and EduExe.



Visit the [EduExe SharePoint site](#) for a collection of information gathered throughout the festival.



Please note that the SharePoint site will only be accessible to colleagues with @exeter.ac.uk email addresses.

If you do not have an Exeter email & you wish to access the site, please get in touch with eduexe@exeter.ac.uk



Listen to the::

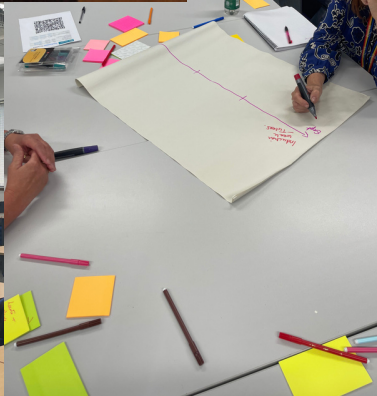
EDUEXE PODCAST



New developments, key issues and celebrating Higher Education.

Click here to [listen now](#).





ex.ac.uk/eduexe