Meetings Archive

2019 NET Conference was held on **3-–5 September 2019** at **Keele University**.

Incubator Joe Francis presented a poster session:

SESSION TITLE: EduPLAYtion - Utilising Playful Learning and Gamification to Enhance Engagement and Learning in Medical Education

For conference information: https://www.advance-he.ac.uk/node/982

Read more at http://www.exeter.ac.uk/teaching-excellence/educationincubator/events/#6eT1Cr8KVI4kTClO.99

Dr Damien Mansell - Advance HE 2019

Advance HE Teaching and Learning Conference 2-4 July 2019

Incubator fellow Dr. Damien Mansell presented at Advance HE Teaching and Learning 2019 Conference.

The abstract for the talk is given below:

Learn how the InVEnTA tool uses advances in geospatial and visualisation technology to develop free-roaming interactive virtual environments. Environments may be created from (often freely available) datasets made by satellite, UAV, kitebased photography or handheld/smartphone cameras. This data forms the basis of virtual representations (of fictional and real environments) for teaching and learning, and is combined with digital objects, text, multimedia attachments and environmental conditions (e.g. weather) to form an interactive virtual environment. The software facilitates two pedagogical approaches – one where students learn by exploring pre-made environments and another where students are assessed on the way they construct environments.

Dr. Mansell's project follows the 'Edu Tech Exeter' theme of the Education Incubator.

Incubator Cafe - Wednesday 3 July 2019

An interactive 'knowledge cafe' style event took place which showcased past, present and forthcoming Incubator Projects. Guests came to meet our Incubator fellows and enjoyed discussing their projects over a cup of tea and slice of cake.

Please see attached café brochure for details.

OVERVIEW OF PROJECTS PRESENTED AT THE CAFE:

Research-Inspired Inquiry-led Learning

Using student-developed media-rich content to produce inclusive learning materials for teaching research methods on ELE *(Helen Knowler, GSE)*

This project employed students as co-producers to investigate and create media-rich content for teaching resources for a VLE module on research methods in social sciences.

Investigating the personal, social and environmental impact of the QUEX HealthTech Hackathon *(Genevieve Williams, HASS)*

This project involved students as researchers to investigate the student experience of a unique 'hackathon' event that took place on Streatham Campus in May 2019. Using qualitative methods the students investigated the effect of the QUEX Hack on Student Engagement, Employability, Performance and Satisfaction (SEEPS).

Projects 2017-18

Building Bridges between academic skills and employability through the Academic Tutor Group system *(Vrinda Nayak, Emma Taylor, CMH)*

This project has improved the delivery of academic skills development for students on BSc Medical Sciences. Through the creation and deployment of a new Academic and Professional Learning Support (APLS) form for academic tutors to use with their students, a more personalised and targeted approach to academic skills development has been made possible.

Mind the Gap: Addressing the Mathematics Gap in biosciences *(Alison Hill, Biosciences)*

This project developed resources to support the development of maths skills, using both face to face tutorials and interactive online tools. It showed that engagement with these supportive interventions makes a significant difference to degree classifications awarded in Biosciences. The found that the 'Maths Gap' can be successfully addressed through tailored support, but student engagement is key. Alison has been continuing to work on this project, and will be able to update her findings.

Projects 2018-19

Evaluating the impact of peer programmes on students' learning gain and academic attainment – a cross-discipline approach *(David MacDonald, CMH)*

This project assessed the impact of student peer learning schemes. Eight Peer Impact Mentors (final year students) created teaching resources for peers, piloting and delivering weekly Peer Assisted Learning (PAL) sessions for undergraduate on Medical Sciences (Immunology) and Psychology

modules. Participating undergraduate students attended Introduction and Review PAL sessions each week, as well as completing pre- and post-session MCQ quizzes (the data from these has been used to assess the impact of PALs on learning gain, which has shown significant results).

Understanding the barriers posed by the hidden curriculum that HE students from diverse cultural and social backgrounds experience in their studies *(Anna Mountford-Zimdars, GSE)*

This student–academic co-designed research project examined students' perceptions of the 'hidden curriculum' at Exeter. Eight student co-researchers developed scenarios about inclusion/exclusion in relation to the learning environment in the university based on their experiences. The scenarios were then used in a series of focus groups with 20+ undergraduate participants from HUMS and SSIS to discuss the barriers that students can experience during their studies and design strategies for removing these barriers.

Sharing a Social Learning Pedagogy across the Institution *(Lisa Harris, Alison Truelove, Beverley Hawkins, UEBS)*

This project aimed to result in a new blended module to be taught in the Business School on both Streatham and Penryn campuses. The module was informed by The *Building your Career in Tomorrow's Workplace MOOC* and the *Digital Business Models* module trialled on the CANVAS platform. Student Digital Mentors (SDMs) assessed the online content and interactions of students enrolled on the trial modules, thereby identifying best practice in blended learning to be built into the new module.

Reimagining InVEnTA: Interactive Virtual Environments for Teaching and Assessment *(Anne Le Brocq, Geography)*

This project aimed to evaluate the InVEnTA tool. InVEnTA is a tool that enables students and/or educators to quickly and efficiently produce 'free roaming' immersive Interactive Virtual Environments (IVEs).

Locating Imagined Spaces *(Katharine Earnshaw, Classics and Ancient History; Leif Isaksen, Digital Humanities)*

This project aimed to test digital approaches to literary texts, was particularly interested in considering knowledge production in the context of ephemeral media.

Future Food MOOC *(Natalia Lawrence, Bethan Stagg, Psychology)*

This project aimed to create a Massive Open Online Course (MOOC) informed by the Grand Challenges on this theme. The course explores the complex network of environmental, social and economic interactions that comprise the global food system. The MOOC contains input from several experts across Colleges as course content creators and presenters.

Continuing Student Development *(Layal Hakim, Maths)*

This project implemented a new online formative assessment tool, using NUMBAS, for undergraduate mathematics students. NUMBAS assessments could be accessed in-class under exam conditions or at home. A 'Maths Café' was launched, where peer support offered by postgraduates was made available to undergraduates, allowing them to seek help with areas of mathematical weakness identified by NUMBAS. Comparison of student progress dependent on the context of where students accessed NUMBAS was analysed.

Academic skills development and authentic assessment *(Cris Burgess, Hazel Mycroft, Psychology)*

This project aimed to develop a new vocabulary that aligns academic skills with employability criteria. By mapping the core academic skills acquired in a psychology degree programme against desirable workplace skills identified by employers and alumni, the project team developed an academic tutoring tool to help students identify their unique skills-set. This product aims to bolster student self-efficacy and confidence when taking 'authentic assessments' commonly used in graduate recruitment.

Digital Innovation in Project-Based Learning *(Katie Natanel, IAIS; Kerry Chappell, GSE)*

This project explored how digital technologies can be creatively integrated into project-based learning (PBL) in a way that complements, and, ideally, enhances, students' capacity for deep, creative knowledge production. This was achieved through redesigning and delivering a module on *Gender, sexuality and violence in Palestine/Israel (*ARA3200/ARAM230).The module's new VLE format was developed in consultation with a network of academic peers from Drama, Geography, English, IAIS, and Technology-Enhanced Learning team, who met on four occasions as a Community of Practice focused on digital PBL.

Humanities in a Digital World: Integrating Digital Skills Training and the Digital Humanities into Undergraduate Teaching *(Richard Ward, History)*

This project explored how digital skills training can be best integrated into the humanities undergraduate curricula at Exeter. Through consulting regional employers, alumni and students as informants, the most desired digital skills in the workforce (current and future) were identified and mapped against the current provision of digital skills training offered through the university's Digital Humanities lab. Suggestions for how the university can offer more comprehensive digital skills training will be offered.

Projects 2019–20

'Choose your own adventure': tiered skills development activities for academic workshops *(Emma Taylor, CMH)*

This project aims to deliver an academic skills development experience that appeals to all students. In the *Fundamental Skills for Medical Scientists* module, a series of tiered workshops will be made available that students can attend dependent upon their prior experience or education attainment. This will increase student perception of the value of academic skills workshops delivered within the BSc Medical Sciences programmes, with them being considered neither too challenging nor

patronisingly simple. *Come and hear about this project if you are interested in Academic Skills Tutoring, curriculum development, and personalised learning experiences.*

Student-Crowd Sourced Formative Question Bank Items Writing as a Learning and Teaching Tool *(Tudor Chinnah, CMH)*

This project will trial Peerwise technology with medical students in 2019-20. This technology enables student for create online question banks to be used in formative assessment. *Come and hear about this project if you are interested in formative assessment, working with students, or digital pedagogies.*

Using video content to enhance student learning in a core human geography research design module *(Matt Finn, Geography)*

This project will create videos and podcasts of staff and students talking about common research design issues in human geography/social sciences. The project will work with students and evaluate the impact of different media on learning. This resource will be used (i) to enhance student learning in a new partially flipped second year core research design module and (ii) as part of a resource site to support A-level student development of their geography non-examined assessments (coursework).*Come and hear about this project if you are interested in digital resources, flipped learning, or transitions to HE.*

Teaching land law through a virtual village *(Christina Walton, Meg Sims, Law)*

This project will create a virtual reality village. This digital world will enable students to practise applying land law in an active and immersive way. The tool will enable students to work in multi-campus groups. *Come and hear about this project if you are interested in virtual reality, digital technologies, active learning or cross campus teaching.*

Realising the potential of flexible blended learning for mature students *(Sandy Allan, GSE; Matt Newcombe, TEL)*

This project will explore how a flexible blended learning approach might be used to transform and enhance mature students' experiences of higher education. The project will draw on a Community of Inquiry (CoI) framework and involve the Education and Medical Imaging disciplines. *Come and hear about this project if you are interested in academic inclusion, flexible and blended learning, or retention of non-traditional students.*

The Exeter Spectrum Project *(Layal Hakim, Mathematics)*

This project will develop and trial a new programme to support autistic students and members of staff on campus, including a two day summer school for prospective students with autism. With endorsement from the National Autistic Society this project aims to create resources that put Exeter on the map as a leading university for inclusion and support of those with Autism Spectrum Disorder (ASD). *Come and hear about this project if you are interested in inclusion, supporting people with autism, student retention, or peer support.*

Access for all to UG Modern Languages: supporting learners in their transition to University *(Sonia Cunico, Juan Garcia-Precedo, Damien Gaucher, Modern Languages)*

This project will deliver a new Peer Assisted Learning scheme for new modern languages undergraduates in 2019. From September 2019 Exeter will welcome students whose highest language qualification is at GCSE, these students will be studying alongside peers who have studied language to A-Level. This project will involve students as mentors, who will also develop and deliver

new language training resources to support this unique cohort. *Come and hear about this project if you are interested in undergraduate transitions, personalised skill development, or peer mentoring.*

Support innovations to improve the academic success and emotional well-being of international and widening participation students in law *(Charlotte Bishop, Law)*

This project explores how international and widening participation students can be better supported to succeed academically in the Law School. The primary objective of this project is to develop, pilot, evaluate, and promote an evidence-based tutoring and mentoring model that is targeted at vulnerable student groups. *Come and hear about this project if you are interested in inclusion, widening participation, and the Academic Tutoring system.*

Creative Pedagogies Symposium 2019. 13 June 2019

Creative pedagogy, digital innovation and project-based learning: mixing and mashing for deep learning. An interactive workshop.

Dr Katie Natanel (IAIS) and Dr Kerry Chappell (GSE) shared progress on their 2018–19 Education Incubator Fellowship and debated outcomes with colleagues.

Exploring: *how we can work together to develop pedagogy and what we can learn from networked communities including staff and students;*

Exampling*: how one module has been re-designed through an injection of creative pedagogy and digital innovation into PBL approaches.*

Sharing: *the kind of learning that emerges through the mash of creative pedagogy, digital innovation and project-based learning.*

VENUE: Exeter Phoenix

Exeter Phoenix, Bradninch Place, Gandy Street, Exeter, EX4 3LS

TIME: 12-3pm (lunch 12-1, workshop 1-3)

Book your free place here: https://www.eventbrite.co.uk/e/creative-pedagogy-digital-innovation-and-project-based-learning-mixing-and-mashing-for-deep-learning-tickets-61640826371

Read more at http://www.exeter.ac.uk/teaching-excellence/educationincubator/events/#6eT1Cr8KVI4kTClO.99