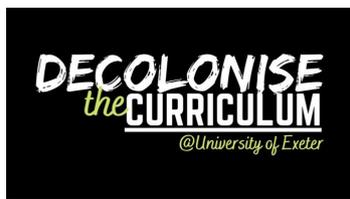


# Exeter Education Incubator Café Online 2021



## Project Catalogue

Monday 5th July — Friday 16th July 2021



# Welcome to the Incubator Café Project Catalogue!

To attend Incubator Café sessions, you can sign up [here](#). We are looking forward to you joining us between **July 5th—16th via Microsoft Teams**.

This project catalogue contains summaries of over 40 Incubator projects run in [2020/21](#) as well as 2021/22 projects that are about to start. Projects include our *Provost-funded* [Student-Led Anti-Racism](#), [Erasmus+ funded Communities and Students Together](#), and *RIEG-funded* Research-Based Community-Engaged Projects, as part of our new [Education Innovation Lab](#).

This catalogue reflects the incredible effort they have all put in during this year.

**To help ensure that the café sessions run as smoothly as possible, we ask that you read the project summary before attending the session.** This will allow you to have the maximum time for questions and discussion about projects. The café is a space for conversation and discussion about projects and ideas. Please start these discussions about your sessions through the Incubator Café 2021 Padlet [here](#).

This is our **second online Café event** and builds on the Café last year, offering more flexible sessions spread over two weeks to give you more opportunity to learn and discuss projects and network with like-minded peers and students. To help us continue to improve the format, we will send out feedback forms to all attendees after the event, so please keep an eye on your emails.

We want to extend a huge thank you to staff and student fellows who have worked with us in 2020/21 and those who will be joining us in 2021/22 — we love working with you.



If you need to speak to us before the event, or want to ask any questions, the best way to reach us is at [educationincubator@exeter.ac.uk](mailto:educationincubator@exeter.ac.uk).

# University Sessions

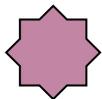
We have used the online format of the Incubator Café to invite teams from across the University to deliver sessions from their areas that will benefit you, and enhance what we can offer. We hope to increase this in future years, so if you would like to deliver a session on a non-Incubator project you are working on that will benefit colleagues and students, please contact us at the [educationincubator@exeter.ac.uk](mailto:educationincubator@exeter.ac.uk).

This year, we are pleased to offer sessions from the **Academic Development Team**, the **Challenges Online (Grand Challenges) Team** discussing online delivery, and the **ASPIRE Team** discussing the Education Toolkit, which you can read more about in the catalogue.



## Café Project Catalogue Key

We have split the projects in this catalogue into different themes. The following key will help you easily navigate the current and future Incubator projects.



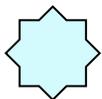
**Student-Led Anti-Racism Projects 2020/21, funded by the Provost Commission and part of our new Education Innovation Lab**



**Research-Based Community-Engaged Projects 2020/21, funded by RIEG and part of our Education Innovation Lab**



**Current year-long Education Incubator Projects (2020/21)**



**University Department Café Sessions**



**Community-Engaged Learning Projects, run as part of the CaST (Communities and Students Together) piece of work, sponsored by Erasmus+**



**Upcoming year-long Education Incubator Projects (2021/22)**

## Student-Led Anti-Racism (SLAR) Projects

- 1** **Decolonising the Politics Curriculum**  
*Alexandra Westlake, Rachel Appiah, and Sarah Hachem*
- 2** **Exeter Policy Clinic**  
*Sundus Quereshi and Emma Marshall (Law)*
- 3** **Creative Switch Exeter**  
*Hanife Hursit and Andrea de Jong*
- 4** **Active Together**  
*Rhianna Garrett, Nina Cunningham, and Manan Shah*
- 5** **The Roots Resistance**  
*Asha Ali, Clara El-Akiki, Mishaal Javed, Roman Ibrahim, and Arthur Dart*
- 6** **Recommended by Who?**  
*Sharlene Asmah, Herbie Mensuoh, Jennifer Mellot, Asha Abdi, and Yasmine Fosu*
- 7** **For the few and the many: Enhancing PGRs experience**  
*Mengya Zhao and Tom Lewis*

## Research-Based Community-Engaged Projects

- 8** **Community Partnerships: A Policy Clinic for social change**  
*Tia Matt and Abi Dymond (SSIS)*
- 9** **Bridge to the future**  
*Maria Rosaria Marsico (CEMPS)*
- 10** **Encompass: Decolonising STEM**  
*Layal Hakim, John Bruun, Caitlin Kight, Tina Verhaeghe, Beth Pitcher, Corrina Cory, Avalon Cory, Houry Melkonian, Barrie Cooper, Sharon Strawbridge, and Helen Smith (CEMPS)*
- 11** **Consent Culture**  
*Angelica Bas Gomez, Elizabeth De Lusignan, Hazel Mycroft, and Helen Foster-Collins (CLES)*
- 12** **'Let's talk about Service Learning...'**  
*Christine Robins (HUMS)*
- 13** **Exploring the potential of peer mentoring in online courses**  
*Lisa Harris, Beth Kewell, and Rose Leach*

# Learning with others beyond the University

14

## **Transcultural Devon**

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

15

## **Cultural Community Mentoring Project**

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

16

## **Connected Classrooms - Teaching and Learning across Continents**

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

17

## **Crowd Obtained Research and Learning (CORAL) Exeter**

*Adam Porter and Jamie Stephens (Biosciences)*

18

## **Learning Mathematics Through Art at Primary School Level**

*Houry Melkonian (CEMPS)*

## Conversations that foster mutual understanding of success and value

19

## **What Does Good Online Learning Look Like?**

*Karen Walshe, Sharon Morgan, and Sara Venner (GSE)*

20

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

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

21

## **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)*

22

## **The Playful University**

*Maarten Koeners (CMH) and Stephanie Comley (TEL)*

# Academic Development and ASPIRE Sessions

23

## **Personal Values in Education**

*Caitlin Kight (Academic Development)*

24

## **ASPIRE Education Toolkit**

*Tamsin Kilner, Cat Bailey, Matthew Green, and Katie Steen*

25

## **Challenges Online (Grand Challenges)**

*Anka Djordjevic*

## Empathy and play—developing the emotions of learning

26

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

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

27

**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)*

28

**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)*

29

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

*Christine Heales and Demelza Green (CMH)*

## Creating dialogic pedagogies and practices

30

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

*Erin Walcon and Amy Mellows (HUMS)*

31

**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, Angeliq Richardon, Nicola Thomas, and Andrea Wallace (HUMS)*

32

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

*Gihan Marasingha (CEMPS)*

33

**Rethinking Education Through The Lens of Parallel Texts**

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

34

**CartasVivas: A Multimodal Project-Based Learning Approach in Modern Languages**

*Isabel Santafe and Nuria Capedevila-Argüelles (HUMS)*

## Erasmus+ Community– Engaged Learning (CaST)

35

**Kinder Exeter: Compassion Through Play**

*Olya Petrakova-Brown and Maarten Koeners*

36

**Students as Teachers of Multilingualism**

*Francesco Goglia*

37

**Hidden Exeter and St Nichola's Priory**

*Fabrizio Nevola*

# Globally-Engaged Learning

38

**Exploring Global Nursing Educational Collaboration in a virtual classroom**  
*Alison Marchbank (CMH) and Eva Persson (Lund University)*

39

**Understanding international students' academic, well-being and sociocultural adaptation**  
*Angela Christidis, Beth Cossey, Meredith Farley, Sue O'Hara, Joshua Papanicola, and Emma Sweeney (UEBS)*

## Integrating online and on-campus for transformative education

40

**Building assessment confidence: effective use of examples of previous students' work for online and blended learning contexts**  
*Lisa Alberici (GSE)*

41

**Exploring the potential of 3D virtual reality (VR) as part of a blended learning approach to teaching clinical skills to student radiographers**  
*Rosey Davies, Sue McAnulla, Jenny Shepherd, Karen Knapp, Christine Heales, David Harris, Sam Vine, and Sue Rimes (Medical Imaging)*

42

**Virtual Spaces in a Blended Environment**  
*Barrie Cooper, James Bingham (CEMPS)*

43

**Improving the student programming experience via continuous automated feedback and industry-standard tools**  
*Barrie Cooper, James Bingham, and Jemma Shipton (CEMPS)*

44

**Lit: Up: Nurturing regional talent through a creative agency pilot scheme**  
*Anna Kiernan, Hazel Beevers, and Kate Wallis (HUMS)*

45

**Improving Neurodiverse experiences at University. The development and deployment of online training and teaching toolkits.**  
*Ioanna Kapantai and Manuela Barreto (CLES)*

## Racial Equality and Inclusion

46

**Black British Studies - an open accredited module for the University of Exeter**  
*Malcolm Richards, Ryan Hanley, Nandini Chatterjee, Hanife Hursit, Nour Azzalini-Machecler, Diana Valencia Duarte, and Theseus Stefanatos (GSE)*

47

**Elevating cross-cultural care: Transforming educational curricula to foster cultural competence in the helping professions**  
*Dora Geraldine Bernardes, Ruth Flanagan, and David Mussell (CLES)*

48

**Open Cornwall, Mellen Kernow: Improving Employability Access, Progress and Success for BAME Students**  
*Oli Young, Costa Manolchev, Isabel Aruna, and Rae Preston (UEBS)*

# DECOLONISING THE POLITICS DEPARTMENT

Sarah Hachem, Alex Westlake, & Rachel Appiah

**DECOLONISE**  
the **CURRICULUM**  
@University of Exeter

@decolonise.exeter  
decolonisepolitics@exeter.ac.uk

We are a student-led initiative that aims to liberate the curriculum from western centrality and decolonise teaching materials and practices. We strive to uncover potential unconscious bias in our teaching, with hopes of creating a more inclusive environment for the students at the University. We believe it is essential to create an academic space that embraces both global thought and reflects the diversity of the current world.

## CURRENT POSITION:

We have completed the majority of our primary research and are now starting our key informant interviews to ensure we incorporate the perspectives of both students and staff in our report. Our social media outreach continues to grow every day and we hope to maintain this growth through continuously engaging with our followers and producing educational content.

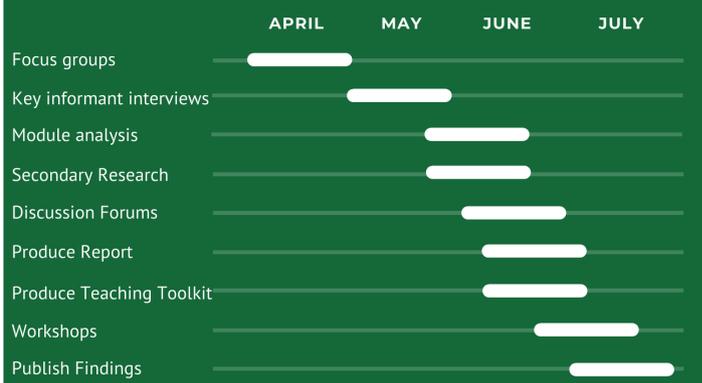
## IMPACT:

Our projects efforts have been picked up by decolonise projects in other UK universities and we are looking forward to future collaborations. We also have also prioritised our engagement with staff, especially the EDI Politics Team, to ensure lasting and sustainable solutions to decolonise the curriculum. We have found that there is great interest within the University to decolonise, and we hope to maintain momentum by continuously engaging with our current following through social media, events, and forums. We hope to create lasting changes in teaching within the department and educate students to critically analyse their modules.

## PROPOSED OUTCOMES:

- Produce a **report entitled: 'Decolonising the Curriculum'** which will consist of an evaluation of the Politics Department. We will identify the challenges faced by politics students and the impact if the western-centric curriculum.
- Create a **"Teaching Toolkit"**, which would provide lectures guidance to evaluate their sources for cultural bias. This toolkit can be distributed amongst university staff and act as a guide to creating a more diverse and inclusive curriculum.
- Expand our **social media** outreach and engage with the student body to better understand what our movement should achieve for students. We produce regular educational content and engage with our audience via Q & As and stories.
- Plan and participate in decolonise **events** both within the University and externally. This will include forums, workshops and speaker events.
- Engage with other initiatives at the University and collaborate to ensure sustainable and lasting change.
- Make our research accessible students, through a new **ELE page**.

## Timeline



# THE COMMUNITY POLICY AND JUSTICE HUB

Project Team:  
Sundus Quereshi  
Emma Marshall

## BACKGROUND

Exeter University plans to establish a Community Policy and Justice Hub. This Hub aims to provide students a platform to engage with real world law and policy issues as well as areas of reform. To initiate this project, the Hub is conducting a series of Immigration Policy seminars.

## ASPIRATIONS

On the 13th of January 2021, the Hub successfully conducted its very first seminar with almost 30 attendees. We hope to utilize the resources given to us by the Incubator to achieve a similar outcome for the seminars related to race and policy.



## SEMINAR AIMS

These seminars will focus on topics regarding immigration law and policy reform - featuring guest speakers from a range of expertise. With the help of the Incubator, we hope to conduct talks that incite debate on the racial link and repercussions of the current immigration policies.

## TOPICS

1. Modern Slavery and Historical Perspectives on Slavery in the South West Region.
2. Are the Home Office Policies Racist?

## OUTCOMES

**Short term:** provide students an opportunity to educate themselves on policies that may incite or impact racism.

**Long term:** create an interdisciplinary module for students which integrates policy work into their course.

UNIVERSITY OF  
**EXETER** | LAW SCHOOL



# THE CREATIVE SWITCH

creativeswitch.exeter@gmail.com | ad666@exeter.ac.uk | hh475@exeter.ac.uk

## Who are we?

We are Andrea and Hanife, two final year undergraduates who want to invoke change and push for inclusivity within the creative circles at the University of Exeter.

## What do we aim to do?

We aim to provide a platform that showcases BIPOC creative talent at UoE, develop a professional & social network to link the local and university creative communities, and host speaker events to inspire and educate our community on what is available/experience in the industry for BIPOC creatives.

## Platform to spotlight BIPOC creatives at the University



Profiles can be found on [www.creativeswitchexeter.com](http://www.creativeswitchexeter.com) or Instagram/Facebook [@creativeswitchexeter](https://www.instagram.com/creativeswitchexeter)

## Live Q&A Speaker Events



### IMPACT

- Encourage BIPOC students to channel their creativity, join new societies and expand their creative skillset
- Provide an accessible platform where all students can engage and learn from our content
- Forming a network of creatives helps both students and staff who want to engage in this creative community to have a space separate from the Guild

### LONG-TERM BENEFITS

- Encourage a more diverse and inclusive environment at the University of Exeter
- Educate both staff and students on issues that affect the BIPOC communities
- Fosters a more collaborative approach towards the arts
- Bridges a gap between staff and student liaison and enables further understanding on student experiences across the entire university community

## Development of a Professional/Social Network

Currently in the process of working with Art Work Exeter, Global Center Exeter, Magic Carpet, and more.

We are continuously growing and are in the midst of planning our next steps after we depart from UoE. If you would like to be involved, please contact us through social media or via email.

# Active Together

*Rhianna Garrett, Nina Cunningham, Manan Shah, and Sophie Jenkinson*



Active Together secured the Education Incubator funding in January and began planning how we would effectively use the finances. Our group consists of three students, Rhianna Garrett, Nina Cunningham and Manan Shah, with aims to change the culture in AU sports clubs and Guild societies. Our main goals were to provide compulsory diversity training for AU/Guild staff members, create sports inclusivity badges that establish 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.

To begin, we created our social media presence, with accounts on Instagram, Twitter and Facebook @atogetherexeter. On these platforms, we have been posting many educational resources to help people understand our project and the language around anti-racism.

We felt social media was crucial to gaining the attention of the students. We began to research what we wanted to accomplish, which involved getting in contact with clubs and societies and understanding what was lacking when it came to effective anti-racism. From this, we established that these student-led clubs lacked direction and training when it came to issues related to EDI and made first contact with the University EDI team which became an ongoing relationship. They provided us with information on EDI processes in all departments, how our project could best be utilised, and how to grow on the work that had already been done. February marked the beginning of our first student-led competition, where we asked students to design our EDI training badge and were awarded a £50 amazon gift voucher. One of the hardest tasks was getting in contact with the Student Guild and Athletics Union, as they were a key part of our project. Now that we have contact, we hope future Active Together members will find this process easier. After this, Rhianna wrote Active Together's first blog post where she detailed her experiences of racism and how Active Together began.

In March, we started interviewing potential external training providers, as well as continued discussions with the AU and Guild about how the training can be implemented. We had meetings with multiple training providers including Diverse Matters, Equality and Diversity UK, Changemakers UNLTD and Diversity Trust. After meetings with the Guild, AU and the EDI Team at the university, we finalized what we were looking for from the external trainers. We had realized with meetings with the trainers that the funding that we had been allocated was not enough for what we were trying to obtain. We realised that more money would be needed to effectively teach committees about EDI. Active Together was invited to attend a training session with Beyond Equality, facilitated by the AU, to further understand what current anti-racism training looked like. From this and our research, we secured extra funding from the AU and the Guild of £3000 to reach our goals. We organised a meeting with Building the Anti-Racist Classroom (BARC) to gain more insight on how this non-traditional facilitator planned their anti-racist training and got us in contact with Loughborough University who we hope to collaborate more with in the future.

In April, we looked to expand our team by hiring someone to work exclusively with our social media accounts. We set out what we were looking for, and during the Easter holiday break, we started accepting applications for the role of Social Media Manager at Active Together. We interviewed three candidates for the role at the end of the month. At the start of May, we released our second blog post where we call students to action and encourage more university senior members to join us in this conversation. Eventually, we decided to hire Sophie Jenkinson as our social media manager, who began working with Active Together in May 2021. We felt this was a necessary step in growing the viewership of Active Together in the future. Around mid-May, we were delighted to see Active Together was nominated for outstanding contribution to EDI and/or welfare. This inspired us to start project SLAR2, where we wish to discuss Active Together's legacy and longevity, as well as plan a research project that marks the start of tracking EDI progress. Near the end of May, we secured the training facilitator Diversity Trust for £5000, run by consultants of CohCo.



# The Roots Resistance

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

The Roots Resistance is a student –led initiative. Our aim is to amplify the voices of Black and People of Colour and their allies with a specific look to the possibilities of art as transformative expression. This initiative is built on the foundations of collective dialogue, collective care, from the university community to the wider global community.

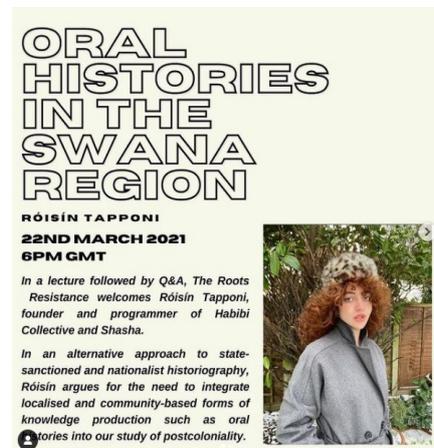
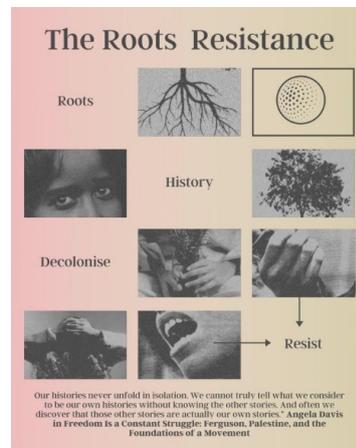
In collaboration with students of colour at Exeter who share our vision, we aim to build a hub of expression limited only by an exclusive commitment to fostering a safe and inclusive community for all.

In order to do so, we first commissioned a multitude of creative projects from photography, music performance, poetry, storytelling and film. Some examples include: a short film, thematically to do with the idea of bringing people from different cultures together through the conduit of food, a poetry film to show the lives of the Asylum seekers in the UK and difficulties they face to bring their family members to join them and a visual art piece that draws attention to the disproportionate impact the pandemic is having on marginalised communities, with a particular focus on the racism faced by large numbers of the East Asian community. The many projects are available to view on our website.

In addition to commissioning artists and creatives, the Roots Resistance hosts a number of speakers and events aimed to inspire and inform; creates written content such as research articles and blog posts; as well as a podcast that aims to reflect on experiences and opinions of the current student body and staff. Recent speakers include Mia Sakai, photographer and founder of Aether Magazine, Roisin Tapponi, film curator and founder of the Habibi collective, and Dr Muna Abdi, leading education consultant and independent researcher. Topics of our blogs and podcasts range from film reviews, to photo essays to book reviews.

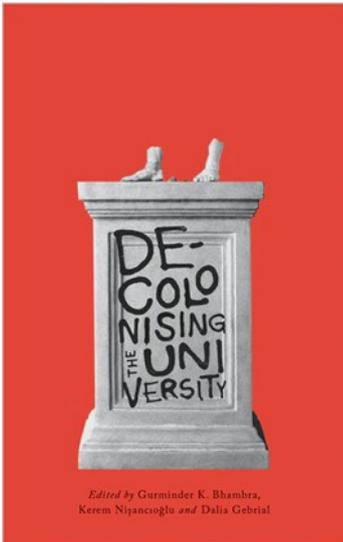
In addition, the Roots Resistance is also host to an academic journal, *The Roots Review*. To be published in August, *The Roots Review* includes papers exploring testimonies and experiences from Palestine, gender-based violence against women of colour in the US and the place of fashion and photography within India and the diaspora.

With a philosophy grounded in anti-racism and decolonial knowledge production, the Roots Resistance is a student-led project that seeks to support the POC community in Exeter and beyond. We hope to amplify the voices of our community. We are here to challenge the dominant waves of knowledge production in spaces that weren't made for us, by making a space of our own.



## 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.

The recommendation that we will be focussing on will be Recommendation 1: Address the under-representation of BAME authors by reviewing the current reading list of each module to reflect a broader perspective.

We will be addressing this recommendation by actively adding suitable BAME authors to our reading lists. In doing so we aim to see a 30% increase in the number of BAME authors that we see on our reading lists. As we cannot decolonise the whole Politics Penryn reading list in the time frame we have, we will begin by using 3 second year modules in the Politics and International Relations course and ensuring that at least 3 BAME authors will be included in all 11 weeks that are in a term, this would mean that there will be just under 100 (99) BAME authors seen in the 3 modules we decide to work on.

Achieving this will be a great start to decolonising the curriculum as it will enable students to explore and reference different cultural histories and narratives in their work. Additionally, it would increase a sense of belonging within the University and ultimately contribute to the work of closing awarding gaps.

### Objectives/Aims

- To understand the process of which the authors on the recommended/essential reading list are formulated.
- To increase the diversity of reading lists by 30%.
- Encourage not only the diversity of authors, but the inclusivity and diversity of the content in which the lectures teach to students.

### Method

- Project research synthesis
- Project value proposition
- Generating options for project delivery
- Testing the project delivery options



### Anticipated Outputs

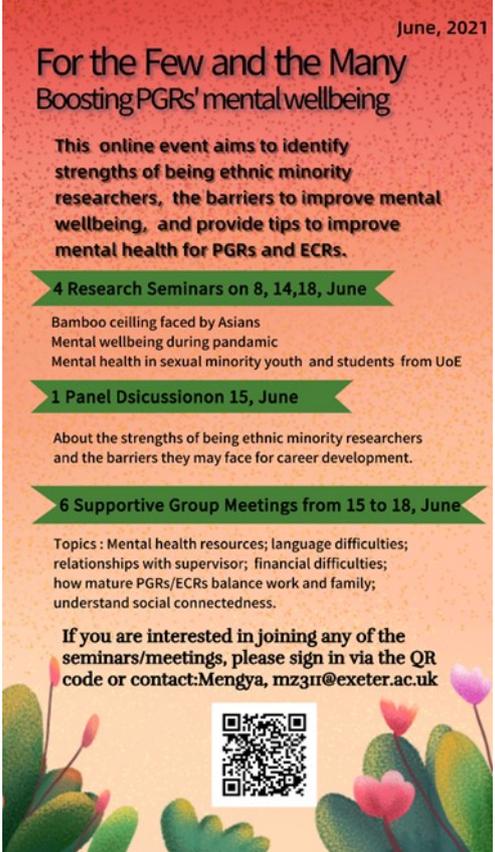
- To have 3 modules adjusted to have BAME authors included in the reading list
- To network with staff and students who think about the diversity and inclusivity of education to generate ideas for diversifying Politics modules.
- To produce a report, documenting our work, and making recommendations for how to include more BAME authors to the reading list.



# For the few and the many: Enhancing PGRs experience

Mengya Zhao and Tom Lewis

The project aims to address 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. Aside from these cultural and racial factors that ethnic minority PGRs experience, all PGRs experience a variety of issues such as issues in their supervisor-PGR relationships, balancing work and family, financial issues, and a lack of social support during training, which possibly contribute to the widespread poor mental health in this group. Identifying these issues and resolving them would be ideal for all PGRs.

Call for conversations	Call for participants
<ul style="list-style-type: none"> <li>• Listening to various voices from PGRs from different experiences (e.g., adaptation into new environment, hate crime) to understand potential barriers and needs in their learning, teaching, and research.</li> <li>• Having a conversation with different teams of university (e.g., welfare team, LTHE team, pastoral tutor team, doctoral college) to understand the current system with available service and support</li> <li>• Reflecting on the needs and barriers from PGRs and the currently available service and support to figure out the gap between needs and support</li> </ul> <p><b>If you would like to talk, please get in touch with me: Mengya Zhao (mz311@exeter.ac.uk)</b></p>	<p>Organising an online event to share ideas and experience</p>  <p>June, 2021</p> <p><b>For the Few and the Many</b> Boosting PGRs' mental wellbeing</p> <p>This online event aims to identify strengths of being ethnic minority researchers, the barriers to improve mental wellbeing, and provide tips to improve mental health for PGRs and ECRs.</p> <p><b>4 Research Seminars on 8, 14, 18, June</b></p> <p>Bamboo ceiling faced by Asians Mental wellbeing during pandemic Mental health in sexual minority youth and students from UoE</p> <p><b>1 Panel Discussion on 15, June</b></p> <p>About the strengths of being ethnic minority researchers and the barriers they may face for career development.</p> <p><b>6 Supportive Group Meetings from 15 to 18, June</b></p> <p>Topics : Mental health resources; language difficulties; relationships with supervisor; financial difficulties; how mature PGRs/ECRs balance work and family; understand social connectedness.</p> <p>If you are interested in joining any of the seminars/meetings, please sign in via the QR code or contact: Mengya, mz311@exeter.ac.uk</p>

# Community Partnerships: A Policy Clinic for social change

*Tia Matt and Abi Dymond*

## **The Problem**

The Community Justice Hub and Policy Clinic is designed to complement the work of the Community Law Clinic, which was established in 2017. The purpose is to provide an interdisciplinary space that can extend the impact of the advice work by looking to address the causes of the issues seen within the Law Clinic and involving students in research designed to influence policy and promote social change.

The Law Clinic has a good working relationship with a number of local advice organisations, such as Cass+ (Community Advice and Support Services). These discussions focus around how the university can develop further student projects to assist in tackling some of the issues faced by the people that the charity supports.

Using the expertise of colleagues from both Law and Criminology, we can examine some of the prominent issues identified by Cass+, such as:

- obtaining community mental health support for individuals in the criminal justice system;
- high levels of need for community frontline workers with knowledge and expertise who are able to provide one-to-one support but very low capacity; and
- low levels of legal education for offenders and barriers to smaller organisations working together effectively to tackle the issues.

## **Who does this problem impact?**

Taken together, these problems impact a number of our most vulnerable citizens and communities. A key consideration is the profile of the 'communities' that attend courts and the rigid system that will simply 'process' them once they're part of it. In CASS+ experience, the average defendant displays a minimum of three separate issues or problems; there is complex interplay across all areas.

Sharing of knowledge and experience across sectors and, where appropriate, the client, will always encourage a more positive outcome and create more trusted partnerships.

## **Objectives**

The objectives for the project are to co-design a working model that enables us to develop future projects for the Clinic students and community partners and to define one or two research briefs for these student projects that can be run through the Policy Clinic in 21/22.

# Bridge to the Future

*Maria Rosaria Marsico and South West University Technical College*

The University of Exeter have been a great champion for the South West University Technical College (UTC) project since the opening of the school was first proposed in 2012.

A small number of students opt to study degree-level apprenticeships and UTC student body is leaning more towards this pathway to employment. It is intended that the collaboration with the university will strengthen the connection with young people and their families in order that they have an insight into the value of Higher Education and the pathways offered that will help them to achieve rewarding and fulfilling careers.

Many of the students who choose to study at the college fall into POLAR4 Quintile 1, which indicates the lowest rates of participation in higher education.

This project aims to connect the classrooms to a community of learners, in an experiential learning process in which educators and students from the University of Exeter and UTC are immersed into a STEM-subject learning experience.

## Objectives:

- To empathically understand challenges and aspirations of UTC students
- To creatively co-design hands on activities with UoE students and to inspire UTC students
- To promote a sense of social activism and community partnership between current and prospective students



The success of the project will be defined as follows:

- Uptake of project by students and their families is high (85% or higher).
- Participation in the project includes students intending to or who already specialise in Engineering.
- Curriculum connection to the project aims and outcomes.
- Demonstrable learner progress through assessment prior to and after project.
- Evaluation of project identifies lessons learned with opportunities to develop repeat projects for future year-groups.

# Encompass: Decolonising STEM

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



STEM has a long way to go when it comes to decolonising the curriculum. Yet, maths, medicine, IT, physics, and engineering have a long history dating back to the explorations of those less represented in the current STEM world such as from Africa, the Arabs and Persians, East and South-East Asia, and renowned women scientists. However, although the historical explorations are important, how else can STEM subjects be decolonised? This project aims to answer this question by looking at five various case studies and explore these ways in the context of higher education. The collaboration across the leads and sandpit participants gathered plans and ideas, as well as a list of specific topic titles that can be explored further as a mini case-study research projects.

Students from CEMPS will be appointed to work with the team as co-researchers where each student will explore one of the titles in depth, with the aim of writing a blog/report and an end-of-project presentation disseminating their findings. This participatory, sand-pit, supervision forms great research bonds between students and academic staff, all of whom are passionate about improving the decolonisation in our college.

After brainstorming sessions, the five case studies to be explored are:

- Exploring perceptions and understanding: interviewing current staff and students on what decolonising STEM means to them and the modules their studying/delivering.
- Historical exploration: researching about the forgotten hidden treasures of those less represented in the current stem world (targeting all – ethnicity, sexuality, gender, disability status).
- Looking beyond history: do (and how do) methods in STEM topics need to be changed to allow for decolonisation.
- Ownership and sharing of STEM knowledge, and enabling voices.
- Resource design: looking at how the structure and content of the module material can take decolonisation into consideration.

## Consent Culture

*Angelica Bas Gomez, Elizabeth De Lusignan, Hazel Mycroft, and Helen Foster-Collins (CLES)*

Our Education Incubator project is based on the current university approach towards education around sexual assault and the different ways of reporting sexual harassment. An investigation by UN Women UK found that 97% of women aged 18-24 have been sexually harassed, the main reasons for not reporting those situations being the belief that the incident is not serious enough to report and that reporting would not change anything. This is a widespread problem across the country and we therefore assume that this University is no different, making it likely that most female students experience or have experienced sexual harassment at some point during their time at university and may have not reported it due to the reasons stated above.

Student Facebook pages such as 'Penryn Campus Fitfinder' and 'ExeFess' regularly have anonymous posts about sexual harassment and abuse, whether it be from a victim, witness or even a perpetrator. There have been many posts recently on these pages with people asking questions about what is considered as sexual abuse and sharing opinions on how to improve the situation. We believe that these posts reflect a large range of opinions and levels of understanding of sexual abuse within the student community. We would like to be able to educate and empower these students to be allies, with a good understanding of what constitutes sexual abuse and the confidence to report it if they witness or experience it.

These anonymous pages allow students to seek support from each other as well as calling out certain behaviours without the abuser knowing their identity. This is likely an important reason for students using these anonymous platforms rather than the structured support already in place.

Our aim is to link up and support the efforts that are currently being carried out within the university to improve gender safety. One key focus point would include reviewing the reporting system already in place and potentially improving it to easily report minor incidents of sexual harassment. This would allow students to report someone without revealing their identity to the perpetrator and would require no proof from the victim as there is rarely evidence of these incidents. Being able to identify the perpetrator would allow the University to identify behavioural patterns and prevent reoffending through having conversations and education before punishment.

We would also be looking at ways to improve the current University communications regarding all the support, resources and information around sexual education and consent already available to students. We believe that the resources are there, but perhaps are not used to their full potential due to not many students knowing that they exist in the first place. Being able to integrate all these resources within University Education would potentially help to reduce the stigma and encourage people to talk about this subject, which would make easier to call out certain behaviours and ultimately, prevent them.

Our main goal is to reduce the number of incidents through education and make the victims feel supported and listened to when they choose to report. We hope that the combination of education programs and the introduction of a new reporting system will encourage more people to report these incidents when they occur and reduce the number of reoffenders.

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

*Christine Robins (SSIS)*

Exeter offers modules across many departments which provide project-based learning through substantial engagement with outside communities (e.g. Law's Pro Bono offers; SML3042 'Transcultural Devon'; my own Oral History module). Other modules (e.g. language teaching) which engage more obliquely with communities and might be called 'hands-on' or 'experiential' rather than 'service learning'.

'Service learning' is a term used in the USA to describe learning where the experiential element outside the classroom consists of work which serves the community and which is then reflected upon. The designator 'service learning' is given to courses which fulfil certain criteria and is often presided over by a university-wide board. The term is used less often in the UK, though there is overlap with other terms we use, such as 'citizenship training.' There is a substantial body of academic work on the impact of such learning.

Although the Exeter modules I know about which are community-facing receive strong feedback from students and community participants, there are no networks across the University linking the various practitioners of community-facing learning and no discussion of what (if anything) we have in common pedagogically nor how we could learn from each other. The outreach work that many staff members do, which often reflects long-standing and deep relationships with communities outside the university, often does not seem to 'count' towards the KPIs of departments and colleges. My project aims to start a conversation across SSIS and HUMS about this type of work.

Strategic questions include: Should our community-facing modules be more numerous and evenly distributed for maximum benefit to our students and our communities? Could more of these modules increase wellbeing and/or employability? Could this be relevant for how we are 'a university for Devon and Cornwall'? Might we consider using 'service learning' as a course category, maybe even a designator, like 'study abroad' to be put on degree certificates? But so far, there is no framework in which we can ask and answer these questions.

As an initial step I aim to:

- map out our offers of such modules, at least across SSIS/HUMS;
- Begin a conversation between convenors about pedagogy and wider strategies in community-facing modules; assess the desire to create a convenors' network to share good practice and (perhaps) embark on a strategic conversation;
- 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.

# Exploring the potential of peer mentoring in online courses

Lisa Harris, Beth Kewell, and Rose Leach

## The challenge

This project will explore 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, Digital Business Modules (#BEMM129J).

In this current academic year I have so far run two large online modules (300 undergraduates and 200 postgraduates). The modules run largely asynchronously but also have a series of synchronous sessions designed to support preparation of the assignments at suitable intervals through the term. Despite the high degree of flexibility and accessibility that this structure offers to students, the level of engagement has been mixed. We've observed that those who either don't attend classes or who attend without participating, and/or who contribute late (or not at all) to the asynchronous exercises, are more likely to produce rushed, superficial work and end up with poor or average results. Large class sizes make it easy to "hide at the back" or avoid attendance altogether.

The problem of low participation is not a new one, but the digital environment makes absence/lack of contribution more obvious than in a traditional classroom. Tutor attention often has to focus on encouraging the unprepared/uninterested, so the small number of engaged students have limited opportunities for feedback in such sessions. They tend to lose interest and stop attending too. Consequently, many students are not prepared to perform effectively in job interviews or the workplace more generally, where employers increasingly seek people with good communication, problem solving and collaboration skills.

## Our plan of action

During the module (May – July) we will test out a variety of ways we might re-design the module's real-time sessions and assessment structure to incorporate a mentoring and collaboration aspect. This will hopefully lead to better quality assessed work across the whole cohort, positive student feedback, and a reduction in numbers who would otherwise "slip through the net" if left to their own devices. It will also provide opportunities for good students to stretch themselves and acquire additional employability and digital skills by mentoring others. We suggest that involving engaged students as partners in the mentoring process provides scalability with the large student groups that are becoming the norm. In addition, peer mentors have a level of credibility and empathy with their cohort that tutors may lack.

The project team will collect feedback from tutors and students throughout the module. It will then be written up over the summer for publication as a case study of innovative teaching and learning that can inform pedagogical decisions for next year more widely.

# Transcultural Devon

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

## Context and Aims of the Project

Following the developments in European politics and the withdrawal of the UK from the EU, Modern Languages students face increasing uncertainty for their careers as well as a chaotic and unpredictable future. This project aimed to help students explore, and to increase awareness of what it means to be a Modern Languages student in the post-Brexit era, analysing the changing role of languages in the UK community, with an aim to enhance cultural cohesion.

## Activities

The project was to establish a new final-year module, open to students of all languages in the Department of Modern Languages and Cultures, to give them the chance to connect with the local community and explore its cultural diversity. It also proved to be a chance for students who were not able to go abroad to be exposed to the language and culture they study, as well as exploring the theme of migration.

The project draws on a series of one-off occasional projects (funded by the Annual Fund, Community Engagement and Being Human Festival) that sought to address to community-University integration, and aims to embed the learning from these projects into the curriculum by means of a living archive (in its initial phases at <http://transculturaldevon.exeter.ac.uk>).

The students who did the module were mainly final year students, who had spent the third year of their degree studying or working abroad, experiencing for themselves what it means to settle into a new cultural and linguistic environment. Students were asked to interview members of the public of different nationalities about their identity and experience as migrants. They conducted interviews in the mother tongue of the interviewee via online platforms and they recorded the exchanges. They then analysed the interviews in terms of the content and subtitled the videos into English. At the end of the module, we recruited two student interns who will now spend the next couple of months collecting feedback on the module to understand the impact it had on their experience. They will also prepare a short video featuring students and interviewees to advertise the module to prospective students (sample of this kind of work visible at <http://transculturaldevon.exeter.ac.uk>).

## Outcomes and longer term aims

The module has given students the opportunity to carry out authentic ethnographic research in Exeter while practicing their language skills and learning how to subtitle a video. It has also given them the opportunity to connect with the community and discover the cultural diversity that surrounds them.

Now that the module has come to an end, we have recruited two student interns that have attended the module, to lead the process of feedback collection as well as the creation of a short video on the project. They will research the experience of their fellow students and suggest future improvements and developments, as the module will be offered again next year. In the video, besides presenting some clips from the interviews, they will talk about how this module benefited them and aided further connections between the University and the community.

# Cultural Community Mentoring Project

**Project Team:** *Sonia Cunico, DamienSana Rizvi, Malcolm Richards, and Helen Knowler (GSE, REEN) Gaucher, and Juan Garcia-Precedo (HUMS)*

## Background

There has been considerable research into the experiences of people from BIPoC groups in teacher training courses in relation to recruitment, progress, retention and pass rates (Advance HE, 2018; Hoodless, 2004; Jones et al., 1996). There is significant evidence to suggest that both BIPoC ITE students, and newly qualified teachers (NQTs) experience issues in their training due to inappropriate mentoring, often forcing them to leave their training programmes if there is a breakdown in their relationship. The poor experiences are compounded because BIPoC ITE students and NQTs feel that in instances of mentor-mentee relationship breakdown, the university as the official partner of the school will inherently side with the school mentor.

## What We Did

This project sought to offer the wisdom and guidance of BIPoC mentors to BIPoC teacher trainees through five sessions. Using a unique participatory action research approach, we wanted to conduct these sessions with utmost respect for ethical considerations for participant care, privacy and emotional safety. Digitally-hosted mentoring sessions were held without the researchers being present whilst the dialogues were taking place, and were not recorded. This helped mentors and mentee hold personal conversations and report back after each session in a way that was appropriate for them. The one-to-one sessions provided opportunities for teacher trainees to discuss various aspects of their training, including what constituted subject and professional knowledge and values and beliefs. Due to the pandemic, our recruitment of participants was drastically affected, despite us changing our recruitment strategy.

## What We Have Found

While we are still collecting data from our sessions, preliminary findings from this research project demonstrate the need for more nurturing spaces of care for BIPoC teachers as well as developing communities of understanding within ITE that affirm and validate their racialised experiences. We would ideally like to coordinate with other Southwest ITE programmes and collaborate with them on a larger project examining this issue in greater detail once this project has concluded.

# Connected Classrooms - Teaching and Learning across Continents

*Nandini Chatterjee, Gajendra Singh, Rebecca Williams, Ali Raza, Ali Usman Qasmi, and Fatima Naveed (HUMS)*

The aim of the project was to develop a South Asian history module that could be taught and learned simultaneously and collaboratively in virtually connected classrooms, at Exeter and the Lahore University of Management Sciences (LUMS), Pakistan. This entails a radical model of international education that looks beyond treating overseas students as simply consumers of western university education, and instead looks to study South Asia together with experts and students located within South Asia, offering students at both universities a genuinely international experience. As the COVID-19 pandemic struck and confined us all to home offices, personal desks and Zoom calls, the development of a module with a primarily online platform became timelier than ever. To this effect, the following targets were set when considering how to collaborate on the set-up and teaching of such a module:

- **To consider the identity of both the students and the researchers on this module, as well as the institutional constraints under which it is to be delivered:** Keeping in mind national as well as class, gender, and religious affiliations, a microcosmic look is needed to enable all students to critically deal with their respective positions using current scholarship.
- **Expertise on South Asia is shared with students and teachers in South Asian countries:** We want to push for an understanding that there may be different ways of teaching and learning across borders, and every method must be engaged with critically and openly in order to have a well-rounded teaching/learning experience.
- **Shared histories:** With a common past that is rooted in colonialism, South Asia and Britain make for an interesting case-study in tandem, allowing us to highlight their shared, even exploitative, conflict-ridden pasts.
- **To make classrooms a space where real, deconstructive and decolonial learning can take place on an even plane, rather than on a hierarchical level:** Considering the identities of our students, we are aware that no one geographical location has a monopoly on 'expertise' over the study of South Asia; however, we are equally insistent that nor does one's degree level determine their level of understanding of any topic.

With the support of the Exeter Education Incubator, colleagues and collaborators, we have accomplished the following:

- Putting in place the institutional agreements required to ensure delivery of the module in collaboration with LUMS in 2021-22: **"HIH2236 Post-Colonial South Asia: Across and Beyond Nation States."**
- Designing the module reading list and teaching development in discussion with colleagues at Exeter and LUMS.
- A workshop with leads and collaborators from Exeter and LUMS to trial the use of Padlet as a way to engage in real-time group discussions in seminars.
- A second workshop with students from Exeter and LUMS working together in groups, simulating the way a regular seminar will run, and approving the choice of Padlet as an online teaching and learning aid.

# Crowd Obtained Research and Learning (CORAL)

## Exeter

*Adam Porter and Jamie Stephens (Biosciences)*

***The Bahamas Fieldcourse is a flagship module at the University of Exeter delivering immersive teaching on coral reefs. Our project is designed to add 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.***

For the last 15 years the Biosciences reef ecology fieldcourse has taken up to 40 students for a 10 day immersive teaching and learning experience to the island of San Salvador in The Bahamas.

Over the past few years it has become obvious that there is a huge opportunity to give added value to the students, the staff and the University of Exeter, one that together would build a legacy of both teaching AND research excellence. With 40 students undertaking fieldwork on the small Bahamian island of San Salvador, an island with some of the last, relatively pristine coral reefs in the North Atlantic/Caribbean Sea, there is an opportunity to collect data from which cutting edge research could be built. It is hoped that CORAL will achieve this providing a University case study on inquiry -ed learning and engagement in research.

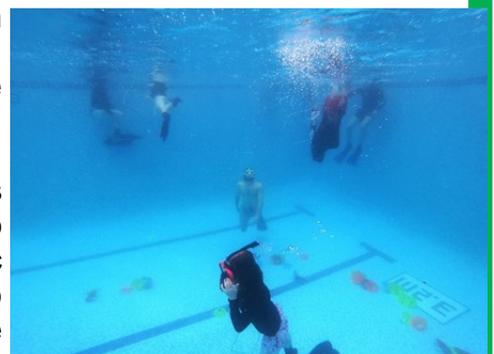
Our main activities have/will include(d):

**Enhanced Training** – we have recruited and trained a “research cohort” of 6 students also attending the fieldcourse in 2021 to allow us to see if extra training will unlock an increase in data accuracy. This included lectures, practical demonstrations, land based walkthroughs and practice in Cornwall House Pool

**Method Development** – After the formal fieldcourse, we will stay on island for a further week to test additional methods to look for methodological approaches that increase student data accuracy.

**Crowd Sourced Data Processing** – with technologies available to us today we hope to use the body of students at the University of Exeter with an interest in conservation (across disciplines) to engage in data processing on a grand scale. We hope to capture both photo and video during our time on San Salvador and, after training, allow any interested students to generate data for the CORAL project.

**Student Led Research** – we will be offering opportunities for students involved in the Bahamas Fieldcourse to engage afterwards in the writing of an academic manuscript to be written on the results of the project to create a template for further engagement with future cohorts and students in other courses and disciplines.



# Learning Mathematics Through Art at Primary School Level

*Houry Melkonian (CEMPS)*

## **Project Context:**

The project aims to creatively rethink the primary level mathematical pedagogy by developing artistic learning activities that teaches and communicates mathematical concepts and skills through the medium of visual art for targeted age groups (Year 5 & 6). Creating more awareness of how art can contribute to maths educational experience, will encourage the incorporation of these creative and visual learning activities into the maths curriculum at primary schools.

## **Project Aims:**

- To design maths activities for Years 5 & 6 primary school levels - samples of which were trialled and tested at two primary schools in the country
- To promote the use of creative and visual mediums in teaching and learning mathematics
- To encourage interdisciplinarity by creating collaborations between different disciplines: mathematics, education, art and psychology.
- To engage university students in educational-type research projects in mathematics.
- To promote accessibility to learning maths at different levels.
- To participate and share the research outcome at academic meetings (i.e. SciCulture 2021 Programme at TU Delft)

# WHAT DOES 'GOOD' ONLINE LEARNING LOOK LIKE?

KAREN WALSH, SHARON MORGAN, AND SARA VENNER

## The Context

As the MA Ed online is one of the largest and fastest growing programmes in the University of Exeter, and has the potential to reach large numbers of international post-graduate students, ensuring we wanted to develop further understanding of what constituted 'effective' online learning. Furthermore, the pedagogical implications associated with teaching and learning during Covid19 times, renders this study's findings relevant to university programmes beyond the MA Ed Online as increasing numbers of students and educators are adapting to new ways of working in the online world.

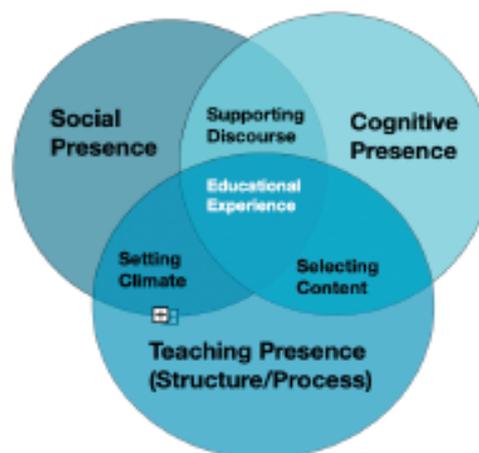
## The Problem

Since the launch of this programme in 2018, our experience revealed that many of our students had adopted a 'post and go' mentality, therefore restricting opportunities for sustained critical thinking and discussion. Collaboration is important in any classrooms - but especially so when working online as discussion forums are the only spaces where students have opportunities to share ideas and engage in discussion and create a sense of 'belonging' (Garrison, 2003). However, building and maintaining a collegiate collaborative network of learners, is not without its challenges. So our research intention was to explore this issue further: what did our students think enabled them to be effective online learners and was this reflected in their online posts?

## Theoretical Framework

Research informed us that establishing an online Community of Inquiry (CoI) will support students' collaborative online learning. Key characteristics associated with this consists of three interdependent components (Garrison, 2007):

- **Social presence:** the creation of group cohesion and a climate for quality interactions.
- **Cognitive presence:** the development of practical inquiry, where students move through understanding, exploration, integration, and application.
- **Teaching presence:** supporting social and cognitive presence through the design of activities and direction given to students during online



Community of Inquiry Framework (Garrison, 2007:62)

## The Study

In order to explore what good online learning looks like, we analysed a series of student forum discussion posts and conducted individual interviews. The Community of Inquiry conceptual framework provided us with a lens to analyse these data sets, the results of which will be shared at the incubator cafe in July.

Preliminary findings suggest that in addition to **social, cognitive, and teaching presence, learner presence** (often described in the literature as an individual self-regulating their own learning (Shea et al, 2013; Kozan & Caskurlu, 2018)) also plays a key role in students' online learning.

This study has thus extended our understanding of how students' develop and demonstrate Communities of Inquiry in the online learning context.

## Who Are We?

**Dr Karen Walsh:** Project Lead, DoE Graduate School of Education

**Dr Sharon Morgan:** Tutor for MA Ed Online

**Sara Venner:** Research Assistant

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

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

Across Computer Science industry cloud computing technologies have facilitated major changes in the way software is developed and deployed. Cloud technologies enable computer scientists to develop systems that consider the full software lifecycle including the configuration of the infrastructure and environment where the software will be deployed. However, teaching of Computer Science (CS) in higher education remains largely dependent on physical hardware on-site and practical teaching that emphasises and isolates the design and implementation stages of the software lifecycle.

The deployment environments provided in higher education are often designed and implemented upfront by IT support so the skills required to integrate the environment and production of code in a procedural way are often hidden from the student learning and restricted to local services that are supported by central IT. This means key skills in practical problem solving, that align with cloud enabled software engineering, that requires an understanding of computing infrastructure and environments are often not delivered to students. This talk will explore the challenges of integrating cloud computing in a Computer Science curriculum and describe a framework developed to evaluate the technical, practical, legal and ethical merits of using cloud services for teaching Computer Science skills with reflections on our experience and analytics of the usage statistics using the cloud in teaching a range of Computer Science modules.



## THE PLAYFUL UNIVERSITY CLUB

Learning is created and nurtured through joy, engagement and play



### What is the Playful University?

Higher Education is subject to increasingly stressful and demanding workloads and expectations in a hypercompetitive and performance-based system – we want to do something about it!

Funded by the Education Incubator (which supports academics from across the University by creating spaces in which they can explore and develop pedagogic innovations and ideas) the Playful University project aims to make the University a place where learning is created and nurtured through joy, engagement, and play, and where learning to solve problems and overcome obstacles are rewards in their own right.

The Playful University Club hosts several meetings and activities each month. We aim to create and promote a culture that can foster play. The club is open to all University staff and students and is a wonderful opportunity to support a compassionate community using play.

### All about our Games Library

One of the ways we facilitate playful learning is through our Games Library. The Playful University Games Library consists of physical and online games that have been well proven to not only increase joy but also promote problem solving capabilities, cognitive flexibility, social competence, intellectual dexterity, individual resilience and adaptability. These attributes are all linked to learning and can inspire a more playful approach to higher education.

Researchers, educators and students (conditionally) can loan the games from the library to incorporate them in their teaching & learning. They can be used as ice breakers, during small group learning, within a workshop, or as a demonstration of the mechanics of problem solving, or in countless other ways!

The Games Library is funded by the Alumni Annual Fund, which supports the extra-curricular activities that help to make Exeter such a fantastic place to study. Funded by thousands of alumni and supporters of the University, donations are used to enhance the student experience.



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



**Student Researchers:**

Laura Sutton

**Project lead:** Harvey Penfold  
Kirsty Brock (SHS)

Laura Macro

## Why is this needed?

- Teaching in the Chinese education system tends to follow a didactic, formal approach which contrasts with UK teaching and assessment styles (Turner, 2006; Yi-Yi, 2016)
- These differences can lead to Chinese Masters students experiencing 'learning shock' (Gu, 2009)
- Results can be negatively impacted, particularly in the first term (Wu and Hammond, 2011)
- Online courses could help to improve academic and study skills for International students (Watson, 2017) and ease negative experiences following transition (Barnes, 2010)

## Project Progress

**Academic writing** was voted the most important skill by Chinese students

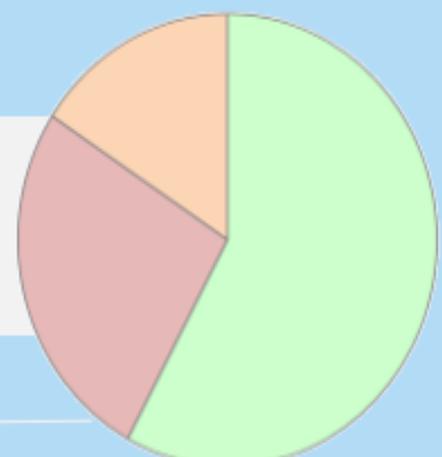


**73%** of people said training in '**critical thinking**' would be helpful, especially those who completed their undergraduate degree outside of the UK

Students were **least confident** about **presentation skills** at the start of their **Masters degree**



**Student responses when asked if online study skills training would be useful**



■ Yes ■ No ■ Not Sure

## Next steps

**Focus groups** will be run to support questionnaire responses in aiding **development of the study resources**

- Existing studies regarding postgraduate education and study skills have successfully used focus groups to collect data (Edwards & Ran, 2009; Bird, 2017)

**Stage 1**

- Survey current MSc students via questionnaire to highlight opinions on 'essential' skills

**Stage 2**

- Use focus groups to further inform the development of study skills resources

**Stage 3**

- Begin development of online video and text resources to deliver essential skills

**Stage 4**

- Distribute resources and evaluate their success / areas for improvement

# Personal Values in Education

*Caitlin Kight (Academic Development)*

Personal values contribute to our sense of self and identity, and have a significant impact on daily decisions, yet many people struggle to articulate their values or explicitly describe which values are informing particular thoughts and behaviours. In part, this is because most people are not given regular invitations to, or opportunities for, explicitly reflecting on these core beliefs. In the context of higher education, this gap can be particularly impactful because of the way that values influence learning – by affecting both pedagogical choices made by educators, and learning decisions made by students. This can, in turn shape the acquisition of knowledge and use by both parties, which can have downstream effects on all realms of life, including interpersonal relationships, career paths, and the pursuit of hobbies and creative endeavours.

Over the course of the past year, I have been developing a suite of materials that support students and staff in identifying their values and contemplating how these beliefs influence all aspects of life. This work has grown out of my doctoral research on self-study, which was inspired by conversations with early-career teachers grappling to understand how their positionality could influence not only their professional decisions, but also the experiences of students impacted by those decisions. Because ‘personal values’ doesn’t necessarily sound like the sexiest of topics, sessions tend to be intimate, but what they lack in size, they make up for in quality of discussion: Participants consistently report that the reflective activities are illuminating, the exchanges with peers are enlightening, and the possibilities for application are endless.

To investigate and situate personal values, I have drawn on a range of techniques and contextualising concepts – for example:

- **Gamification:** I developed a board game, Path to Enlightenment, that turns contemplation into a game – one that players can engage with independently, or that they can interact with, competitively, as a group. This work was supported by the Playful University Incubator project spearheaded by Maarten Koeners.
- **Improv:** Improv fosters mindfulness and empathy, which can facilitate greater awareness of one’s own self as well as of others. I introduce improv techniques that people can use in their own lives to support awareness and decision-making that is aligned with personal values.
- **Habit formation:** Through metacognition, people can become aware of their own tendencies and begin to use known patterns of behaviour to break bad habits and create new ones. I introduce reflective activities and deliberate, proactive habit formation to support people in embedding their values in each decision and action.
- **Ikigai:** Psychologists have found that learning a wider vocabulary – including unique words from languages of which you are not a native speaker – can help you improve the granularity of your emotional intelligence. ‘Ikigai’ is a Japanese word that roughly translates to ‘life’s purpose’, though it is a multifaceted concept that links values with a range of personal and professional realms over the course of one’s life. I use an ikigai framework to help people visualise the ways in which an understanding of personal values can contribute to wellbeing by supporting a sense that life is worth living.

In addition to running standalone sessions for staff and students, I am keen to explore how we can embed these techniques and conversations throughout our curriculum. This is vital for challenging assumptions, tackling biases, exposing the hidden curriculum, and helping both learners and educators connect with course content (and each other) in a deep and profound way. Not only can this facilitate deeper learning, but it can also promote compassion and the growth of supportive learning communities across the institution.

# ASPIRE Education Toolkit

*Tamsin Kilner, Cat Bailey, Matthew Green, and Katie Steen*

## Education Toolkit

The Education Toolkit is a collaborative resource offering accessible and inclusive approaches to teaching and supporting learning. It's intended to support educators in developing their practice through a range of content covering, for example: wellbeing and strategies to support good mental health; creating community online; hybrid teaching; and decolonising the curriculum.

In this session, we'll offer a brief overview of the revisions we've introduced to the Toolkit, now in its third year, as well as the rationale for its update. This will include our new materials on some of the topics mentioned above, as well as offering some thoughts on creating resources during a pandemic and the lessons we've learned as a result!

We'll also talk about the collaborations we've been involved in with academics and Professional Services staff across the University, and would welcome your thoughts and suggestions on both our progress to date as well as future developments; we are particularly interested in hearing from educators interested in co-creating resources to ensure we address the needs of the education community at Exeter as a whole.

For educators looking to gain recognition of their teaching practice via the [ASPIRE Framework](#) – also run by the Academic Development team – engagement with the Toolkit as a learner and/or contributor are excellent ways to evidence the professional development and scholarship associated with the A5 and V3 dimensions of the UK Professional Standards Framework.

## Challenges Online (Grand Challenges)

*Anka Djordjevic*

The Challenges Online programme is based on Grand Challenges, which has been successfully running for the last seven years at the University. Challenges Online ran for the first time in 2020, and returned on 7-11 June 2021.

Challenges Online is a project week, in which students work in interdisciplinary groups with other like-minded students to design innovative solutions to real-world sustainability problems. Top academics and invited speakers share their views and help the groups apply their skills and knowledge to the questions and issues they are most passionate about. It helps them to further develop their transferable skills, including teamwork, presentation skills and project planning.

In 2021, the themes included:

- Climate Emergency
- Fighting Fake News
- Future Food
- Social Inequality
- Planetary Health

The event helps attendees stand out to future employers. Following the Challenges Online week, the University supports them to continue with your projects so they can make a longer term impact. The Incubator Café session is a chance to learn more about the online version of the event, what we learned from this move, and how this learning can be applied to projects you are working on moving forward.

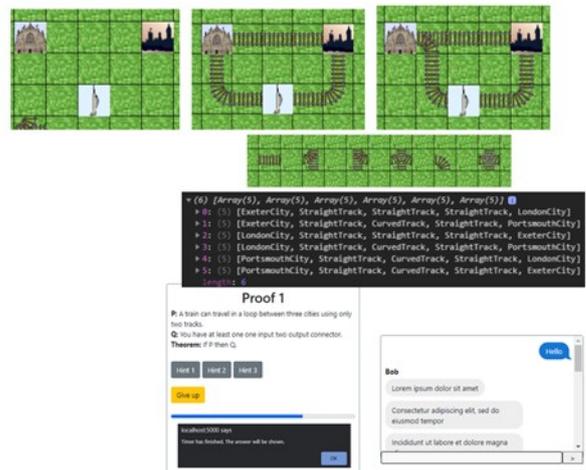
# Mathematics without Tears and Fears: Pedagogical Games which teach Mathematics Principles across Academic Disciplines

*Loyal Hakim, Weihan Ding, and Pascal Stiefenhofer (CEMPS)*

Mathematics without Tears or Fears is an Education Incubator project aimed at teaching mathematics principles across various disciplines by using pedagogical games. The project leads are from the Department of Mathematics, and the Department of Economics at the University of Exeter and the University of Newcastle. Project leads: Dr Pascal Stiefenhofer, Dr Loyal Hakim, Dr Weihan Ding; Co-researchers: Zsuzsanna Riedel, Tom Lewis, Eloise Williams, Ellie Feinsilber, Elliot Jones, Ben Fuller; Digital game developers: Ricky Bassom, Matthew Yates. In this project we have been working with students as coresearchers in primary and secondary research by developing and testing a set of pedagogical games, which address the concept of proof systematically. The project started off with researching whether similar games exist in the current education literature and whether there are any gaps or unaddressed problems; and a series of student-staff workshops on the fundamental approaches to research.

Many students struggle to learn new concepts in maths such as proofs and being presented with a new concept can be difficult and intimidating. Our project aims to change this and provide a new and interesting way for people to learn. Pedagogical games can give students a sense of agency and control. We hope to make our games playful, unintimidating and enjoyable. They should be at least as effective as normal teaching. We are targeting university students taking maths-related subjects. Pedagogical games are not just gamified activities. Our games will follow established teaching theories: behaviourism- If a new behaviour is repeated, it will eventually become automatic; constructivism- learners start with a complex problem and work to discover the basic skills required to solve it; cognitivism- psychologists emphasize the mental processes required to learn new information.

The students developed three types of games, (i) individual player games, (ii) two player games, (iii) large-group games. Every game was designed to address a particular method of proof. The pedagogy was such that students learn in their first exposure the concept of proof (mathematical reasoning) playfully, and hence approach mathematics in a non-traditional way. The toolkit is developed and tested within modules in Economics, Engineering, Computer Science, and other departments where mathematics is taught at undergraduate level. In order to study the effectiveness of the pedagogy behind the game, students will trial the game and be surveyed. The data will be statistically analysed while looking at: engagement and motivation: effect on result; prior and post questionnaire: statistical data; performance assessments: built in the games.



# 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)

*Since its inception in the 1990s, the LEGO Serious Play (LSP) technique has been used globally in contexts ranging from business to medicine to education. On the surface, it may appear to be all fun and games – after all, participants spend an LSP session playing with toys! – but, as shown by a growing body of academic literature, it is a rigorous method that facilitates sharing, creativity, innovation, and interpersonal connection.*

Through the **Serious Play, Serious Fun, Serious Skills** Incubator project, Dr Holly Henderson (Business School) and her collaborators (Dr Martin Robson, Politics; Dr Caitlin Kight, Academic Development) have worked to embed the use of this technique across the institution. In autumn 2020, the project funded LSP facilitator training for 5 staff – Dr Karen Kenny (Academic Development), Janice Button (People Development), Dr Corrina Cory (Engineering), Avalon Cory (Engineering), Dr Rebekah Welton (Theology and Religion). This core team of LEGO practitioners has subsequently supported sessions around the University, for groups as diverse as Wellbeing staff, [PGRs in the Doctoral College](#), and participants in the Arts & Culture Friends Network.

Although the original plan was to run LSP sessions in person, luckily the technique was easy to adapt the online delivery required over the 2020/21 academic year. As profiled in [this Excellence in Education blog post](#), LSP has proven to be an excellent method for bringing students together regardless of where they were weathering the lockdown. It has also been a fantastic tool for helping students brainstorm and share ideas about resilience, adapting to change, and overcoming blocks to productivity. All of these themes are in addition to the content learning that LSP facilitates when embedded within modules – as for Corrina's and Avalon's Engineering students, and Holly's Business School students.

Increased interest in and uptake of the LSP method across the University has led to additional funding opportunities that have allowed expansion of the original Incubator project. Perhaps most notably, these have supported the expansion of the LSP team to include [Hayley Stentiford](#) (Student Access, Recruitment, and Admissions), Dr Houry Melkonian (Maths), Ruth Cherrington (UEBS), Kate Foster (Doctoral College), Dr Tom Ritchie (Education Incubator), and Hollie Kirk (Innovation, Impact, and Business). With this increased capacity, there is even greater scope to achieve the project's goal of running [150 LSP sessions, reaching 4000 students, and supporting 400 staff](#).

As the University of Exeter community looks to return to campus for the 2021/22 academic year, the LSP team will be excited to receive [one final round of training, equipping them to run sessions](#) – and then to resume holding face-to-face sessions. It is always exciting to hear the cacophony of a bucket of LEGO being dumped out on a table, ready to inspire new insights and inspirations. LSP facilitators are on hand to consult with any staff and students to provide advice on what LEGO LSP can add to any meeting or learning event, and the whole team is excited to continue spreading the LEGO love across the institution.

For further information, or to book a session, you can get in touch with [academicdevelopment@exeter.ac.uk](mailto:academicdevelopment@exeter.ac.uk).

# MINDFUL CLASSICS. EMBEDDING CONTEMPLATIVE PEDAGOGY INTO THE STUDY OF ANTIQUITY

## RESULTS



The Mindful Classics project has started a conversation on how to support student wellbeing making the most of the Humanities curriculum. The project activities have been varied and were aimed at tackling different aspects of student mental health and, more specifically, at addressing the challenges that students in the Department of Classics and Ancient History at Exeter were facing throughout this academic year.

We have explored how we can use texts and philosophies from the Classics curriculum as a source of inspiration for self-growth and a form of self-therapy. Experimenting with digital tools like Padlet and Zoom breakout rooms as well as in face-to-face interactions, the team has strived to build a forum for exchanging opinions on these texts. Our priority has been to create a safe, inclusive, and non-judgmental space where each participant could have had the opportunity to share their authentic selves in that moment, as much as they wished to.



We believe that one of the project results has been consistency. Although this may seem insignificant and a little strange, mindfulness-based approaches to reduce stress take time and commitment. Turning up regularly at the weekly sessions was essential to the effectiveness of the project.



We have adapted meditative practices to work precisely for Classics as a discipline, its curriculum, and its students. We reached the goal of building a model for training sessions in meditation, embodied attention, and moment-to-moment awareness targeted to HE students, and our activities have increased knowledge of self-care techniques to deal with difficult thoughts and tackle academic challenges. This method can be further implemented within the University.

## LIAISONS WITH OTHER BODIES

We communicated and held events between students and academics in other Departments, and even in other Universities. For example, we collaborated with the AccEPT Clinic, the Mood Disorders Centre, Wellbeing Services, Psychology, English and Film Studies, Sociology Philosophy and Anthropology, and Classics at Royal Holloway University of London. Connecting with other academic bodies has been crucial in identifying issues that nearly everyone has been struggling with.

Internally, we have regularly coordinated our activities between the Classics and Ancient History Department, the Classics Society, and the SSLC.

We have contributed to creating video interviews and content material from the student perspective for the Exeter Education Toolkit's 'Taking Notice' page, the Study Zone Digital website, and the Exehale space on Campus.



**Team:** Hannah Biddle, Róisín Royle, Irene Salvo, Sara Vazquez Garcia

**Contact:** Dr Irene Salvo, I.Salvo@exeter.ac.uk, Classics and Ancient History (HUMS)

## OUR TEAM

A key achievement has been our team itself. We not only created a team that works together in a prolific and resourceful way, but also created a trusting environment. Our trust as a team helped promote a resilient image of acceptance and understanding to the members of our Student Focus Group and our event attendees. We also learnt about the value of collaborating with paying attention to individual fragilities and reciprocal support, and the significance of sharing the personal in a trusted environment. As a team, we are comprised of 4 different people, 4 different opinions, 4 different outlooks, 4 different backgrounds. As an international team, we enrich our own knowledge learning to understand differing experiences and contributing to relatability. Notwithstanding and because of our diversity, we could relate and discuss several issues, not only creating a compassionate environment but an academic one. We believe we are a successful and rare example of how to bridge the gap between 'academia' and 'compassion' respecting personal boundaries and vulnerabilities in a safe way.



## SOCIAL MEDIA

We have used social media to connect with students. Our aim has been not only to reach out to students but to access people who would otherwise not be able to turn up to these sorts of events. We fully leveraged online platforms to create comfortable spaces to join from the safety of the participants' rooms and homes--where this was the case.

## KEY EVENTS

Most of our meetings were online. We have progressed to in-person activities following the relaxing of Covid-19 restrictions. We tried a couple of hybrid sessions, but we have found these particularly challenging for the facilitator as well as the participants.

Technical glitches have often forced us to interrupt the flow of the discussion, and it was harder to be mindful of and checking-in individual participants in the physical and virtual rooms.

Some highlights from the events we organised:

- Staff & students: The Classic Life of Pets Meet&Greet (January) and Mindful Classics Picnic (June.)
- Vulnerable Academics and Mindful Anchors: The Education Incubator Mindful Classics (February, talk at the EduExe Enhance Special Week.)
- Mindfulness, Inclusivity, and Compassion at Exeter Classics: Sharing Pedagogical Practices and Engagement Experiences (March, online workshop with about 70 students and academics from a variety of programme degrees and fields in the UK and the rest of the world.)
- Mindful Poetry Day @Festival of Discovery with English&Film, open to all Exeter students (June, a day on poetry as a healing tool and expression of our inner lives and creativity in a non-judgmental, safe space.

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

*Christine Heales and Demelza Green (CMH)*

## **Project Aim:**

The aim of this project was how to best prepare and support Diagnostic Radiography apprenticeship students through the process of progress testing so that they both understand and appreciate the rationale for this form of testing and also engage with the process to maximise their learning.

## **Background:**

'Progress testing' as an assessment tool was developed in the 1990s within Medical Education having been developed to encourage deep learning rather than rote memorization. This approach is now widely used in dental education and post-qualification medical programmes, but not, as yet in pre-registration radiography education.

The novel aspect to progress testing is that each assessment contains questions from the entire curriculum; students at the beginning of the programme will be assessed on content that they have not, as yet, been taught. Likewise, students at the end of the programme will also be assessed on knowledge from the start of their studies. It is this aspect that is shown to prevent the culture of learning to the test whilst promoting engagement and deep learning it also means that a first year student is highly unlikely to gain a passing score but would instead improve (progress) throughout the duration of the programme.

The BSc (Hons) Diagnostic Radiography & Imaging degree apprenticeship has a knowledge based strand of modules running through it, all 30 credits each, and it is this strand where progress tests are being used as the assessment form.

## **Project Activities:**

After ethical approval had been obtained a questionnaire was circulated to the first cohort of apprentices exploring their understanding and experiences of progress testing. These data were then used to inform the themes for a series of focus groups held with both this and the subsequent cohort.

## **Project Outcomes:**

Analysis of the early questionnaire data suggested that apprentices both understood the concept and benefit of this form of testing. Focus groups provided more granular detail indicating that perceptions of this form of testing may vary with time and that it may take until around the 3<sup>rd</sup> formative test for apprentices to be comfortable with the concept of achieving lower scores in their first year. As a result of this project, the type of information given to apprentices about their progress tests has been expanded to include apprentice perceptions such as guidance that this process can feel uncomfortable at first. The feedback has also been amended so that they can not only see their progress (i.e. changes in absolute marks) as they take each subsequent test, but also so that they can see how they are performing in relation to the content of their stage of study.

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

Erin Walcon (staff), Amy Mellows (alumni captain), and Peer Educator team: Amelia Luxton, Holly Cove, Kat Themans, Hannah Giles, and Amelia Treble

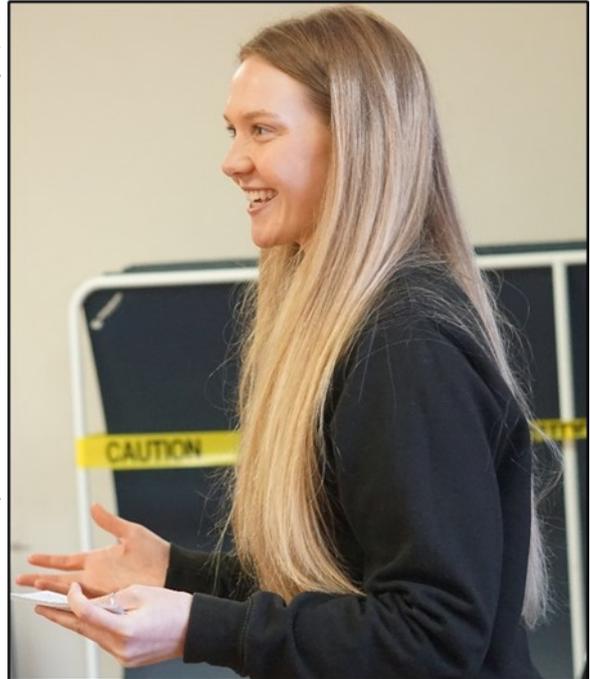
This programme is creating theatre-based dialogic structures which foster proactive prevention for addressing student challenges and areas of concern which often arise for first year university undergraduates.

This project is opening up critical dialogue about areas of concern or complex challenge, using innovative dialogic theatre techniques to facilitate conversations about how we approach these within teaching practice and in our educational community here at Exeter.

It takes two approaches:

- **Student-facing Forum Theatre:** a Peer Educator programme which is developing a touring model of dialogic theatre practice which can provide preventative support and dialogue for first year university students as part of the freshers induction programme. This is addressing common safety and wellbeing issues for first-year undergraduates via Forum Theatre (micro-aggressions, inclusivity, white privilege, class privilege, drinking culture and its impact on consent, FOMO, self-harm, students supporting housemates and accessing wellbeing via personal tutor systems and other avenues of support.)
- **CPD/Staff-facing Forum Theatre,** supported by visiting professional specialists, to foster staff/educator conversations about student safeguarding and to clarify understanding of responsibility in key areas of student support. This work is opening up conversations about safeguarding for university-aged students, and in particular, staff responsibilities when addressing complex areas of student challenge, particularly with regard to how wellbeing issues manifest prior to referral to Wellbeing Services. Using interactive theatre & fictional scenarios, a programme of live CPD and dialogue in dealing with these complex grey areas is being developed.
- **Related Table Conversations:** theatre will lead into facilitated/held space for curated Table Conversations, enabling staff to reflect on our educator responsibilities within these areas, drawing on complex moments from our own experience via Action Learning. By creating a safe and well-held dialogic space, educators will have chances to reflect upon their own teaching practice, finding common areas of concern and improving clarity about how to address common complex situations.

The Forum Theatre elements of the project are being developed by a team of 5 undergraduate Peer Educators, led by an alumni captain. They are creating an arts-based vibrant and engaging dialogic learning model which can be rolled forward in future years, creating a sustainable approach to prevention and dialogue around areas of concern. The programme is student-created and led, and has potential to be of use across multiple departments/colleges.



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

Lara Choksey, Riadh Ghemmour, Stacey Hynd, Abram Foley, Joseph Lee, Tia Matt, Katie Natanel, Malcolm Richards, Angelique Richardson, Tinashe Verhaeghe, Nicola Thomas, Andrea Wallace and Kate Wallis (HUMS).

We have aimed to initiate, connect and amplify cross-disciplinary and academic-led initiatives that link decolonial knowledge production and antiracist pedagogies. Given that “decolonise the university” has been an international movement initiated by students partly in response to the continuation of colonial infrastructure and institutional racism in higher education, we have embedded student voices within this cross-disciplinary decolonial and antiracist work. Through staff and student co-creation, we are strengthening trust and building horizontal relationships within and beyond the University.

## Staff Fellow Activities

- Supporting our 8 Student Fellows to act as agents of change with each of them developing innovative decolonial interventions in their Departments and beyond.
- Our PhD Researcher Malcolm Richards has curated regular workshop and exchange sessions for Student and Staff Fellows that model decolonial thinking around an ethics of care and critical reflexivity.
- Curating a series of interlinked public events and workshops that have revolutionised the ways in which the University of Exeter engages with decolonial discourses; e.g. the *Ilan Pappé Conversation Series* (with ECPS and IAIS) and the *Racism and Social Justice Seminar Series* (with IICE and WCCEH).
- Ensuring foundational decolonial work at University of Exeter is amplified and continued through collaboration with Professor Jerri Daboo on *The Rest of Us*.
- Launching the EDN website (<http://exeterdecol.org/>) as a collective space for sharing and making visible work relating to decolonial and antiracist praxis within and beyond the academy.
- Expanding our network and building new foundational relationships with students, staff, external partners and the wider community.

## Student Fellow Projects

- The Roots Resistance: Asha Ali and Clara El-Akiki (IAIS)
- Decolonial Methodologies and building the EDN website: Neha Shaji (English & Film)
- The Minority Effect and The Creative Switch: Hanife Hursit (History)
- Grow Your Own and Decolonising Creativity in the South West: Finlay Carroll (English & Drama)
- Decolonial Dialogues: Riadh Ghemmour
- Workshop: “The Impossibility of Blackness in the Classroom” with Muna Abdi

## The Big Picture

The work of EDN has significantly changed how UoE engages with decolonisation and antiracism. Guided by the Student Fellows, EDN are doing the work to make UoE a place where all students can achieve success and see themselves represented in the community, activities, and values of our institution.

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

*Gihan Marasingha (CEMPS)*

## The intervention:

Prior to Term 1 2020, I developed resources for teaching the introductory pure mathematics module MTH1001 via the interactive theorem prover LEAN. These were incorporated into the lectures notes, lectures, and timetabled group events with undergraduates.

During the term, I was joined in the project by senior undergraduates Omar Harhara and James Arthur who developed further resources and questionnaires and ran sessions with students.

As a side-project, I worked on students from the Exeter Mathematics School, teaching them to present proofs in real analysis (an undergraduate topic) in Lean:

## Resources:

- A set of 40 interactive problem sheets in LEAN. These present mathematical results as 'gapped proofs' wherein students were encouraged to supply the missing parts of the proof;
- [Interactive lecture notes](#) in LEAN. Type theory in standard lecture notes;
- Student projects hosted on the cloud-computing platform CoCalc, enabling live feedback;
- Group sessions on LEAN designed by me, Omar, and James;
- A mid-term test for MTH1001, written both in LEAN and in standard mathematics;
- A blog, [exlean.org](http://exlean.org) describing the project and thoughts on teaching with LEAN.

## Outcomes:

- I presented this work at the international *Lean Together 2021* conference in January;
- Improved January exam results. However, the effect of open-book exams cannot be discounted. Qualitatively, I observed vastly better structure of arguments, particularly in the sphere of mathematical induction;
- Questionnaire feedback: the majority of students found LEAN challenging to work with as LEAN and mathematical concepts were introduced simultaneously;
- A smaller set of students were highly engaged with LEAN and used the LEAN language in presenting answers to (non-LEAN) tutorial sheet questions.

## Current / future directions:

- Working with Omar and James to produce more accessible resources for Term 1 2021;
- I'm working with educational researchers Athina Thoma and Paola Iannone on LEAN in the upcoming year. Initial plans to work also with Taro Fujita;
- Plans to take LEAN out to schools;
- Discussions with mathematics colleagues at Exeter on developing LEAN for teaching and research.

# RETHINKING EDUCATION THROUGH THE LENS OF PARALLEL TEXTS

Barrie Cooper, Leif Isaksen, Layal Hakim, Jess Shaw, and Charlie Berry

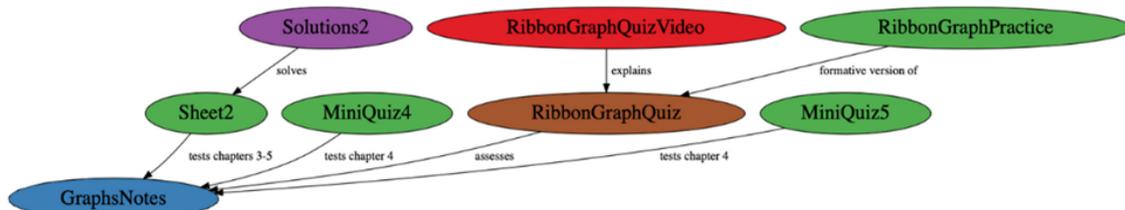
## PROJECT OVERVIEW

Much of the education experience can be viewed as the curation of a corpus of parallel texts. Staff resources and students' own notes are parallel texts or commentaries on a course, for example. We can also understand 'texts' to include all media, such as video, or even different versions of an ELE page. However, our tools for managing the digital education experience don't draw upon the expertise of people who manage corpora of digital texts, such as our colleagues in Digital Humanities and the Library.

This project has been a conversation about what education would be like if we centred parallel texts and the tools, standards, and protocols that can support and drive developments in this direction.

## OUTCOMES

We have researched current tools that use parallel texts such as Nvivo and Hypothes.is, analysing their functionalities and whether they would be useful in education. Our team quickly found that at the heart of parallel text use are issues surrounding how connections between resources and data are made, as well as how these resources are curated. This has led us to consider data ontologies, or ways of categorising resources and their connections. One way to represent an ontology is a resource map, an example of which is below:

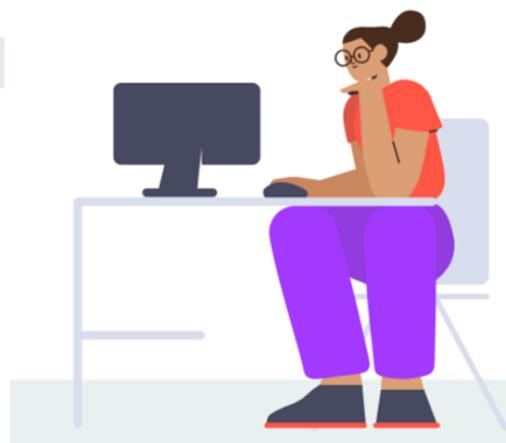


Our dedicated network members came from disciplines such as E-Learning, Computer Science, Archaeology, Academic Development and the Library, and took part in meetings that saw us explore online annotation tools, GitLab, and coding and creating resource maps. The feedback we had from these meetings has been overwhelmingly positive.

## NEXT STEPS

We are hoping to potentially collaborate with other departments to look into ways that we can curate digital resources and improve access to them.

We are particularly interested in putting together an external bid to further explore connected data and academic resources.



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

*Isabel Santafe and Nuria Capdevila-Argüelles (HUMS)*

**Context:** CartasVivas is an audiovisual project: <http://cartasvivas.org/en/> consisting of a series of short film capsules. The capsules showcase a video gallery of live readings of letters and memoirs by women intellectuals and artists from the Spanish avant-garde. It is an international project that has been developed in partnership with researchers and students from the University of Barcelona, led by film director Paula Ortiz (University of Barcelona) and Professor Nuria Capdevila-Argüelles (co-director).

This academic year 2020/2021 CartasVivas was been embedded in Hispanic Studies module MLS3037 Women and Feminism in 20th Century Spain. The 41 students enrolled were active participants in the development and creation of their own original CartasVivas. Their portfolio assessment included: the creation of a podcast, the audio-visual production of a CartaViva (including subtitles) on each female author assigned per group and a reflective group essay.

**Incubator function:** The Education Incubator funded the recruitment of a Student Research Assistant, Michaela Mason, who provided editorial audio-visual support to our project. Her main tasks were:

Helping with the edition of weekly podcasts (in Spanish) that were as teaching/learning material. Creating resources and guides to help our students with their assessment on: how to record a podcast and how to film a high quality video.

**Aims:** This project aimed to actively engage students as cultural mediators and researchers by incorporating them to the professional team of CartasVivas.

**Project outcomes:** We responded to the Covid educational emergency developing a series of 17 podcasts called CharlasVivas to accompany the MLS3037 course and the CartasVivas videos. These weekly podcasts were edited to a professional standard thanks to our Student Research Assistant.



# Kinder Exeter: Compassion Through Play

*Olya Petrakova-Brown and Maarten Koeners*

This project originated at the University of Exeter's Education Incubator as part of Communities and Students Together programme (European Union ERASMUS+) under the banner of Compassion Through Play. It is developed in collaboration with students, community-led organisations, and local residents.

Through partnership with Maketank, who made contact with Kinder Leeds, this project has now grown into the festival, 'Kinder Exeter'. Maketank hopes to make it an annual community-led event.

**The Kinder Exeter Festival** provides a glimpse into what a city of compassion, connection, and community could look like. Just imagine! Studies have shown that regular acts of collaborative play and kindness have long term well-being benefits. It is our shared hope with Kinder Leeds, that these little acts will spark positive change in compassion and growth across our cities.

The weekend will provide experiences that focus on fostering kindness towards ourselves, each other, and the environment. As lockdown begins to ease, it is more important than ever that we reach out to everyone in our community, especially those who are lonely and most often excluded.

**Kindness** is a gift everyone can afford to give. This is why we are passionate about collaborating with local organisations and artists, who share our passion and values. It is also our intention for the festival to expand annually.

**Kinder Exeter** will evolve with the community and build upon public opinions voiced on our 'People's Thinking Wall'. Together, we can create a better tomorrow, full of 'ninjas of compassion' sneakily spreading random acts of kindness to all.





# Hidden Exeter and St Nicholas' Priory

*Fabrizio Nevola, David Rosenthal, and Judith Morgane*

This project builds on the public-facing geolocated historical audio guide, Hidden Exeter (AppStore and GooglePlay).

**Summary:** 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 is delivering a community-engaged, co-produced new trail within the app. The eleventh-century St Nicholas' Priory is the city's oldest standing building. In the custody of Exeter Historic Buildings Trust, with the support of major funding from National Lottery Heritage Fund and the UK Government's Cultural Recovery Fund, it is under development as an Arts, Cultural and Heritage Hub for the city and its communities. The project will offer an innovative skills-based learning opportunity, creating valuable new digital interpretation for St Nicholas' Priory, while providing an example of knowledge transfer between the expert community of local researchers and the University.

**Project:** We have involved a group of 5 student interns (4 through the Education Incubator scheme) in this 'Community Engaged Learning' activity. Our project team draws on expertise from the College of Humanities, including Prof James Clark, as well as the team of experts St Nicholas' Priory, including curatorial staff from the Royal Albert Memorial Museum and Art Gallery, Exeter. Over a series of workshops we have been:

- Working as a team to research and develop expert academic research-based content for inclusion in the app.
- Working in partnership with non HEI local community group and create content and value for St Nicholas' Priory and Exeter Historic Buildings Trust.
- Develop team working skills in managing the diverse priorities of participants, and contributing direct input on content. Student interns are involved in all aspects of the project, working closely with the expert volunteer group from Exeter Historic Buildings Trust that run St Nicholas' Priory. We have thus far developed the itinerary, identified sites and related objects from museum collections and begun to script the character and associated research-based interpretative content.

We are working to a tight deadline, but anticipate the work being ready for final recordings and upload to the Hidden Exeter app during July.

**Community partner:** Our main partner is St Nicholas' Priory, a community asset to the heritage landscape of Exeter. In its many incarnations from monastic house in 1087, Tudor town house, Georgian flats and Victorian tenements, it encapsulates many facets of Exeter's past and present. The project responds directly to their request that we might create a St Nicholas' walk within the Hidden Exeter app (see <https://www.nicholaspriory.com/hiddenexeter/>). Our activity contributes to demonstrating activity in dissemination and engaging new audiences through new technologies and approaches to public history and heritage.

## **Student learning outcomes:**

- Learn skills in writing and editing of public-facing content; learn skills with digital interfaces; learn skills in public history and communication.
- Gaining experience of Community Heritage and the interface between research, innovation and public provision that meets community needs.
- The satisfaction of seeing a project research, developed and completed. A public output available on the AppStore and GooglePlay.



## **Globally Engaged Learning: Exploring Global Nursing Educational Collaborations in a Virtual Classroom**

**Project Leads:** Alison Marchbank (University of Exeter, CMH), Eva Perrson and Lena Forsell (University of Lund)

**Project team and co researchers:** Lena Forsell, Anneli Jönsson and Nursing students from the University of Exeter and University of Lund

**Context and Aims:** The year of the nurse (WHO, 2020), the Nursing Now campaign, the International Council of Nurses (ICN) and the All-Party Parliamentary group on global health have all called for investment in nursing education. This is to produce globally prepared graduate leaders equipped to influence policy and advocate for the profession (APPG, 2016). Registered nurses (RNs) are safety critical practitioners and agents of change in health and social care systems, they often innovate and problem solve locally, leading to safer more effective health systems. However, there is often no routine place at the “table” of influence for RNs within international, national, regional or local organisations who strategically provide and plan future health and social care.

While, nursing is a global profession, nursing students from different countries are rarely educated together (Wihlborg, et al 2018). This could result in nurses adopting insular country centric practices, not developing a global outlook or adopting learning from other systems. There are key global themes that impact the people we care for such as, patient safety and health inequalities on a daily basis. Nursing students need to understand and evaluate how such issues are actively addressed in professional nursing practice, education, research and by policy within a global context. This pilot project is to explore if we can develop and embed an internationalised learning community within the curriculum and evaluate its benefits for future nurses.

**Overall aim:** To use the virtual classroom as a vehicle to create internationalised learning communities across the nursing programmes and curriculums of two universities.

**Motivations and how it started:** The impetus for this pilot project came from nursing students who had experienced an informal virtual collaboration. Students expressed the desire for this global learning experience to be embedded into their ongoing programme. Students found it useful and enjoyable to share and learn together about global themes, and it built a sense of nursing community.

**Student Incubator fellows:** Nursing students from both universities who wish to co-author and co-develop the project will be invited to do so via a written expression of interest to the project leaders. Students will be collaborators in project development, activities, evaluation and dissemination of findings.

## Understanding International Students' Academic, Well-Being and Sociocultural Adaptation

**Project Lead: Angela Christidis (UEBS)**

**Project Team: Sue O'Hara, Emma Sweeney, Meredith Farley, Josh Papanicola, Beth Cossey**

The increase in international student numbers on campuses would have a direct impact upon the student experience.

### Context:

This project aims to use a mixed method approach to explore the experiences of home, EU and international students attending the courses. The focus will be in terms of building students' collaborative and intercultural skills and development of sense of belonging in the community. A whole student lifecycle approach will be adopted to address the causes of observable gaps in success and progression for international (BAME) students. The project intends to broaden our understanding of barriers faced by international students as they transition from one education setting into another. The project evaluation outputs will be utilised to improve supportive peer activities, increase meaningful interaction between staff and students, and help students improve their transition effectively.

### Aims and Objectives:

- Foster cohesion and enhance understanding between international and domestic students
- Consider social, cultural and education impacts of international students on domestic students
- Enhance interaction and integration between international students and host communities
- Implement strategies and activities to promote intercultural integration and intercultural competence
- Improve academic staff's ability to interact with students from culturally diverse background

*"The ultimate goal is to encourage ALL students and staff to develop "intercultural competence" that would enable them to interact effectively across cultures and prepare our university to embrace a truly integrated multicultural environment."*



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## Project Outcomes

### *Success for all our students*

It is anticipated that the project will create and strengthen learning communities (including partnership with Students' Unions through Academic Representation), so that a higher percentage of students will feel part of a community of staff and students and a sense of belonging to the university or college.

### *Globally Engaged Learning*

The activities will be structured to improve students' communication, collaborative and employability life skills. Further programme or training can also be arranged to improve students' intercultural competence and confidence with the aim to bring meaningful contribution and positive impact to the local community.

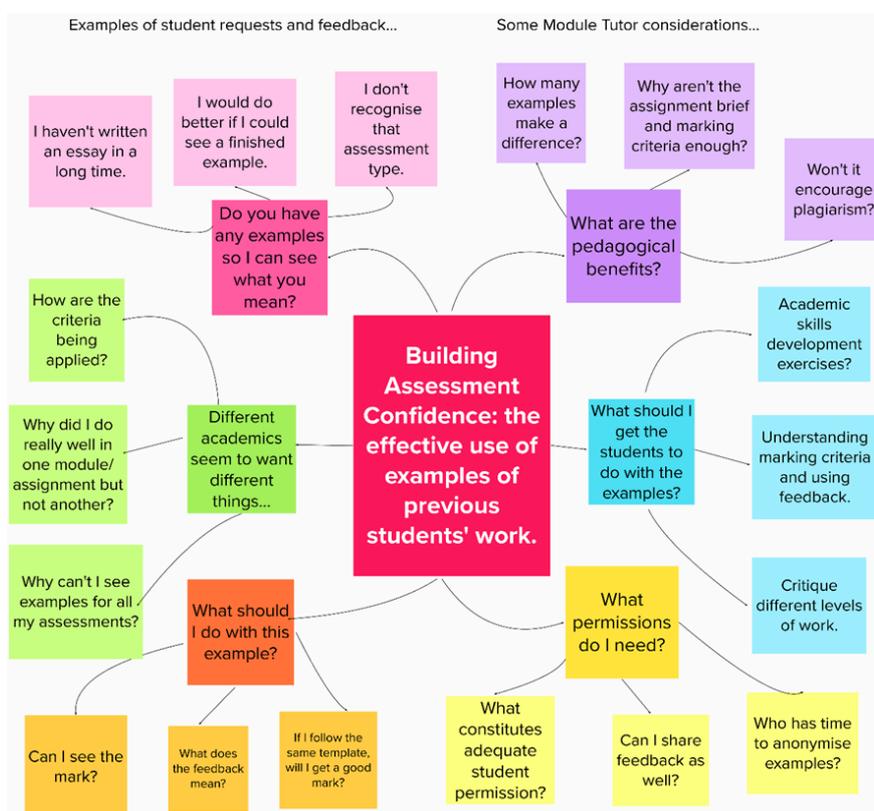


# Building assessment confidence: effective use of examples of previous students' work for online and blended learning contexts

Lisa Alberici (GSE)

Many students (UG and PGT) ask to see examples of previous students' work when preparing for and completing assignments. This can be particularly helpful for some students from widening participation backgrounds, who are being exposed to academic writing for the first time. Access to such work might also be helpful to any student for building assessment confidence and supporting the development of academic skills and assessment literacy, for example by examining the difference between work being produced at different levels.

It is vital that the use of previous students' work is done in a way that is respectful of the students whose work it is, and it needs to be compiled, secured and retained within GDPR parameters. This means that there is usually an ad hoc approach taken by individual module tutors, some of whom are uncertain about what they can and cannot share. In addition, where examples of previous students' work have been provided, some students have fed-back that it is not clear to them how they can use these in a meaningful way to improve and develop their own assignments.



This project will respond to these issues by researching good practice in terms of effective use of examples of previous students' work and, using this, we will seek to create a resource which could support educators to access and use examples of previous pieces of assessed work. The project intends to address the problems of: how to secure relevant permissions; how to process and store pieces of work; how students would access the examples; what should be provided as well as the piece of work (e.g. marking criteria, feedback, annotations); and which types of activities help students get the most out of engaging with the work of previous students?

# Exploring the potential of 3D virtual reality (VR) as part of a blended learning approach to teaching clinical skills to student radiographers

*Rosey Davies, Sue McAnulla, Jenny Shepherd, Karen Knapp, Christine Heales, David Harris, Sam Vine, and Sue Rimes (Medical Imaging)*

The Covid-19 pandemic has created unprecedented challenges to medical and healthcare educators. Clinical placements for radiography students at Exeter were cancelled in 2020, and there was a 30% over-recruitment of first year radiographers. These factors combined to present a significant challenge for staff responsible for ensuring students receive appropriate exposure to clinical training, necessitating an innovative approach. First year students undertook shorter clinical placements, with the remainder of their placement period supplemented by virtual reality (VR) simulation placement activities delivered on campus.

VR is known to offer a highly effective alternative to high-risk clinical education scenarios that require complex manipulations and may be difficult to conduct in a clinical setting (Mehrfard et al., 2020). Thus allowing students to learn from their mistakes in a safe, virtual environment. However there is limited understanding of how VR is best implemented in radiography education, how it is viewed by learners, and how its use can be optimised (O'Connor et al., 2021). The aim of this project is therefore to explore the potential of 3D VR simulation as part of a blended learning approach to teaching clinical skills to student radiographers.

## **The project aims to address the following questions:**

1. How do students value their experience of using VR x-ray simulation training?
2. How does student attainment in clinical skills tests following VR x-ray training compare with traditional training (previous cohorts)?
3. Does the VR equipment have physical fidelity (face validity), psychological fidelity and construct validity? To what extent do these factors underpin the transfer of learning, from the virtual environment and back to the 'real world' situation (Harris et al., 2020).
4. Does VR technology have the potential to enhance the teaching of clinical skills for future cohorts, and to offer a model for increasing placement capacity?

## **Anticipated outcomes**

The project aims to enhance students' learning experience by providing better understanding of the efficacy of VR in the teaching of clinical skills to radiographers.

This will enable the teaching team to use the VR technology in the most effective and engaging way. We anticipate this will then improve the students' learning experience by supplementing the real world clinical placement. All preparatory clinical skills learning, including VR aims to improve students' competence and confidence. This enhances their learning as they are better prepared to fully engage in the real-world placement experience. The intention is to determine whether VR training prepares students even better for their real world placement experience. Whilst we already know that students report enjoying using the VR equipment, we anticipate that enhanced preparation for their placement will improve their overall learning experience.

# Virtual Spaces in a Blended Environment

*Barrie Cooper, James Bingham (CEMPS)*

This project will explore and evaluate the range of ways in which virtual spaces and “digital twins” (e.g. virtual copies of physical spaces) can be used to bridge the divide between the physical and virtual in a blended learning environment. We intend to evaluate the educator and student experience to understand the advantages and disadvantages of spatially-located solutions versus aspatial technologies such as Zoom or Teams. We wish to focus particularly on building a sense of community and belonging, and understanding how the form and function of a virtual space can best inform its design.

“Digital twins” have proven effective for virtual fieldwork (e.g. Inventa) and virtual labs (e.g. Labster) and more work is needed to understand how users interact with the environment and each other to inform design of suitable virtual spaces and experiences. As we navigate what it means to teach, learn and socialise in virtual spaces, understanding our students’ “sense of place” and designing virtual environments to reinforce belonging, community building, and to functionally support teaching modes are becoming increasingly important.



*A “digital twin” of the café and study space in Harrison Building*

We will:

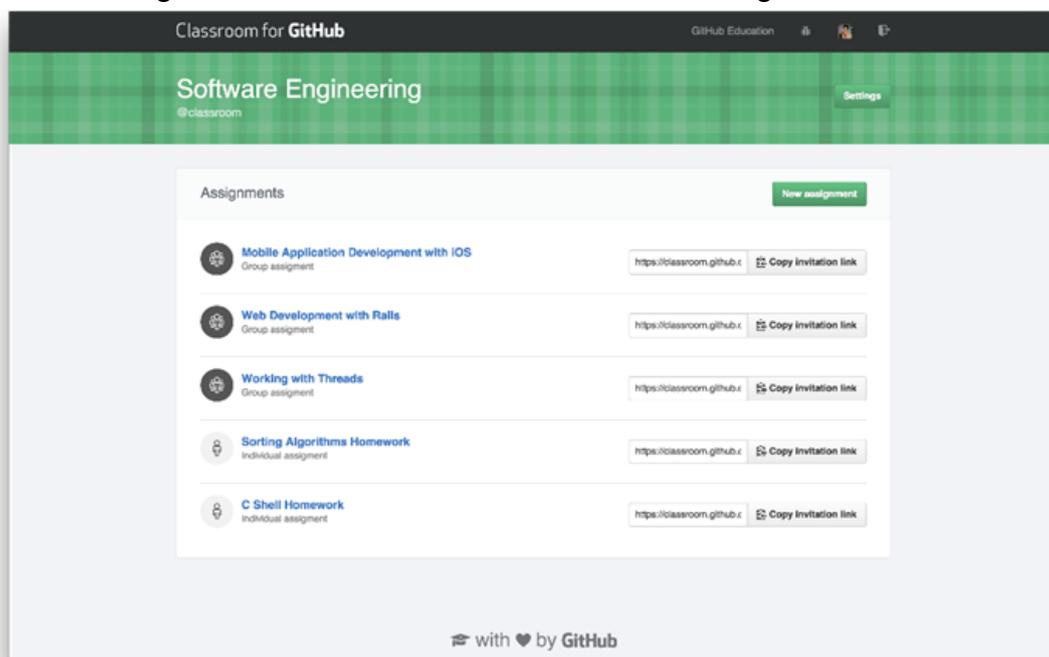
- evaluate the range of “digital twin” solutions currently used at the University of Exeter (e.g. ArcGIS, InVenTA, Google maps, Labster, Mozilla Hubs, Gather).
- work with staff and students to design, implement and evaluate suitable virtual spaces and events for education.
- work with students, societies and other stakeholders to design, implement and evaluate suitable virtual spaces and events for extra-curricular activities.

# Improving the student programming experience via continuous automated feedback and industry-standard tools

*Barrie Cooper, James Bingham, and Jemma Shipton (CEMPS)*

Mastery of programming is a vital graduate skill, particularly in STEM subjects and increasingly across HASS disciplines. Yet it is the element that students most often report as frustrating, and is expensive to teach and assess.

A great deal of feedback on programming tasks can be automated and made available to students essentially instantly as students work on their code. By providing suitable continuous feedback, we can improve student confidence in programming, better direct students in how to improve their own code, provide better information for tutors on what students are finding difficult, and better use tutor time for things that cannot be automated.



This project will pilot the use of Github Classroom as a solution to the assessment of programming assignments. We will identify staff across a range of disciplines to evaluate Github Classroom in a variety of settings and with different types of assignment and programming languages.

Using Github Classroom, we aim to incorporate:

- Instant and continuous feedback to students on the “correctness” of their code via unit testing;
- Information to tutors on student progress on assignments, including identifying key problems to inform responsive teaching approaches.
- Industry-standard workflows for programming assignments, such as using git push and pull requests, issue tracking and commenting, all of which are standard within Github Classroom.
- Informed by our pilots, we will run training sessions for staff on how to use Github Classroom, and work with interested individuals to develop suitable assessments and unit testing approaches for their modules.

# Lit: Up: Nurturing regional talent through a creative agency pilot scheme

*Anna Kiernan, Hazel Beevers, and Kate Wallis (HUMS)*

## **Developing creative skills, diversifying the creative industries and enabling entrepreneurial learning**

The Literary Platform (TLP) is an internationally renowned agency working with books and technology. Underpinned by skills development, knowledge sharing and network building, TLP creates great content, events and initiatives exploring and showcasing fresh perspectives on publishing, digital culture and innovation.

Our project seeks to address two linked problems: Student employability and diversity of representation in the creative industries. Currently, employers view the greatest skills gaps as being: Problem Solving; Resilience; Communication; Creativity. Furthermore, one of the four key challenges affecting the UK's fastest growing industry, creativity, is a lack of quality and diversity of talent (Creative Industries Federation Report) , both now and anticipated in the future. Through this project, we will seek to identify opportunities for skills development among students and graduates that encourage the retention of creative talent in Exeter and the South West and which highlight the potential for transformative professional educational opportunities and innovations.

## **Anticipated Outcomes**

Through this research and development project, we hope to enhance student learning by offering a range of challenge-based learning opportunities. Students will be able to submit writing, ideas and other creative content, in response to the calls, and will receive feedback from experts and professional support in developing their submissions. They will have an opportunity to take an active role in research and development of creative talent in the South West, and specifically within the university student population. They will also take part in discussions and workshops around the idea of creating value through ideas and storytelling across forms, with a view to monetising that creative content through an agency model.

## **Project Team**

- Anna Kiernan, Co-Director of the MA Creativity: Innovation and Business Strategy, University of Exeter, and Publisher at The Literary Platform
- Hazel Beevers, Exeter alumna and Director of Communities and Marketing at The Literary Platform
- Dr Kate Wallis, Co-Director of the MA Publishing, University of Exeter

# Improving Neurodiverse experiences at University. The development and deployment of online training and teaching toolkits

*Ioanna Kapantai and Manuela Barreto (CLEs)*

Neurodivergence (including autism, dyspraxia, dyslexia and ADHD) affects one in seven people (Wojciechowski, 2019) and is therefore likely to affect a large proportion of our students. Students with autism commonly report reduced self-esteem and career ambition (Griffin & Pollack, 2009) and have difficulties meeting academic demands, despite no differences in intelligence.

Given the University's Teaching Excellence Framework, we believe that improving our ability to respond to the needs of Neurodiverse students is essential for ensuring equality of opportunity for all students. In this project, we intend to address lack of provisions for Autistic students to promote Success for all. We aim to create training and practical teaching tools that will support staff in teaching and supervising neurodiverse students, as well as encourage thoughtful interactions with neurodivergent colleagues. As part of this project, we will develop an interactive, modular, online training programme (on ELE) that will provide practical ideas for inclusive practices, and a toolbox to guide staff to start constructive conversations with their students. We believe that this will equip those in teaching positions with the confidence to support students across the university and create a mutually beneficial dialogue between students and those guiding their learning. This will be a student-led project.

## **Outcomes & Impact:**

We will:

1. Produce a toolkit for adapting practices
2. Produce a training module

These will:

1. Create more neurodiverse classrooms
2. Improve the experience, attainment, and retention of neurodiverse students, and create safer and more engaging spaces for their learning
3. Enable staff to become more neurodivergent-inclusive in any interactions with students, beyond the classroom
4. Contribute to the skill set of the remaining students, who will become more aware of neurodivergence and its implications.

# Black British Studies - an open accredited module for the University of Exeter

*Malcolm Richards, Ryan Hanley, Nandini Chatterjee, Hanife Hursit, Nour Azzalini-Machecler, Diana Valencia Duarte, and Theseus Stefanatos (GSE)*

This project locates Black British Studies as an introduction engaging with the lives, cultures, politics, representations, arts, histories and movement of Afro-descendants in the United Kingdom, and their relations to other global cultural sites. Reflecting the need for greater attention to these issues in undergraduate and postgraduate courses, there are those within our community who do not accept Black British Studies as necessary or valuable within the academy. A growing awareness of critical themes of social justice recognizes that discussions about the complexity and dynamism of Black British cultures can, and will be, uncomfortable for some. This project seeks to enable students, and university communities, to understand the deep historical roots of Britain's many diverse Black communities. Taking an intersectional, creative, and community-led approach it explores how, when and why many different peoples of the global African diaspora came to call the British Isles home, contributing to its contemporary character.

We propose to develop an online, open-access and accredited module in Black British Studies. Radically anti-hierarchical in structure and ethos, this interdisciplinary course will be taught collaboratively by both university staff and students, alongside world-leading guest lecturers - including academics, artists, activists, and community scholars. Breaking with the 'ivory tower' of western academia, these histories will be explored through artwork, fashion, music, writing, food, politics and worship - explicitly bringing out connections between students, communities and knowledge production. Examining themes of migration, empire, displacement, dignity, survival and resistance, conventional tools of the historian's, and educationalist's, trade are brought together, with a focus on valued ways of learning and knowing.

At the heart of the project is the establishment of an ongoing dialogue, which places students and independent, community researchers together. A volunteer steering group and wider student/staff communities will create a project timeline, and meet with participants regularly throughout using Zoom. Project leaders will support and encourage co-researchers to develop stimuli for learning objectives, provide guidance on how to achieve them, and monitor progress of previous activities. In further one-to-one regular meetings, the project leaders will provide individual support and guidance to co-researchers according to individual demand.

Development of a free open-access online course would appeal to anyone interested in learning more about Britain's Black communities' origins and achievements, or those who would like to contribute in researching and teaching Black British histories. The project engages directly with staff and students in existing university research centers and networks, alongside wider non-academic communities. It hopes to encourage independent community research within Black British Studies over the period of the project. Collaborative partners will be credited as co-investigators of the project wherever necessary. Project outputs - namely the Black British Studies course - will aim to be free to access, and employ any accessibility and translation features.

# Elevating cross-cultural care: Transforming educational curricula to foster cultural competence in the helping professions

*Dora Galdes Bernardes and Ruth Flanagan (CLES)*

**Context:** In our global society, cultural competence is essential for good clinical practice. However, BAME groups in the UK are struggling to find culturally sensitive mental health services. For instance, one in four BAME respondents said that they were asked questions that were not acceptable to their culture or faith (Healthwatch, 2018).

Arguably, a diverse workforce is necessary to meet the needs of our diverse population. However, BAME students can face extra barriers accessing higher education. At GSE level, BAME students can face challenges such as racism (Wilkins and Lall, 2011, Swim et al, 2003) and discrimination (Stipanovic & Pergantis, 2018). BAME students are not a homogeneous group (Lowe and Tian, 2007) and some may present with low lecturer expectations.

Furthermore, it is equally important that cultural competence is “everyone’s business”. Indeed, cultural competence has been defined as a key skill to develop psychologically literate global citizens (McGovern et al., 2010). However, a recent education report identified need to develop ‘racial literacy’ (Runnymede, 2020) amongst teachers.

This project will provide evidence relating to cultural competence in a Masters course for Clinical Associates in Psychology (MCAPs).

## **Specifically, we aim to:**

1. Audit existing MCAPs curriculum against cultural competence to map what is currently taught in this area (and set baseline).
2. Develop both student and staff cultural competence (measured with mixed methods).
3. Embed cultural competence within the curriculum.
4. Design and evaluate specific training for staff and students in cultural competence.

We aim to engage with students to work together on all stages of the project; specifically, students will take an active role in the implementation of the project as collaborators/co-researchers and as informants.

## **Anticipated outcomes:**

- Review MCAPs curriculum on cultural competence, set baseline, and produce a set of recommendations to improve the curriculum content both in terms of content and pedagogy of best practices to provide cultural competence training.
- Design, deliver and evaluate cultural competence foundational training in mental health.
- Deliver student-led activities to promote cultural competence (e.g., World Café, CPD seminar series).
- Internal dissemination of the project via workshops for stakeholders; and external dissemination (conferences, blog, papers).
- Project evaluation (testing whether there is an increased sense of cultural competence in staff and students).

## *Cornwall Connective - Mellen Kernow*

Project Team: Isabel Aruna, Rae Preston, Constantin Manolchev  
Project Lead: Oliver Young

### Challenge

In 2018, the McGregor-Smith review of issues faced by businesses willing to develop diverse talent highlighting the unequal labour-market participants from Black & Minority Ethnic groups.

Although analysis shows British Black & Minority Ethnic student groups are more likely to attend university than white British students (Modood, 2005), up to 30% of minority graduates are likely to be inactive six months after graduation (Zwysen and Longhi, 2016).

### Aim

The intervention we propose seeks to help address this disparity and bridge the gap. We want to improve Black & Minority Ethnic students' access to local opportunities through engaging with local businesses, improving experiences at university and leading to greater employment opportunities post graduation and career progression.



Student participation will occur at two levels,

1) (Sept - Dec 2021)

will act as Student Campus Partners and will participate in developing and undertaking research activity, deliver focus groups and develop a programme of events and activities to run between Jan - May 2022. And with the support of the delivery team, EDI team, UEBS, the Centre for Entrepreneurship and Career Zone, programme a series of events/activities to be delivered in Jan - May 2022 (including liaising with guest speakers and local businesses)

2) (Jan - May 2022)

students will participate in the programme developed programme of activities, workshops, speak sessions and address a business challenge proposed by a local business.

### Project goals

- Create a collaborative engagement focussing
  - on the challenges faced by Black & Minority Ethnic students,
  - developing real world skills that improve career aspirations and
  - supporting local businesses to be more inclusive
- Creating a hub of information, knowledge and skills exchange between students, UEBS, Cornwall Chamber of Commerce and the Centre for Entrepreneurship.
- Creating a permanent resource hub thus enabling the impact of the Incubator Project can out life the duration of delivery.

# The Incubator Team

The Incubator team consists of Professor Sarah Dyer and Dr Tom Ritchie.

You can learn all more about current and future Incubator projects, events, and funding calls on our [website](#), [LinkedIn](#), or [Twitter](#).

If you want to run a project in future, or implement some of the outputs and outcomes of previous projects, we can also support and signpost you to relevant staff and teams across our campuses.

We will also host a [blog](#) where our fellows post updates on their projects , and we post about funding calls and other opportunities.



**Professor Sarah Dyer**



**Dr Tom Ritchie**

Enquiries	The Incubator Office	<a href="mailto:educationincubator@exeter.ac.uk">educationincubator@exeter.ac.uk</a>	01392 72 <b>6771</b>
Dr Sarah Dyer	Director of the Exeter Education Incubator	<a href="mailto:s.dyer@exeter.ac.uk">s.dyer@exeter.ac.uk</a>	01392 72 <b>2622</b>
Dr Tom Ritchie	Project Manager	<a href="mailto:t.ritchie@exeter.ac.uk">t.ritchie@exeter.ac.uk</a>	01392 72 <b>6775</b>

More information on the Incubator can be found on our section of the University website: <http://www.exeter.ac.uk/teaching-excellence/educationincubator/about/>



Learn more about the [Education Incubator](#)

Contact a member of our team on:  
[educationincubator@exeter.ac.uk](mailto:educationincubator@exeter.ac.uk)

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