

Education  
Incubator  
Impact Report  
2019/20



## Introduction from Professor Sarah Dyer, Director of the Incubator:

It is a real privilege to be able to share this report with you. In it, you can read about the impacts of Incubator fellows' work and projects from 2019/20. The huge changes they have brought about, for the benefits of students and others, are a testament to the enormous drive, grit, thoughtfulness, and care of all involved.

It goes without saying that the need for innovation in how we educate has never been more obvious; and also that higher education has a fundamental role to play in what our future looks like. In the Incubator, we are supporting staff and students to challenge and change all manner of things, with a strong sense of the support these change makers need.

I have personally benefited so much from the care, enthusiasm, and support of the Incubator community when it has come to dealing with these challenges. These include moving our Capstone Residential and Incubator Café events online, working out how to get this year's projects up and running, and welcoming our new Project Manager, Dr Tom Ritchie, into post in March.

Incubator projects have undertaken have had huge direct benefits for students. Some projects have impacts across the entire institution through supporting communities working on anti-racism or re-thinking module selection. Alongside these are other projects that currently impact students in particular departments or modules, but through their piloting of new ways of doing things have huge potential when their findings and outputs are applied more widely. As you will see below, partnership with our students is central to our approach and I would like to extend a particular note of thanks to all the students who worked with us over this last year.



**Prof Sarah Dyer**

Director of the [Exeter Education Incubator](#)



## Our Purpose

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

## Our Aims

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



# Student Spotlight: Mollie Gascoigne

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

The Inclusive Transitions to Law project was designed to pilot innovative ways to support first year widening participation (WP) and international students in Law. These students are more likely to have social or academic difficulties which can result in an attainment gap. We introduced a peer mentoring scheme, held small group sessions, and organised a one-day conference for the students on the programme to help to build their confidence, resilience and communication skills. The aim was to help students build their own networks, to feel empowered by their background and experiences, rather than having to dilute themselves to fit in.

The primary benefit for the students was demonstrated in the findings, whereby students reported increased participation in classes, co-curricular activities and employability opportunities, as well as increased confidence and sense of community. We wanted the students to know that whatever their background or experiences, they belong at Law School and in the legal profession.

I also had a very supportive project lead (Dr Charlotte Bishop) and we approached the project as a partnership. I was given the space and confidence to express my own opinions and to shape the project which really helped me to build my confidence.



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

The best part of working on the project was working with the students. I engaged with a range of exceptional students on the programme who were talented but struggled to see themselves as belonging in law. It is crucial that we help those students with potential who may need extra support, so that we can build a legal profession that is as diverse as the people it seeks to serve. Being able to see their development over the course of the programme was incredibly rewarding, and by the end of the year many students wanted to 'give something back' to the programme by volunteering for a mentoring role in a future project. It is not an overstatement for me when I say that the programme gave me a profound sense of hope and optimism for the next generation of lawyers and our future society.

I was in the first year of my PhD when I worked on the project and had to liaise with students, staff, and legal professionals which I think was an important turning point in my own personal and professional development. This year I started teaching undergraduate students and have already been relying on the skills I gained from the project...the development of confidence, resilience, and communication skills over the course of the project was certainly not limited to the first-year students!

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

Absolutely! I have not only enjoyed taking part in our project but I have also been introduced to a fantastic community of staff involved in the Education Incubator who share the same drive to develop pedagogic innovation and collaboration at Exeter.



# Student Voices: Some more reflections on Incubator Projects

- **From students who took part in Natalia Lawrence's project:**

“This is completely different to anything I have done before...the opportunity to be creative was both challenging and exciting.”

“I have learnt how to research more concisely and present my findings in a clear and understandable way, that is useful to people outside of academia.”

- **On students who took part in Sonia Cunico's project:**

“They are more confident when speaking and have a better understanding of grammar and explaining concepts.”

“They have an increased grammar understanding. High levels of engagement. Good atmosphere in sessions. Always say they find the material helpful for practice. Individual sessions.”

- **From students who took part in Jerri Daboo's project:**

“I feel so overwhelmed and grateful to be part of such an insightful and poignant project.”

“I suddenly feel not alone, so supported and safe in this space - I don't know how to describe it.”

“I realise I have come such a long way in navigating my racial identity and understanding frames for anti-racist work. Although I cringe a little at my writing in all its naiveté, I can't help but seeing it as such a necessary stepping stone in my personal journey. It is better to speak than to stay silent!”

[On the student-magazine] “Wow, how BEAUTIFUL!”

“Thank you so much for making this a reality. Your efforts are greatly appreciated, given the circumstances we are in.”

“Thank you so much for creating this space, a million times. I am sure many people will be equally as touched as myself with the amazing collection of honest and necessary pieces that forge such a wonderful community.”

# Education Incubator Project Themes 2019/2020:

Theme 1: Designing Inclusive Transition to the University

Theme 2: Fundamentals first: skills toolkits for successful transition

Theme 3: Inter-Active learning: roles and relationships

Theme 4: Co-authoring Learning

Theme 5: Research-Inspired Inquiry-Led (RIIL) Learning

Education Incubator Project Themes: 2020-2021



# Theme 1: Designing Inclusive Transition to the University

## Realising the potential of flexible blended learning for mature students

Professor Sandy Allan (GSE), Dr Karen Knapp (GSE), Susan McAnulla (Medical Imaging), Matthew Newcombe (e-Learning), Dr ZhiMin Xiao (GSE)

This project explored how a flexible blended learning approach could be used to transform and enhance mature students' experiences of higher education. The project drew on a Community of Inquiry (CoI) framework and involved the Education and Medical Imaging disciplines. The participant group was made up of students (UG and PGT students from GSE and MI) who volunteered a good deal of time and participated in both rounds of interviewing. Many have commented on how rewarding they felt it was to be a part of something where they have been able to see immediate change brought about (i.e. through witnessing the module re-development process and the changes made as a result of their interviews).

### Impacts and Outputs:

- Two qualitative data sets generated with students in individual and focus group interviews
- A final [digital resource](#) which shares the project findings and module re-development process: 'What do students want from their online learning'
- A final one-page [summary resource](#) that relates to the larger digital resource outlined above
- A forthcoming journal article on mature students and blended learning is currently in development by a team member.



# Theme 1: Designing Inclusive Transition to the University

## The Exeter Spectrum Project

Dr Layal Hakim & Dr Barrie Cooper (CEMPS, Mathematics)

This project developed and trialled a new programme to support autistic students and members of staff on campus. With endorsement from the National Autistic Society this project aimed to create resources that put Exeter on the map as a leading university for inclusion and support of those with Autism Spectrum Disorder (ASD).

### Impacts and Outputs:

- Creation of a group of Autism Champions comprised of academics and professional services staff. The group met to discuss the best way to support students with autism, and co-authored a series of [blog posts](#) to guide staff in other departments
- Developing a template for staff to adopt 'learning statements' that described how an individual learned and responded best to others in both an academic and workplace context. This was created to promote diversity and a richer understanding of ASD
- A steering group composed of students and staff worked to create information guides for students with autism around employability, and post-University transition into the workforce
- The project originally aimed to host a national conference on Autism in Higher Education, with presentations about supporting transitions; inclusive course and assessment design and delivery; understanding and embracing neurodiversity; communication strategies; and creating community and belonging. This was postponed due to the outbreak of Covid-19. The project hopes to secure funding to run the conference in July 2021.



# Theme 1: Designing Inclusive Transition to the University

## Support Innovations to Improve the Academic Success and Emotional Well-being of International and Widening Participation Students in Law

Dr Charlie Bishop (Law), Mollie Gascoigne (Law Student and Research Assistant)

This project explored how international and widening participation students could be better supported to succeed academically in the Law School. The primary objective of this project was to develop, pilot, evaluate, and promote an evidence-based tutoring and mentoring model that was targeted at these student groups.

### Impacts and Outputs:

- The project held a one-day student-led conference in February 2020 that brought together students and legal professionals together to network and discuss BAME issues in employability. This was supported by the Exeter BME Staff, Students and Allies Network
- A total of 24 students signed up to support on the project in October 2019
- Those who took part reported an increased sense of community and belonging between November 2019 and May 2020, and felt more able to engage with co-curricular and employability activities than at the start of the year
- 89% of those who took part felt they were more confident as part of their community, and that they were more able to ask for and find appropriate mentoring and academic support (89%) and more able to ask for wellbeing support (78%)
- The project proposes to expand the Transitions2HE mentor programme to all Law students.



# Theme 2: Fundamentals first: skills toolkits for successful transition

## Access for all to UG Modern Languages: supporting learners in their transition to University

Professor Sonia Cunico, Dr Juan Garcia-Precedo & Dr Damien Gaucher (Modern Languages, SSIS)

This project delivered a Peer-Assisted Learning scheme for new modern languages undergraduates in 2019. From September 2019 Exeter welcomed students whose highest language qualification was at GCSE, supporting these students to study alongside peers who had studied languages to A-Level. This project involved students as mentors, who also developed and delivered new language training resources to support this unique cohort.

### Impacts and Outputs:

- Recruited 7 final year students as mentors, running focus groups with first years that led a series of short videos that support students understanding and development of key language learning skills being produced (and uploaded on SharePoint and relevant ML/FLC ELE pages)
- A series of resources were designed to support students' learning. They have been added to the relevant ELE and SharePoint pages to be re-used by future students in 2020-21 and beyond
- Positive feedback from mentors across languages, with the Mandarin Mentor stating that there was an "Increased grammar understanding. High levels of engagement. Good atmosphere in sessions. Always say they find the material helpful for practice."

# Theme 2: Fundamentals first: skills toolkits for successful transition

## ‘Choose your own adventure’: tiered skills development activities for academic workshops

Dr Emma Taylor, Dr Shelly Dogra, Dr David Macdonald (CMH)

This project delivered an academic skills development experience that appealed to all students. In the Fundamental Skills for Medical Scientists module, a series of tiered workshops were made available that students could attend dependent upon their prior experience or educational attainment. This increased student perception of the value of academic skills workshops delivered within the BSc Medical Sciences programmes.

### Impacts and Outputs:

- Developed three activities of differing difficulty for the following academic skills: Time management, Note-taking, Literature searching, Reading papers, Statistical analysis, Abstract writing, and Presentations. These activities were delivered to all students on the Fundamental Skills for Medical Scientists (CSC1004; n=234) students in 2019/20, and are also being delivered in 2020/21 (n=282) using a flipped classroom approach
- An informal evaluation was undertaken last year by student helpers. The predominant response was that activities were pitched at broadly the right level for each tier of activity
- The student helpers also interviewed 6 staff about common weaknesses in students’ academic work, to inform future development of supporting skills training to address these gaps.

# Theme 3: Inter-Active learning: roles and relationships

## Equality of Opportunity in the Practical STEM Environment

Dr Peter Connor and Dr Helen Smith (CEMPS)

This project improved the quality of lab-based teaching by developing data on the roles students take in the lab and applying and testing the effectiveness of interventions. This helped to create a set of data that will help STEM departments develop a more equal teaching experience for all.

### Impacts and Outputs:

- Our analysis of the questionnaire data from our project indicates that there are gender differences in lab experiences, and that these are influenced by the gender make-up of lab groups (predominantly male, predominantly female, gender balanced)
- Having successfully completed this data analysis portion of the project, our PhD student is in the process of writing a journal article to be submitted to an academic journal
- This paper—along with a report we will circulate internally—will contain our recommendations for actions that will help to address improvement of opportunity in teaching practical, lab-based work. We will also look to present the project outcomes at conferences and other HEIs
- Two UG students worked on the project to assist in data collection, one each at Penryn and Streatham campuses. These students were upskilled on ethics and data collection that they have since utilised in their studies. Three other UG students were employed for data coding at the Streatham campus; the work they completed helped to make our observational data analysable, and feeds back into their Psychology degrees.



# Theme 3: Inter-Active learning: roles and relationships

## Decolonising the Curriculum/Diversifying the University

Professor Jerri Daboo (HUMS)

This project provided opportunities for innovative and creative engagement with complex issues surrounding decolonising the curriculum and diversifying the University.

The following questions were explored and answered:

- Do current practices reflect an appropriate range of sources and approaches instead of repeating and reinforcing dominant western canonical texts and theories?
- How do we diversify our teaching methods, engage wider communities, external partners and academic discourse with real-world issues while enhancing collective learning?

### Impacts and Outputs:

- Students of colour at the University have created, developed, and edited a [magazine](#) of their experiences on the project, with support from professional writer Rahila Gupta
- The performance with Beyond Face was initially due to be presented at Grand Challenges this year, but due to COVID-19, is now being planned for next year
- Below are some reflections from students who took part in the project:

“I feel so overwhelmed and grateful to be part of such an insightful and poignant project. I feel so emotional I don’t have words.”

“I suddenly feel not alone, so supported and safe in this space. I don’t know how to describe it.”



# Theme 3: Inter-Active learning: roles and relationships

## Unhoming Pedagogies: Decolonial Practices, Ethical Education, and the Humanities

Dr Natalie Pollard (HUMS)

This project explored and examined collaborative teaching practices developed in the Humanities, focussing on co-authoring and co-teaching with students. In bringing together staff and students across the disciplines, it considered how far collaborative pedagogies can enable a creative 'unhoming' of educational power hierarchies.

### Impacts and Outputs:

- Twenty-six students directly participated in the project through a variety of workshops, resulting in the creation of a website that contains stories from students about their experiences in education. This will continue to be available for dissemination afterwards at [www.unhomingpedagogies.co.uk](http://www.unhomingpedagogies.co.uk)
- Two students collaborated with the project lead to co-author a peer-reviewed article of 7500 words. It has been accepted for the forthcoming issue of the Journal of the English Association: Unhoming Pedagogies: Collaborative Wandering and Wondering with Literature, English: A Journal of the English Association, OUP, 2021.



# Theme 4: Co-authoring Learning

## Citizen Journalism News Network (CJNN) MOOC

Dr Mike Leyshon, Matthew Rogers (CLES)

The Podcasting and Digital Journalism project provided students with the opportunity to develop specific podcasting, digital journalism and communication skills through engagement with an incrementally structured, 4-week-long, bespoke curriculum. It also enabled participants to present their research to a wider audience through the forward-facing CJN app, facilitating networking opportunities between interested media organisations and University of Exeter students.

### Impacts and Outputs:

- The Podcasting non-credit bearing module is 100% functional within the ELE and is available for all to use as an online toolkit to enhance their learning and teaching experiences
- The non-credit bearing module made a very timely arrival into the Electronic Learning Environment prior to COVID-19. It is available for members of the student body and faculty, and was used as a prototype for online delivery over the summer period
- The non-credit bearing module exemplifies a template for online delivery of HE as well as the process of dividing learning blocks up into manageable bite-sized 'chunks' of learning
- There appears to be significant interest from a range of UoE departments in using the non-credit bearing module and the knowledge resources that it contains as either a learning block or as a publication enhancement toolkit for postgraduate and post-doctoral work
- The creators used the non-credit bearing module to co-author a paper on citizen journalism and inclusivity for the Journal of Urban Planning.



# Theme 4: Co-authoring Learning

## Developing a Student-Crowd Sourced Formative Integrated Clinical Anatomy Spot Test Question Items Bank, and Evaluation of Appropriate Mode of Delivery

Dr Tudor Chinnah, Dr Hope Gangata, Vikram Devaraj (CMH)

This project engaged students in writing content for formative assessment short answer question bank, and worked to identify and evaluate the best platform for the delivery of Integrated Clinical Anatomy Spot Test assessments

These impact of the project aims were evaluated in several ways, including: the impact of exposing students to assessment question items writing; using these formative assessment tests as part of summative assessment exams; and conducting psychometric performance analysis of each of the questions to determine their appropriateness in a test environment. The project also tested various technological platform options, including PeerWise, to test their educational impacts.

### Impacts and Outputs:

- The project trained 64 undergraduate medical students on how to create assessment items that were used as part of formative assessment tests within Exeter Medical School
- The students created a total of 453 quality assessment question items that were reviewed, verified and certified by subject discipline expert academic staff
- We carried out a comparison of two modes of delivery, hands-on and online, and the most appropriate online platform (Google forms, Microsoft Forms, ELE, Question Marks Perception, Practique and Peer-Wise). Preliminary findings suggest that students preferred the online delivery mode and Practique was perceived as a more convenient and appropriate platform for the delivery of the test.



# Theme 4: Co-authoring Learning

## Narrowcasting the curriculum: Using video and podcast content to enhance student learning in a core human geography research design module

Dr Matt Finn (CLES)

This project created videos and podcasts of staff and students talking about common research design issues in human geography/social sciences. It worked with students and evaluate the impact of different media on learning. These resources were used (i) to enhance student learning in a new partially flipped second-year core research design module and (ii) as part of a resource site to support A-level students with their geography non-examined assessments (coursework).

### Impacts and Outputs:

- The project created new resources for GEO2328 module, including professional videos, low-tech videos, curated reading lists and podcasts
- The project worked with Time for Geography to edit [professional videos](#) for use by A-Level students to help them with their coursework
- These resources have been collated in a [Sway report](#) circulated to stakeholders both inside and outside of the University. This was complemented by an [infographic](#) posted and circulated on Twitter
- Students were involved in the module (159) and gave feedback through surveys (about 40%), there was also some feedback given on the report. Two students were involved in the podcast as interviewees.

# Theme 5: Research-Inspired Inquiry-Led (RIIL) Learning

## Mobile Learning for Mathematics

Dr Layal Hakim (CEMPS)

The Mobile Learning (M-Learning) project aimed to create a mobile application that was used to build a platform for students to learn and revise 'on the go'. The mobile application was used to integrate a variety of materials for Stage 1 modules to improve student engagement. These included module summaries, personal photos storage, upcoming lecture plans, as well as providing ways to provide course feedback.

### Impacts and Outputs:

- We have developed a work-in-progress mobile phone application that gives students the opportunity to access flash cards of mathematical statements that will assist in both their learning and revision on their courses
- Although [the project](#) has officially ended, we will continue to develop and innovate new content for the app, expanding the content that we can offer to students
- One undergraduate student was involved in the project, working for four weeks to create and develop the application
- We have also been in discussion with the Incubator about developing this work into a full Incubator Project in future, expanding it across more of CEMPS and other departments that use mathematics.



# Theme 5: Research-Inspired Inquiry-Led (RIIL) Learning

## Penryn Geo-Observatory

Dr Clemens Ullman (CEMPS)

The project aimed to capture and monitor environmental data and research-led teaching by creating a Geo-Observatory at the Penryn campus, capitalising on its unique surroundings and status as an internationally excellent research hub. The collected data was analysed with students and used to create online resources for students and researchers to access.

### Impacts and Outputs:

- The main outcome of this project was a series of regular visits to the two water observation stations near Penryn to collect [photographic](#) information as well data on chemical and physical properties of the sites
- These resources will continue to be built once the research is taken over by students (once permissible). The research outcomes that come from this will continue to be shared amongst all users of the GeoObservatory and resulting teaching resources will be made available to students
- Students were involved in the initial phase of project conception and resources (physical and intellectual) collection. The original intent was to hand them over to students to take ownership of research. However, due to the onset of COVID-19, the project could not let students take up this role, which was instead delivered by the Project Lead and delegated assistance by colleagues cleared for field work.



# Theme 5: Research-Inspired Inquiry-Led (RIIL) Learning

## Future Food for Families: Creating family-friendly educational resources about sustainable diets

Dr Natalia Lawrence (CLES)

The project created a series of educational resources about the Future Food MOOC through working with students on existing modules around sustainable food. Through a collaboration with the community organisation 'Kid's Kitchen,' a series of practical sessions were delivered online for school children and their families, helping them gain a better understanding of sustainable diets and how to implement them into their day-to-day lives.

### Impacts and Outputs:

The project team, along with our community partner (Kid's Kitchen) created:

- A recipe/story book for young children that contains some key food sustainability messages
- Some key facts sheets containing evidence-based information about food sustainability (aligned with Kids' Kitchen's key values) to support instructors and education of families attending sessions, as well as a [blog](#) that signposted the MOOC for national members
- A video presentation about the project that was produced for the Grand Challenges week showcase and can be viewed [here](#)
- We all (six students, academics, partner organisation) learned a lot about the challenges and opportunities of working on a creative project such as this, trying to combine academic research with creative outputs for a lay audience that supported an organisation's key values.

# Theme 5: Research-Inspired Inquiry-Led (RIIL) Learning

## Sustainability Assessment Tool for Green Consultants

Dr Helen Hicks

The project identified a standard sustainability assessment tool/app to be used by all Green Consultants to assess the carbon footprint of different types of organisations. This tool will be used by our interns on the Green Consultants programme in 2020/21 to work with small businesses and organisations and implement practical solutions to improve their sustainability.

### Impacts and Outputs:

- The main outcome of this project was a set of guidance available for students to use to audit the sustainability of businesses. It identifies areas of priority and apps that can be used to assess and improve sustainability
- The project provided us with time to search and filter the available sustainability apps to identify the ones which were right for students to use to audit businesses. The project also produced outputs helping students to select and implement these tools
- The project employed two students to deliver this programme of work. They conducted the research and created the outputs
- The project will benefit from the new intake on the Green Consultants programme for 2020-21, as well as local businesses that host students' internships. Through this work, those students that go on their placements with the Green Consultants programme will have a clearly defined programme of work that will be achievable and realistic.



# Theme 5: Research-Inspired Inquiry-Led (RIIL) Learning

Students as Co-Researchers: A new digital technology learning model as a response to the COVID-19 virus and similar potential future threats

Dr Pascal Stiefenhofer (UEBS)

The project was created in response to the COVID-19 virus and aimed to create guidance and resources on how to engage students digitally as co-researchers in interdisciplinary and international initiatives. The guidance and publications that come from this project outlined methods that universities could use to engage students in innovative and creative ways when redesigning their curriculum.

## Impacts and Outputs:

- A paper submitted and published in an ABS 3 ranked journal
- The [paper](#) shows that ethical consumers are best modelled by price dependent preferences. This is a new theoretical understanding in the field of ethical consumption. We provide a theorem and a proof
- We also completed three chapters of a forthcoming book, which introduces the concept of proof in mathematics for undergraduate research in the social sciences
- Three students supported this research project, with one following Dr Stiefenhofer to his new employer to continue the research and conduct further studies under his supervision.



# Education Incubator Projects: 2020-2021

**Theme One: Learning with others beyond the University**

**Network Mentor: Lisa Harris (UEBS)**

- Alice Farris, Danielle Hipkins, and Valentina Todino (HUMS)  
**Transcultural Devon**
- Sana Rizvi, Malcolm Richards, and Helen Knowler (GSE)  
**Cultural Community Mentoring Project**
- Nandini Chatterjee, Gajendra Singh, and Rebecca Williams (HUMS)  
**Connected Classrooms—Teaching and Learning Across Continents**
- Adam Porter and Jamie Stephens (CLES)  
**Crowd Obtained Research and Learning (CORAL) Exeter**
- Houry Melkonian (CEMPS)  
**Learning Mathematics through art at primary school level**



# Education Incubator Projects: 2020-2021

**Theme Two: Conversations that foster mutual understanding of success and value**

**Network Mentor: Sonia Cunico (HUMS)**

- Karen Walshe, Sharon Morgan, and Sara Venner (GSE)  
**What Does Good Online Learning Look Like?**
- Matt Collison, Achim Brucker, (CEMPS) and James Bingham (Exeter IT)  
**Improving Student Experience and Employability through Cloud Technologies in the Computer Science curriculum**
- Andy Higginson (CLES), Beverley Hawkins (UEBS), Lizzie Hustwayte (SSIS), Ben Goulding, Stephanie Monks (SDU), and David Wakeling (CEMPS)  
**Student partnerships to enhance course organisation: an online module selection pilot**
- Kirsty Brock and Alan Barker (SHS)  
**The development of a pre-registration online module to facilitate the transition of Chinese Masters students to the English educational system**
- Maarten Koeners, Joseph Francis (CMH) and Stephanie Comley (TEL)  
**The Playful University**



# Education Incubator Projects: 2020-2021

**Theme Three: Empathy and Play—developing the emotions of learning**

**Network Mentor: Genevieve Williams (CLES)**

- Loyal Hakim, Weihan Ding, and Pascal Stiefenhofer (CEMPS)  
**Mathematics without Tears and Fears: Pedagogical Games which teach Mathematics Principles across Academic Disciplines**
- Holly Henderson (UEBS), Martin Robson (SSI), and Caitlin Kight (Academic Development)  
**Serious Play, Serious Fun, Serious Skills: Developing a Serious Play and Gaming Pedagogic Community across the University of Exeter**
- Irene Salvo, Katharine Earnshaw, Gabriele Galluzzo, Sharon Marshall, Giovanna Colombetti, Inmaculada Adarves-Yorno, Barney Dunn, John Danvers, Sarah Lane, and Emma Thom (HUMS)  
**Mindful Classics: Embedding Contemplative Pedagogy into the Study of Antiquity**
- Christine Heales and Demelza Green (CMH)  
**Engaging students in the use of progress-testing to enable deep-learning**



# Education Incubator Projects: 2020-2021

**Theme Four: Creating dialogic pedagogies and practices**

**Network Mentor: Susan McAnulla (CMH)**

- Erin Walcon (HUMS)  
**Can We Talk About This? (Dialogic Spaces)**
- Kate Wallis, Lara Choksey, Stacey Hynd, Abram Foley, Katie Natanel, Malcolm Richards, Angelique Richardson, Nicola Thomas, and Andrea Wallace (HUMS)  
**Decolonial Knowledge Production and Anti-Racist Pedagogies: Building a Cross-Disciplinary Community of Practice**
- Gihan Marasingha (CEMPS)  
**Developing mathematical reasoning and communication through computer-aided teaching and assessment**
- Barrie Cooper, Layal Hakim (CEMPS), and Leif Isaksen (HUMS)  
**Rethinking education through the lens of parallel texts**
- Isabel Santafe and Nuria Capedevila-Argüelles (HUMS)  
**Cartasvivas: A Multimodal Project-Based Learning Approach in Modern Languages**



# Education Incubator Highlights: Calendar Year 2020

- Appointed first [full-time member of staff](#) within the Incubator, ([Tom Ritchie](#), Project Manager), bringing capacity up to 1.4 FTE
- Supported [66 Project Fellows](#) to run [37 projects](#) across the calendar year, engaging thousands of University Exeter students to engage with and be employed on innovative projects
- The Incubator project [InVEnTA](#) won a Times Higher Education Award for [Digital/Tech Innovation](#)
- Maarten Koeners secured a [Creative Arts Fellowship](#) for his '[Playful University](#)' project
- Holly Henderson signed a commercial agreement worth £50,000 to deliver [Lego Serious Play](#) sessions to external partners and other universities, including the Bank of England
- Collaborated with the Provost's office to create and support the [Student-Led Anti-Racism Project Fund](#), empowering students to run £25,000 worth of innovative anti-racist projects
- Distributing €30,000 funding from the ERASMUS+ CaST ([Communities and Students Together](#)) research project to set up a [Community-Engaged Learning Fund](#), to educators at Exeter who are innovating with community organisations.
- Matt Finn's [project](#) led to the creation of innovative online open [access resources](#) that support A-Level students through the educational organisation '[Time for Geography](#)'
- Andy Higginson is working with an existing student start-up '[Hatless Studios](#)' to create and pilot a new online module selection method as one of our projects
- Creation of a variety of decolonial and anti-racist project outcomes, ranging from Natalie Pollard's [Unhoming Pedagogies](#) project and Jerri Daboo's [Beyond Face](#) project.
- Collaboration between Natalia Lawrence, [Grand Challenges](#), and '[Kid's Kitchen](#)' to develop practical sessions that help children and their families improve their diet on a budget.
- Reinvigorated the Incubator Student Network providing CPD workshops and creating a community of like-minded, innovative students for future projects.

4,546

Blog views from  
across 69 countries

31

Incubator  
Projects  
across eight  
pedagogical  
themes

+

6

Research-Inspired  
Inquiry-Led  
(RIIL) Projects

4

Peer-reviewed  
papers accepted

66

Incubator Fellows

Ran 130 sessions  
at our Incubator  
Café Online in  
July, with over

750

Session attendees

1

Times Higher Ed Award for  
Digital/Tech Innovation

224,375

Interactions with the  
Incubator's work on  
Twitter and LinkedIn

18,102 hours

Worked by 173  
student fellows

2,923

Students on modules directly  
impacted by fellows

2020 at a Glance: Our Year in Numbers



exeter  
education  
incubator

2019-2020