

TEACHING AND LEARNING EXCELLENCE **THE COVENTRY WAY**

CASE STUDIES OF TRIED AND TESTED
GOOD PRACTICE IN HIGHER EDUCATION



EDITED BY CLAIRE SIMMONS

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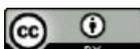
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Foreword What is 'The Coventry Way'?

By Ian Dunn, Provost

This book is a testament to all of the staff of the Coventry University Group who constantly strive to be innovative, inclusive and engaging in their teaching; giving our students the best experience possible during their time with us.

Our ethos is that student-centred learning is at the forefront of what we do. The case studies here highlight examples of great practice across the group. Of course, there is so much more that we do which delivers a positive impact on the quality of our teaching and learning and I wish we had space to include more in this edition.

'The Coventry Way' is our commitment to upholding our reputation as an outstanding provider of Higher Education. We have included the text below to remind you of how we encapsulate teaching the Coventry way.

We deliver excellent teaching to support active learning

Our passionate staff inspire students through a wide range of teaching methods while supporting them to take responsibility for their own learning and development. Through the creation of stimulating learning environments and the use of innovative learning technologies, we help students develop digital fluency.

We are aligned with employers

Our staff provide authentic practice and work-based learning opportunities intended to develop enterprising and entrepreneurial graduates who have the skills and attributes to flourish in the workplace. Employability is integral to the design of all our courses.

We are a learning community

Students and staff co-produce and co-create the student experience. There is a commitment to lifelong learning and all of our students, past and present, are valued members of our global community.

We are open, accessible and inclusive

Diversity is our strength, enriching all that we do. Our staff and students come from a wide variety of backgrounds and cultures and can succeed with us irrespective of background. Pioneering research, extensive performance data and stakeholder feedback help us to understand and address inequalities.

We are an international community with a global perspective

Developing a global perspective can be transformative. We offer our students the opportunity to try a range of international experiences which can improve their employability. Students are provided with the opportunity to learn a new language and find out about different cultures. All of this helps make our students 'global ready'.

We are innovators and leaders of change

We are disruptive, dynamic and innovative in our teaching, challenging current educational practice and responding swiftly to the needs of students, society and industry.

We plan our courses holistically

The six pillars of our education strategy inform the design and delivery of all our courses. By integrating modules into coherent and cohesive courses, our holistic approach to curriculum design enables course teams to deliver an outstanding student experience.

We use assessments that are relevant and drive learning

Our students have the opportunity to experience authentic, inclusive and varied assessment through their academic journey, enabling them to demonstrate what they are learning. Feedback through formative and summative assessments ensures our students are actively supported in their learning.

We champion learning opportunities outside the curriculum

Students learn and develop in a wide variety of contexts. We support a wide range of extra-curricular opportunities to boost our students' employment prospects, help with their personal development and encourage their understanding of social responsibility, benefitting society as a whole.

I am delighted to present this collection of teaching and learning case studies and I hope you find examples that you will find useful and inspirational to support your own teaching practice.

Ian Dunn
Provost

Acknowledgements

This eBook was a team effort by colleagues in the Academic Development unit. The vision belongs to Martin Jenkins, the Head of Academic Development. Many thanks to Dr Annie Bryan, Dr Mojtaba Ammari-Allahyari, Dr Luis Pereira and Kerry Lawson, who gave unwavering support.

Particular thanks go to all the case study contributors who shared their teaching and learning good practice and also to the team of senior academics who reviewed the eBook before publication.

Claire Simmons
Editor

Introduction

By Dr Andrew Turner, Associate Pro Vice-Chancellor

The contemporary role of an academic is complex and evolving but teaching and learning good practice is the constant in this time of change in Higher Education. Our overarching aim is to ensure our students are equipped with the knowledge and skills to achieve their potential and embrace the next stage of their life journey.

The case studies in this book cover many areas of innovative and engaging teaching practice, but many more exist that cannot be included in this edition due to space constraints. When we think about how committed our staff are to giving our students enriching study experiences, this also acknowledges the huge body of knowledge that has come before from academics, which we have all used, adapted, reflected upon and translated into our own teaching practice. The global landscape of good teaching practice is something we all benefit from and sharing case studies helps all of us to work continually to find ways to enhance the way we teach, assess and empathise with our students.

The Coventry University Group Education Strategy 2015-21 sets the framework of our Teaching Excellence Initiative. Our students continue to be at the centre of everything that we do, and we offer them a distinctive student learning experience that is balanced, responsive to the ongoing changes in the educational landscape and appropriate to their subject, level of study and diversity.

We strive to create an equity of learning experience and attainment that is irrespective of a student's mode of study, location, disabilities, personal values or characteristics. Our successful graduates will be confident citizens who can demonstrate a range of individual, collaborative, and professional skills and attributes, supporting the importance that we place on future employability.

Our Education Strategy sets out six pillars of transformative learning to underpin student education across all modes and level of study to encourage the exploration of new ways of working, balance skills development and utilise new technologies. As students and staff jointly adopt these, we are building a stronger and more resilient response to social, economic and cultural changes.

The six pillars are:

- Research inspired teaching
- Embedded employability
- Creativity and enterprise
- Intercultural and international engagement
- Community contribution and responsibility
- Innovation and digital fluency

All the case studies presented in this book focus on at least one of these pillars, and you will find that some are interchangeable across the six. From using Lego play bricks as a reflective tool to teach complex theory, to using augmented reality for clinical practice, there is a diverse mix of tried and tested good practice that engages our students.

The case studies in the research-inspired teaching pillar challenge some conventional thinking, such as the use of Turnitin as a positive tool for student improvement; running a PowerPoint-free module; using children's literature to bring passion into pedagogy; and using 'design thinking' methods for our Generation Z students.

Embedded employability is the golden thread that weaves around all the six pillars but can be illustrated in specific case studies such as using live streaming to simulate real-world examples for paramedic students; creating authentic assessments for law students; working with guest lecturers across a business module; and harnessing social media for marketing students.

All students are creative and many are enterprising. In this section you will find out more about how to engage in problem-based learning using Lego; how mixed reality digital environments make a difference for occupational therapy students; and how we can empower our students by including them in the assessment design process.

Creating global graduates comes with our intercultural and international engagement pillar where we find journalism students working across online continents; engaging students-as-partners in collaborative international projects; and re-thinking our learning spaces for our students from China who often have different prior learning experiences before they come to study with us.

Our commitment to working with communities across local, national and global landscapes gives many of our students' opportunities to contribute to, and show responsibility for, people who live outside university environments. Through delivering student-led science workshops in a Coventry shopping arcade to creating solutions for sustainable development in civil engineering, our students work across a breadth of initiatives that enrich their learning and global citizenship.

In a world that uses matrix communication systems, our innovation and digital fluency pillar encourages all of us to engage in emerging technologies and teaching methods. Here we see case studies that explore augmented reality, online learning techniques and ways to improve the quality of how we 'team-teach'. Our professional service staff work with academics to give all undergraduate students a Flying Start by equipping them with essential resources, including industry software.

This book is a free, open educational resource for academics wherever you may be teaching and in whatever mode, be it online, face-to-face, or a mixture of both. We hope it provides a platform and inspiration for ideas and innovation across disciplines. Some case studies will easily translate across courses, whereas others will require adaptation to specific fields. The overarching premise is that academics can use these case studies as a springboard to reflect upon their own practice.

I would like to thank all those who have contributed to this eBook across the Coventry University Group.

Dr Andrew Turner
Associate Pro-Vice-Chancellor

Part 1: Research-inspired teaching

1.1

Title: Children's literature and students' learning – The impact of passion on pedagogy

Author: Jane Gill

Course: Children's Literature module for Primary Education and Teaching Studies BA (Hons), CU Scarborough

Introduction:

Asking me to teach a module on Children's Literature was a match made in heaven – at least as far as I was concerned. I have a passion for children's literature – especially picture books – and as a grandma, I love sharing these with my grandchildren. As an academic, how exciting to be able to bring this into the university and share my passion with students.

Aims and rationale:

This case study will reflect on the impact of personal enthusiasm on both the planning and the delivery of a module on Children's Literature. Hobbs (2010: 720) refers to three passions of effective teachers; for the subject, for the pupils and for the impact both in the short and long term that their teaching can have on students' lives. It could therefore be assumed that a love of the subject will lead to high-quality teaching but here consideration will be given as to whether this is, in fact, the case and if so, how this is achieved.

This chapter will reflect on the impact of many years working in a pre-school setting and supporting reading groups in primary schools, questioning how that has impacted on the teaching of Children's Literature in Higher Education. It will also draw on 'reflection as research' (Fook 2011) as well as aiming to capture the students' experiences through feedback and consideration of their work. The aim therefore is to build a picture of the importance of the lecturer's response to the subject, the students' responses to the teaching and the impact of that on students' assessed work.

Implementation:

Planning a module on a subject about which one is enthusiastic can be an exciting and engaging prospect. It would be expected that all involved in teaching, at any level, would be motivated by a desire to enthuse and inspire students in their subject. Certainly this was the case when the Children's Literature module was being planned.

It was clear from Cremin et al.'s (2008) study that many primary teachers had very limited knowledge of children's literature, especially about poetry and picture books. This study also found that teachers frequently referred to favourite books that they had enjoyed while at school themselves. While this could indicate that 'classic' texts are being introduced to and shared with children, it may be that a reliance on these could limit both children's and their teachers' enjoyment of a wider range of texts.

This reliance on the familiar was evident among students who referred to J.K. Rowling, Roald Dahl and Jacqueline Wilson as favourite authors, although in discussion it was clear that some of this knowledge was gained through watching films of their work rather than reading the books. Very few students stated that they read for pleasure, with a 'lack of time' or, more worryingly, 'a dislike of reading' cited as the reasons. If students were to widen their knowledge of the subject and, hopefully, develop an enthusiasm for children's literature it became clear that children's books would need to be carefully chosen to inspire, engage and perhaps challenge. Picture books which may have been unfamiliar to students were chosen for use in sessions in much the same way as they would be for use in a pre-school or primary classroom. Books with engaging illustrations, interesting language and an element of the unexpected, for example 'Naughty Bus' (Oke and Oke 2005) and 'Beware of the Frog' (Bee 2009) were used, and extended students' knowledge of literature for young children. Through reading these books, students' interest seemed to develop, as did an understanding of how books can be read for pleasure but also used to enhance learning across the curriculum. This was important as it would be necessary for one of the assignments.

It is never easy to ensure all students are engaged with the subject especially in this case when, as recognised above, some students admitted to not liking reading – a challenge to any lecturer. This was where personal knowledge, passion and persistence were invaluable, as well as access to a wide range of children's books. Following a recommendation made by the lecturer, several students engaged with Neil Gaiman's very diverse range of books for children, having previously only been familiar with films of his work. This enabled them to develop a critical discussion when comparing, for example, the surrealism of 'Crazy Hair' (Gaiman 2009) with the retelling of traditional tales such as 'Hansel and Gretel' (Gaiman 2014).

Another focus throughout the module was a consideration of how children's literature reinforces or challenges stereotypes, especially concerning gender: a particular interest of the lecturer. Recognising the work of Crisp and

Hiller (2011), students were encouraged to explore how sex and gender are represented, through both language and illustration, in a range of books available in the university library. This allowed students to access traditional stories such as Rapunzel from feminist and post-modern perspectives when reading 'How the Library (NOT the Prince) Saved Rapunzel' (Meddour and Ashdown 2014) and a version which situated the story in India (Perkins 2017). The former was used as the focus for one student's assignment with an imaginative shadow puppet theatre being created. Using familiar stories seemed to facilitate students' reflections on, and understanding of, the possible impact of how they are told and the hidden message they may contain.

Feedback:

Reflecting on the module it was clear that students had been introduced to a wide range of children's authors and thus developed their knowledge and understanding of the subject. The nature of the assignments, especially the second assessment where students created a resource pack, based on a children's book, would clearly support students in developing ideas for practice.

From student responses in sessions as well as in assignments it seemed clear that the lecturer's subject knowledge had impacted positively on their experience and their work. However, this is only to be expected; that is the job of the lecturer. Reflection on practice alone could not determine the impact of the lecturer's passion for the subject. It was therefore necessary to consider both student feedback and the quality of their assessed work.

The Children's Literature module is part of a new programme and has only been taught for two years. In both years, the average marks for the assignments were higher than those for the modules studied in the blocks immediately before and after this module. This is interesting but with many variables (for example the subject and assignment types) it is not possible to draw conclusions from this data.

End of module feedback showed that 100% of students felt 'engaged and intellectually stimulated', had been 'innovative and creative' and had increased their understanding of the subject area. When commenting, students addressed the lecturer's style, recognising her as '...passionate about the module... making it more interesting and engaging' and that it was 'taught with such passion and love that I think it effected [*sic*] us as students in a good way'. Indeed, 50% of respondents used the word 'passion' in their feedback. It would seem therefore, that the passion of the lecturer is recognised by students and that it does impact on their experience of studying the subject. Indeed, this is supported by Benekos' work which recognised 'passionate' as the most frequent response to the question 'what is a good teacher?' (2016: 230).

Strengths and weaknesses:

If it is the case that students' work and academic experience are enhanced by the enthusiasm and passion of the lecturer it is important for academic staff to consider their approaches to teaching. It is unrealistic to expect any teacher to be equally engaged and passionate about every module they deliver – however perhaps by recognising this, efforts can be made to ensure that this does not impact negatively on the student experience. In the same way that students are encouraged to be creative and original in developing ideas in their work, perhaps lecturers need to consider similar approaches to the planning and delivery of modules. While it may not be possible to be equally passionate about all subjects taught it must be possible to find aspects of any subject that are engaging to the lecturer and allow their enthusiasm to shine. Ashton and Stone recognise that '[t]here are few references to joy in the literature on teaching and learning in Higher Education' (2018: 69); perhaps it is time for this to change, especially if, as Day argues, 'passion is essential' (2004: 9).

Positive outcomes:

The continuing impact of this module on students was clear when, in the second year of their studies, some students chose to submit research proposals based on children's literature.

While positive outcomes for students are clear from the feedback received, if there is to be an impact on future academic practice it is necessary to reflect on ways to continue to develop approaches to teaching. Writing this chapter has allowed such reflection and it is hoped will lead to 'more job satisfaction and a higher level of motivation and morale' (Thompson and Thompson 2008: 154) for both lecturer and students.

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About the author:

Jane Gill is a Tutor in Education at CU Scarborough, having worked in Higher Education for nine years. Before this, she ran an early years setting for 23 years where she developed her love of children’s literature.

Key words: passion, pedagogy, children’s literature, reflection

1.2

Title: The power of storytelling - How to engage millennial learners with an ancient art

Author: S M A Moin

Course: MBA in International Marketing, Coventry University London

Introduction:

In the age of Artificial Intelligence (AI), Virtual Reality (VR) and social media, the rapid development of science and technology has transformed the way millennials learn. When sheer volumes of information are just a click away, winning students' attention and keeping them engaged in the lecture theatre is more challenging than ever before. While looking for contemporary teaching and learning pedagogies, the ancient art of storytelling has shown its magical power to connect with millennial learners. The multiple facets of storytelling and its astonishing success have also inspired academics to use this ancient art in their classes. Storytelling, as a teaching pedagogy, has the power of breaking the monotony of traditional lectures and winning the learners' hearts and minds. Stanford Professor Jenifer Aaker is an inspiring example of someone who has created a real buzz by tapping into the power of storytelling. According to her, we need to persuade learners' rational and emotional brains to integrate so that 'when data and stories are used together they resonate with audiences both intellectually and emotionally' (Aaker 2013: n.p.).

Historically, we do not know when the first story was told but we know that storytelling has spanned different cultures and civilizations and continues to be a part of modern society, even helping educators rediscover this as an effective teaching pedagogy for engaging our students (Suwardly, Pan and Seow 2013). Research in neuroscience and psychology has unveiled that stories have a strong physical, mental and emotional impact on us; and our brains respond to stories more effectively when compared to all other forms of communications. To convey the power of stories, O'Hara (2014) argues that stories create 'sticky' memories through attaching emotions. Gallo (2016: n.p) claims that 'Storytelling is not something we do. Storytelling is who we are.' Thus, storytelling can be used as a tool for teaching and learning to deliver a vast range of information in a meaningful way, while engaging learners. Researchers have stated that stories can provide students with a seamless learning experience that inspires them to learn, acquire valuable skills, and help in finding their identity. This is crucial in the Facebook, Twitter, LinkedIn and Instagram era where uniqueness can set someone apart from the crowd as they tell their brand story in the digital space. Stories can make knowledge accessible to students (Ellis 2005; Wells 1986); gain their attention (Papert 2000); make knowledge easier to recover (Banister and Ryan 2001); synthesize new ideas and promote understanding (Wells 1986); and remove barriers to learning.

Aims and rationale:

Have you faced any challenges gaining students' attention in a lecture? Perhaps every one of us has had such experiences. However, have you noticed how the eyes of the audience locked onto Sir Ken Robinson while delivering his TED Talk 'Do schools kill creativity?'. With more than 57 million views at the time of writing, Sir Ken did not deliver any PowerPoint presentation. He just told stories from his heart, using knowledge, emotions and humour. This inspired me to use the art of storytelling to make my lectures more engaging. Thus, the aim of this study was to try and test storytelling as a teaching pedagogy in engaging my students in the Higher Education sector.

Implementation:

My motivation to make a difference in the lives of my students was further influenced by the findings of recent notable research conducted at Harvard University (Datar et al. 2010), which introduces the trilogy of education: knowing (knowledge); doing (skills); being (identity), arguing that even top MBA programmes in the world are lacking in two areas. First, unlike the Medical School model, the Business School model lacks in providing all the appropriate skills students need and this is a matter of concern which needs careful attention. Second, business schools, particularly MBA programmes, have sometimes failed to help students find their identity and character due to the extensive focus on the bottom line (profit) of the company while making decisions. In this regard, storytelling not only helps us to discover our true calling, but it also contributes to Datar *et al's* model of 'being (identity)' in the dimension of their education trilogy. While technology has transformed our lives, storytelling has changed its forms and formats. Steven Spielberg illustrates the case beautifully (Woodside, Sood and Miller 2008: 98):

'Once upon a time it was a small gathering of people around a fire listening to the storyteller with his tales of magic and fantasy. And now it's the whole world. In Japan and in Finland, in the heartland of America, in Italy and Spain, in Singapore and France... still they gather to hear the stories. But now they gather in multiplexes in Britain, Germany, Spain, Australia... or giant movie places in Mexico. That's what has thrilled me most about the Jurassic Park phenomenon. It's not 'domination' by American cinema. It's just the magic of storytelling, and it unites the world. And that is truly gratifying'.

The above quote further helped me to reflect on the potential of storytelling in teaching and learning. Drawing on interdisciplinary literature of storytelling (Banister and Ryan 2001; Ellis, 1997; Fryer 2003; Gallo 2016; O'Hara 2014; Papert 2000; Wells 1987; Suwardly, Pan and Seow 2013; Aaker 2013), creative teaching (Jeffrey, B. 2006; Horng et al. 2005), and research-inspired teaching (Gregor 2013), several lectures were designed to deliver part of a specialised module of the MBA in International Marketing. Before finalising delivery of these lectures, I have attended a number of short courses at the Universities of Oxford and Cambridge - not only to gain knowledge but also to experience how academics use storytelling while delivering their sessions. Last but not least, several popular TED talks were also analysed to make a sense of how the TED-speakers use stories to disseminate information.

Finally, while delivering the lectures, stories were used as vehicles to explain theories (Berger 2014). Professor Jenifer Aaker found that 'stories are up to 22 times more memorable than facts' (2013). Accordingly, I also designed seminar activities and assignments so that students have the opportunity to use stories during class activities, group presentations, and for writing their reflective reports. For example, during one of my Creativity seminars, I showed a picture of a boy, looking through some windows with curiosity in his face and I asked the students to write a one-line story about him. The purpose was to spark (a) their power of imagination and (b) their ability to frame a story that can transform the way they use examples/cases in their presentation.

Case 1: A student from Thailand wrote:

'Thomas is looking through the windows of a school and thinking why do I have to be in the classroom when outside is so much better?'

Case 2: A student from China wrote:

'Although the skin of Jason is dark, there is light in his eyes. In all adversities, you need to be hopeful like him.'

Case 3: A student from China wrote:

'Angel fall from the sky. Stars are in her eyes but he needs your help to shine.'

This shows how stories, and having the opportunity to tell stories, ignite the power of imagination in students, helping to connect them creatively. Nonetheless, it took me a long time every week to rethink and redesign my lectures and to search for relevant stories that could work as a 'vehicle' (Berger 2014) to deliver the message and explain theories. It was not an easy journey but a transformational experience. I was mesmerised when I saw how Hall Gregersen, Executive Director of MIT Leadership Centre, explained the categories of innovation just by telling stories during his talk on 'How Innovators Transform Industries: Mastering the Skills of Disruptive Innovation' (Gregersen 2015). My midnight candle kept on burning in search of stories that were relevant to the theories, literature, and contents of my module (Creativity – a specialized subject for MBA in International Marketing), but the sense of fulfillment was highly rewarding.

Feedback:

In week 8, a paper-based questionnaire survey, consisting of both closed and open-ended questions, was conducted to understand students' perceptions about the effectiveness of storytelling as a teaching pedagogy. All the students answered all the close-ended questions while some of them also completed the open-ended questions.

Analysis of their responses to close-ended questions reveal that storytelling as a teaching pedagogy and a creative method of teaching has been highly welcomed by the students.

Table 1: Storytelling as a teaching pedagogy – Students’ responses

Storytelling:	Students Agreed (%)
is more powerful than traditional lecture	90
makes a positive impact on my learning	80
is a powerful teaching tool	90
fuels my passion in learning	85
should be embedded with teaching pedagogy	85
has helped me to connect with the real world	75
triggers my interest in learning	85
connects me at a personal level	90

The responses of the students to open-ended questions provided strong support in favour of storytelling as an effective teaching pedagogy to engage and connect with them. There were many interesting comments made by the students:

‘It was something new I experienced. Amazing.’

‘I’m now confident about my writing skill.’

‘It gave me the confidence to finish my story, which I started long before. Well, it has a lot to do with branding and innovation. Students must learn it.’

‘I feel creative. It’s good to complete something special.’

‘Feel like I got the power to encourage people.’

‘I felt engaged with the past and brought compelling feeling into the future.’

‘I feel productive, passionate and proud.’

‘I am happy to see that I can create stories when I want to do so. I wouldn’t know if I didn’t have the chance to do it.’

‘It makes me excited and passionate which makes me learn better.’

‘Very interesting.’

It should perhaps also be stated that the end of term student satisfaction survey score was 100%. For the purpose of peer review, two academics – both of whom are Senior Fellows of the UK Higher Education Academy – were invited to watch two lectures. Both of them appreciated the way storytelling was used in communicating information and the way it connected with the students. They supported the idea of using storytelling as an active teaching and learning pedagogy. One of them called it a ‘creative method of teaching that can connect with the students effectively’.

Strengths and weaknesses:

There are many strengths of using storytelling as a teaching pedagogy (Banister and Ryan 2001; Ellis, 1997; Fryer 2003; Gallo 2016; O’Hara 2014; Papert 2000; Wells, 1987; Swardly, Pan and Seow 2013; Aaker 2013). This research has validated the findings of existing research in the context of business education in the Higher Education sector of the UK where the student cohort represents many countries of the world, which also supports the idea that ‘stories are demographic-proof. Everybody – regardless of age, ethnicity, or gender – likes to listen to stories’ (Smith 2012: 11).

During the informal conversations with the students, storytelling as a teaching pedagogy was found to be highly effective for this Creativity module, helping them to find their personal brand values, signature stories (Aaker 2018), and the ‘being (identity)’ dimension of the education trilogy (Datar et al. 2010).

Neuroscience research discovered that when a story is told, the brains of the storyteller and the listeners work in a similar pattern and get connected through neural coupling (Stephens, Silbert and Hasson 2010). Stories through the

effect of neural coupling activate some parts of the listener's brain, including the motor cortex, sensory cortex, and frontal cortex, allowing them to (a) turn stories into their own ideas and experience; (b) mirror with the speakers; and (c) remember things with greater accuracy due to the release of dopamine (MacLeod 2018).

In spite of having so many strengths, a teaching pedagogy based on storytelling is not free from weaknesses. It takes a long time to prepare lectures and other sessions. If the stories are not relevant, and thorough preparation is not undertaken by the lecturers, the initiative may fail. Also, cultural divergence and elements of cultural sensitivities need to be considered when selecting stories. Moreover, there is the need to master the art of storytelling so that students can see the relevance and value. Careful planning is needed without which students may notice the entertainment aspects of storytelling while missing the opportunity to acquire knowledge and think critically. If module leaders and seminar tutors are not willing to do the extra preparation needed to harness the skill of storytelling, it might be better to deliver one or two sessions using stories rather designing the whole module around the concept of storytelling. Finally, the person delivering the session needs to believe in the power of storytelling and be passionate about it.

Positive outcomes:

The magic of storytelling in teaching resonates well with the saying by Harvard Professor John Kotter: 'over the years I have become convinced that we learn best and change from hearing stories that strike a chord within us' (Kotter 2006: n.p.).

This case study supports the views that stories inform, illuminate, persuade, energize and inspire (Aaker 2018; Gallo 2016), as 'if you can harness imagination and the principles of a well-told story, then you get people rising to their feet amid thunderous applause instead of yawning and ignoring you' (McKee 2003: 53). Although we don't need students' applause in the classroom, we certainly need to touch their hearts to gain their attention and to inspire them to learn. This study was a memorable experience, helping me to discover my academic identity. Along the way, the literature I have explored; the theories I have learned; and the tools and techniques I have experimented with as part of a quest to engage, inspire and connect with the students, have made a significant difference in the way I approach teaching and learning. It was a transformational journey to discover my true self and can be metaphorically expressed using the words of Robledo and Batle (2017: 1736), '... we are the hero destined to take journeys, defeat dragons (i.e. problems) and find the treasure of our True Self'.

During this journey, I have not defeated any dragon, nor found any treasure, but what I have experienced has changed my belief about teaching and learning. Now I believe knowledge is better transferred from 'heart-to-heart' rather than 'head-to-head'. There is no alternative to establishing a deep intellectual relationship with the students in understanding what makes their hearts sing. Passion is everything. If we are not passionate about what we teach, we can't make others eager to learn. Stories can help us trigger our passion! Teaching is neither a job nor a profession. When we embrace teaching as a calling, everything will change in the way we teach - we will indeed be able to make a meaningful difference to the lives of our students. In the end, we will not just tell stories - we will also create stories for others to tell.

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Keywords: storytelling, teaching pedagogy, creative teaching, engaging students

1.3

Title: Any which way but *PowerPoint*: motivating and engaging learners without the use of slides

Author: Peter Wolstencroft

Course: Business Management BA (Hons), Faculty of Business and Law, Coventry University

Introduction:

The refrain of the modern student has come to be 'show us the slides'. The belief that learning only takes place when the student has something tangible to look at has become ingrained in the psyche of many undergraduate students and is one that is difficult to fight against (Worthington and Levasseur 2015). The lure of *PowerPoint* is strong, both in pedagogical terms, where early access to materials is often seen as a positive when supporting students, but also in student satisfaction terms, where providing slides in advance is seen as positive for the student experience, as that is what they expect. Putting a *PowerPoint* on the Virtual Learning Environment (VLE) does not challenge an orthodoxy that has been built up by students and staff since the software replaced overhead transparencies as the visual aid of choice. Its ubiquity is reinforced by learning theories that stress the importance of information presentation, whilst overlooking the passivity it engenders in students (Hill et al. 2012) and the unwillingness that this causes in students to participate in activities.

The challenge of ensuring that a safe environment (Hutchinson 2003) for students is maintained, but that they are still challenged, was the subject of a previous paper co-authored by this writer (Wolstencroft and Thompson 2017). The paper found that the problem of unfreezing deep-seated beliefs in what made good learning was a complex one, but once it had been confronted and the rationale explained, then students embraced the new approach and thrived away from the shackles of the previous approach. The previous paper was based on research with a small group of mature students who were on an initial teacher training course. Whilst these students could be viewed as motivated (the majority had actively chosen to undertake their studies), the fact that many were returning to education after a period away from it created its own challenges, with an unfamiliar approach to the course allied to concerns about their ability to cope with studying, meaning that there were a great many concerns that needed to be addressed at an early stage.

Aims and rationale:

The aim of this research was to see whether the lessons learnt in the initial attempt to introduce a *PowerPoint*-free module could be replicated with other groups of learners, and indeed with other tutors. The group chosen were final year undergraduate students who had selected the module (which looked at leadership in its many guises) as an option. The cohort numbered approximately 150, with students attending one lecture and one seminar per week. Two other tutors were also part of the module and ran some of the seminars.

A key pillar of this research was the necessity of ensuring that students were aware of the approach from the start of the module. Part of the first lecture was given over to a discussion about how passivity within learning often fails to create deeper learning, nor does it lead to a burgeoning criticality (Bartsch and Cobern 2003). Research suggesting that the established orthodoxy of a *PowerPoint* per session is not always the best form of learning (Worthington and Levasseur 2015) was discussed, and reassurance that the support provided to final year students would not be compromised was given. The positives of *PowerPoint* were also recognised to prevent students from feeling as though all use of *PowerPoint* was unhelpful in the learning process (Tufte 2003).

Implementation:

The research was implemented in the academic year 2017-18 during the second semester (this corresponds to a period between January and April). The module chosen was one of the final ones students would study on their course and consisted of eleven lectures and a similar number of seminars. Whilst the lack of *PowerPoints* during seminars was something that students had experienced before, not using them during lectures was a new experience for most.

Each week, a different teaching technique was used to engage students. Some of these, when looked at in isolation, shared similar characteristics to *PowerPoint*; however, each was used for a specific purpose. So, for example, *Prezi* was used, but not merely to convey information to students. Instead of treating students as empty vessels that needed to be filled up with knowledge (Freire 1970), *Prezi* was used to illustrate how each part of a leadership theory interacted with others to build up the complete picture. Hence, the presentational tool was used to encourage students to look holistically at the theory, rather than being used to convey a linear series of information.

Other presentational tools (e.g. *Emaze* and *Adobe Spark*) were used but, again, with a specific purpose. Students were always informed of the purpose before the start of the lecture and were encouraged to feedback on how they found the lecture throughout the module.

In some lectures, no presentational software was used at all. Instead, students were given tasks to complete or debates to investigate. Aural prompts were used during one lecture with students given a topic and then encouraged

to link the sound (which might be a song, a radio sketch or a speech) to the topic and try to work out the significance of the topic. This would then be summarised by the lecturer and students encouraged to take notes of the key findings. These would then be used in the seminars. The necessity to contribute to sessions was stressed throughout and whilst a safe environment was maintained (Hutchinson 2003) throughout, the expectation was that nobody could adopt a passive approach to sessions.

Feedback:

As with the previous study (Wolstencroft and Thompson 2017), the initial three weeks were marked by students struggling to adapt to the new approach and not getting the most out of the sessions. Student feedback talked about being 'out of their comfort zone', whilst one student spoke for many when they suggested 'it might be better to have a recap of the lecture in the first ten minutes of the seminar'. Whilst a valid suggestion in many ways, by introducing this, the balance of learning would be changed. A lecturer-led recap during the seminar would mean that the lecturer could be seen to be leading the direction of the learning rather than the student taking control of the topic and guiding it in a way that was relevant to them.

Once the initial feelings of uneasiness and discombobulation had passed, students found that they gained significantly from the approach taken. The most common word used on the end of module evaluation was 'engagement' and it was clear that students felt as though they were part of the module, rather than a bystander who was being guided in a specific direction. Many students commented on how they found the approach a challenge, but one that they enjoyed. A typical quote talked about how 'the module is challenging, but in a good way, we have to think about everything and it is very interactive, we can't just sit there'.

Although a minority of students appeared to prefer the *PowerPoint* led approach, the vast majority embraced the challenge of a new teaching method each week. A theme which was mentioned in many of the evaluations was the way in which students felt as though the theory could be translated into a practical context rather better than when taught in a traditional way. This could often be traced to the more andragogical approach used (Knowles 1968), whereupon it was assumed that students already had the answers, and the job of the lecturer was to guide them towards those answers and to provide them with the environment in which to apply that knowledge. This was reinforced by the comments made by students at the end of the module. Leadership can be a rather nebulous concept to many learners, but the comments suggested that the opportunity to explore concepts for themselves created a practical construct that enabled them to understand the relevance of theory.

Strengths and weaknesses:

The primary strength of this approach was that once the initial concern of the students had passed (in both studies this lasted approximately three weeks), the module became a conversation between lecturer and students, rather than an opportunity to pass on knowledge. This meant that the dynamic in lectures changed, with students knowing that they had to be engaged from the start. Whilst this did not mean that all students became engaged in all lectures, it did increase participation and meant that the shared experience was rather more enjoyable.

Trying different approaches also allowed students to explore what they preferred. Whilst, inevitably, this meant that sometimes students did not enjoy the experience, it was useful to explore why a particular session proved less successful. The approach could be viewed as using a modelling approach, with the lecturer encouraging self-reflection amongst learners and adopting the same approach himself.

There were also problems aside from the first few weeks. There were moments when students required more guidance, and to help this process, detailed notes were put on the VLE to ensure that students had support when the lecturer was unavailable. It also helped students with particular special educational needs, as they were able to access these notes before the lesson (few actually did, but the option was there if needed).

Finally, the module did require more preparation than normal. Techniques had to be researched and perfected before being used and whilst this was often motivating, it could be time-consuming. Having said this, however, as the module progressed, this preparation time lessened as the balance between lecturer and students changed and students did far more of the work. They became used to taking the lead and being steered towards relevant evidence rather than relying on the lecturer to tell them the answer. To use an old phrase, 'the sage on the stage had become the guide on the side'.

Positive outcomes:

Whilst the success of the module could be measured in the fact that the end of module evaluation was recorded as 100%, the major positive outcome is hoped to be that students will be more open to alternative ways of learning in the future and that they will see engaging with the module's concepts as normal rather than viewing themselves as an empty vessel to be filled (Friere 1970).

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Key words: *PowerPoint*, deep learning, innovative teaching, andragogy

1.4

Title: DesignLab - A primer for blended learning in the flipped classroom and the virtual design studio, which inculcates resilience training in 'Generation Z' students

Authors: Seán McCartan, Alan Barrett

Course: Automotive and Transport Design BA (Hons) and MDes, School of Art and Design, Faculty of Arts and Humanities, Coventry University

Introduction:

'DesignLab' is an intense two-week simulated design studio work environment Problem Based Learning (PBL) group activity, which enables students to understand the learning context of transport design and user experience. The key challenge of delivering design teaching to large student group sizes is addressed through the implementation of a teaching and learning framework, which connects Problem Based Learning (PBL) and Peer-Led Team Learning (PLTL). It is populated with soft skills training, design research and design process lectures. It is facilitated through *Facebook* and an innovative *Excel* macro-based feedback tool.

'DesignLab' sets the tone for the rest of the academic year in terms of work ethic and introduces the use of an innovative learning technology the *Excel* macro feedback tool. This tool facilitates a combination of weekly peer review with generic level descriptors, for feedback criteria which are mapped to the learning outcomes of the different modules throughout the year. This gives the students more confidence in their design practice workflow as it provides a checklist of activities, and through weekly peer review enables them to manage their learning journey more effectively.

Aims and rationale:

To give the automotive and transport design students an efficient design workflow, from design research to concept development; to enable them to consolidate their learning from previous years and to contextualise the importance of the learning material as necessary building blocks to complete the 'DesignLab' and give them a structured design workflow:

- To give students the capability to become effective communicators both verbally and visually
- To enable the students to work effectively as a member of a design team

During 2017/18, in response to National Student Survey (NSS) data regarding student readiness in terms of resilience for the final year, and concerns regarding their professional capability to engage in a work placement, the 3rd year Transport Design teaching team instigated a teaching, learning and assessment strategy to give the students a reflective framework for professionalism. A key aspect of developing this strategy was the development of a course philosophy to evaluate the strategy against, and a 'DesignLab' approach, to workflow implementation.

Automotive and transport Design course philosophy

We are designing positive mobility user experiences based on the seamless integration of vehicles into a future transport system. This is predicated upon:

- IT and technology innovation;
- the principles of Universal Design;
- meeting the transport needs of future generations;
- addressing the future challenges of sustainability in transport, to support economic development and future working and living environments.

The three pillars of this framework, shown below in Fig.1, are design research and Design-Driven Innovation (DDI); design process and visualisation skills, and interpersonal skills.

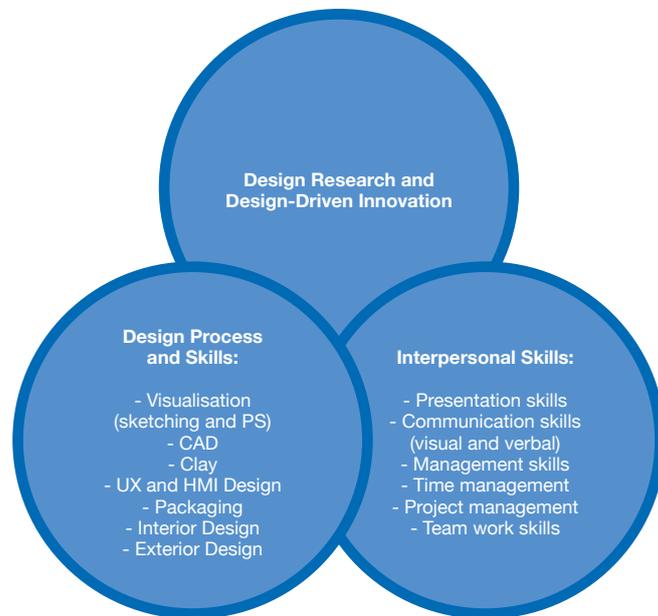


Figure 1: Pillars of a reflective framework for professionalism

Implementation:

These pillars of a reflective framework for professionalism were implemented through a flipped classroom approach of the design studio and virtual design studio, as a four-stage process.

Stage 1: Megacity 2035 'DesignLab' (First two weeks of Term 1)

This is a two-week intensive Megacity 2035 'DesignLab' to inculcate in the students a design workflow which includes the following elements: design research; packaging and innovation; exterior design; and interior design. This empowers the students to develop empathy for users in the future scenarios of transport design. An integral part of this is the development of interpersonal skills in terms of presentation and communication skills. This induction programme aims to empower Automotive and Transport Design undergraduates with holistic theoretical design workflow concepts, and to motivate them to utilise their knowledge in the design process - through giving them a design workflow framework and for them to synthesize their learning from previous years. This is a risk-free design process training exercise with verbal feedback twice during formal group presentations. This is further supported by informal verbal feedback, which is given daily through informal group discussions to give students' confidence in recording and processing verbal feedback. The schedule for the 'DesignLab' is shown below in Table 1, where skills training and lecturers are indicated in green and group activities are indicated in blue.

Table 1: Megacity 2035 'DesignLab' schedule

This ensures that students are equipped to achieve professional work placements and enter the final year as skilful designers, with technical as well as non-technical skills for innovative designs and effective interpersonal communication. They were led through a planned Design Research and Innovation scaffolding program based on a theoretical framework. This framework is developed by connecting Problem Based Learning (PBL) and Peer-Led Team Learning (PLTL) with student-centred pedagogies (Eberlein et al 2008) with Vygotsky's Zone of Proximal Development (ZPD) theory that is central to Vygotsky's sociocultural theory (Vygotsky 1978).

Action research was used as the methodological framework for this study and the overall impact of the programme on students was determined through response from the module evaluation questionnaire and group leader discussions. The findings demonstrated a significant contribution to raising Transport Design students' awareness and understanding of Design Research and Innovation framework concepts. In addition, possible improvements for the future delivery of this programme were also identified.

In order to effectively deliver Design Research and Innovation concepts to these Transport Design students, the authors developed a framework (Figure 2) by connecting PBL and PLTL student-centred pedagogies (Eberlein et al 2008) with Vygotsky's Zone of Proximal Development (ZPD) theory that is central to Vygotsky's sociocultural theory and the "scaffolding" concept (Vygotsky 1978). The connection between these learning theories, individual contributions and overlaps were considered in developing this theoretical framework. As illustrated in Figure 2, the framework contains three parties; peer leaders, design project team members, and Design Research and Innovation (DR&I) facilitators. Peer leaders are volunteer students from each design project team with a high level of motivation in learning and applying DR&I into the design process and who act as mentors within the team. Authors named these peer leaders "DR&I champions" within this framework. Design project team members generally consist of 6-10 students working with the DR&I champions within the PBL environment. DR&I facilitators were the design lecturers, HF specialists, and subject experts such as experienced Colour and Trim (C&T) practitioners from the automotive industry.

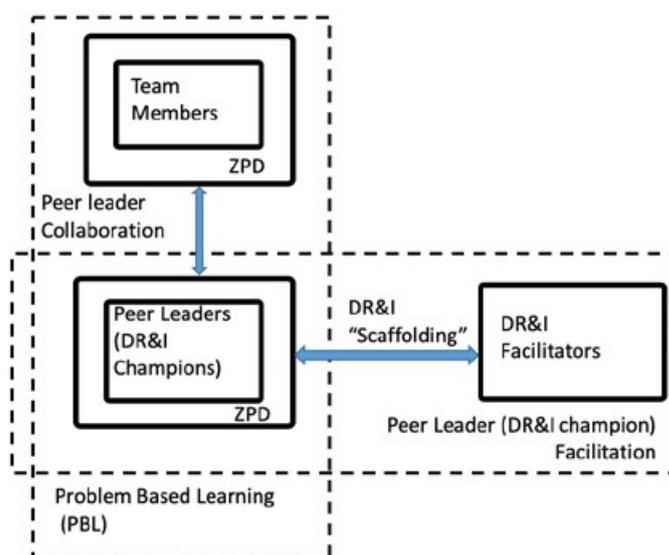


Figure 2: Theoretical framework; PLTL and PBL learning pedagogies, linking with cognitive development theory, Vygotsky's ZPD

Under the PLTL approach, peer leaders work collaboratively with the course instructor to facilitate and guide team members in problem-solving ensuring that team members engage with the study materials, learn new skills, or face new challenges (Gosser et al 2001). Within this framework, the DR&I champions are thereby working collaboratively with the DR&I facilitators to become more capable peers (Vygotsky 1978) through the DR&I lecture sessions, workshops, and consultation sessions conducted by DR&I facilitators. This facilitation can be considered as "scaffolding" the path which can help learners reach their ZPD potential, defined as "the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under guidance or in collaboration with a more knowledgeable other," (Vygotsky 1978: 86). Thus, within this framework, DR&I dissemination flows from the facilitator to the DR&I champion and then through to team members. Although team members will not have a direct connection with the DR&I facilitators as DR&I champions, the whole design team may participate in group workshop sessions with the C&T experts. The peer leader training was delivered as a parallel activity to transport interior sketching on the first day of the DesignLab.

Stage 2: Design competition (Term 1)

As an individual activity, students select, interpret and develop an external design brief from an international automotive and transport design competition. The workflow of the design brief is based on the DesignLab, with a 2-week design cycle of exterior followed by interior to help them develop their visualisation skills within a design spiral, where the design proposal is in a process of design refinement to address the objectives of the design brief, as shown in Fig. 2. Here design is an iterative process of continuous refinement informed by weekly feedback from staff through 3-minute formal design presentation review, with 2 minute of staff feedback, as a peer review process. In addition to which feedback is supported through studio patrol, where staff are present in the design studio for informal group discussion.

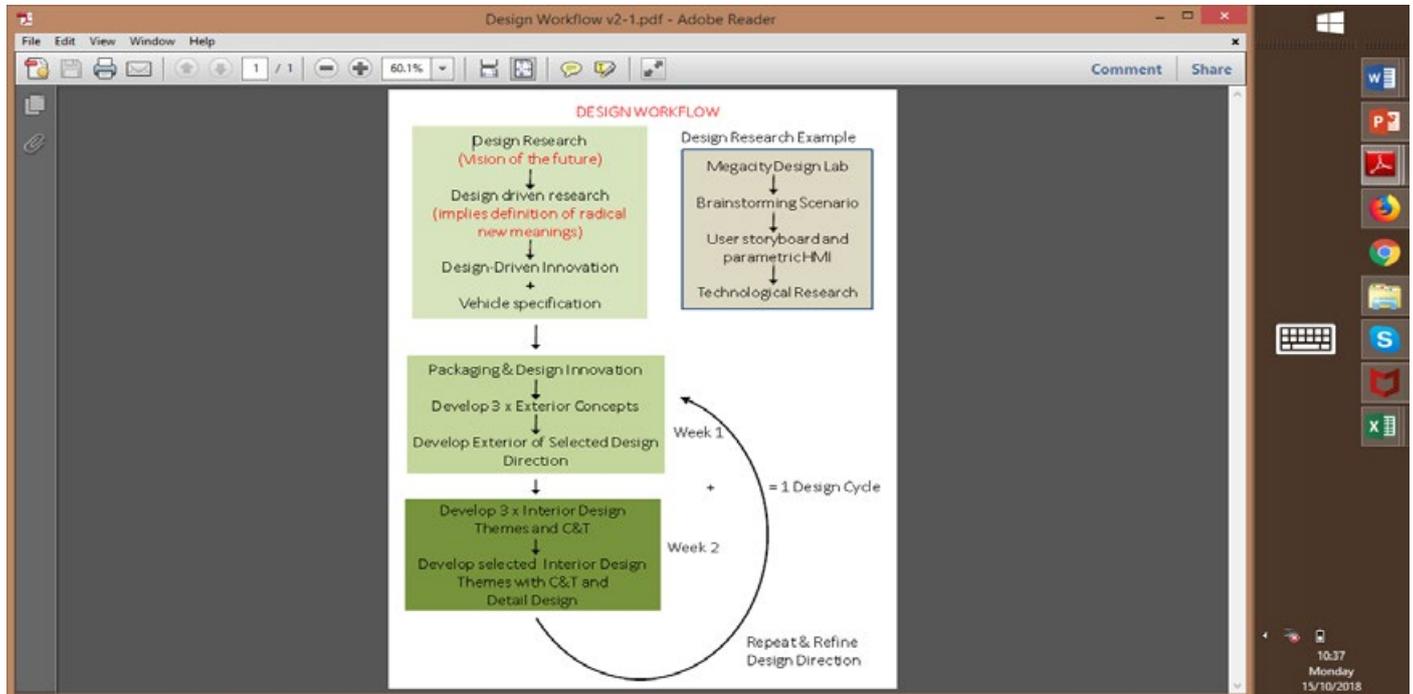


Figure 2: Design Workflow

This is a flipped classroom approach where the design work is formally reviewed weekly through formal individual presentations to the whole class, which are peer reviewed, through the use of, a private Facebook group. Lectures and key information are posted to Facebook to use it as a virtual design studio, where additional design feedback can be given, by both staff and student peer review.

The continuous verbal feedback throughout the term is a critical element required to facilitate the use of a level descriptor feedback system. Whereby, the structure of the weekly presentation is aligned with the feedback and assessment criteria, which are broken down into banded level descriptors. The process of weekly verbal feedback with the class as an audience empowers the students to engage in a process of learning reflection to use the processes, approaches and insights of other students to inform and enhance their design process. From their presence at the interim and final assessment it enables them to identify the level of output required for the higher banded level descriptors. Using the same level descriptor assessment matrix for both provides 2 points of formal feedback, with the first having a lower percentage contribution to the overall mark, giving them more confidence to make mistakes and learn from them, due to a perceived lower risk at the early stage of the process.

Stage 3: Sportscar DesignLab

(First two weeks of Term 2)

This is a risk free DesignLab to give students the experience of working together on the same vehicle, where group dynamics can be more challenging than designing a whole vehicle as part of a system. It is a more realistic simulation of professional design practice in the automotive industry. It uses the same workflow and assessment tool as Stage 1.

Stage 4: Industries Project (Term 2)

Each student has the opportunity to select a group project from 13 project briefs. Each student was interviewed as part of the selection process. To ensure a positive student experience the virtual design studio, which involves the use of Skype and Facebook, facilitated weekly communication between the client and student groups. Students present to industry on Skype for 10mins weekly, and manage their feedback by taking notes after each meeting. Students then present to staff to help the process of understanding feedback. Facebook also used to give additional

feedback and key information of the flipped classroom. To support resilience on placement several collaborative projects were prelude to actual group placements to give the students confidence and to enable them to hit the ground running with the new skills and understanding that they would need in that specialist area of transport design.

Feedback:

Module Evaluation Questionnaire (MEQ) Feedback for Stage 1 and Stage 2 – Term 1

Student feedback statements:

- Stimulating, challenging, and enjoyable
- Good community and group communication that helps improve everyone's work
- Sean explains things clearly and you can see he is passionate about teaching. I have learned so much in this term. You can clearly see he wants us to do well and succeed. He constantly motivates us to work hard and succeed. Thank you Sean
- The module has allowed me to explore new ideas
- Speed and frequency of feedback and advice. Availability of relevant research via FB. Weekly presentations build confidence and informs better design narrative and practice
- A lot of presence from both lecturers for feedback and advice. Plenty of support from lectures especially compared to second year where lecturers would leave as soon as they had the chance
- Interesting, can apply what we've learnt, research based design is good practice
- Weekly presentations mean I keep on top of the work and always have feedback to be improving on
- Feedback. Resources on Facebook. Getting to see other people's presentations
- The use of Facebook to communicate information. Weekly presentations for practice and advice. Sean's enthusiasm

MEQ Feedback for Stage 3 and Stage 4 – Term 2

Student feedback statements:

- Resources, lecturers involvement, interesting brief
- Feedback sessions are good to help direct work
- Opportunity to work with industry complex detailed brief
- Constant feedback from the lecturers. Fun and diverse projects. Lots of time to practice presenting
- The interaction with industry. The opportunity to design for industry
- Sean is doing a good job of helping us with everything we need. I like the critical feedback and how Sean tells me where to improve
- I'm trying something completely new which I learn a lot from and which I can apply directly to my goals in automotive design
- Interesting module out of my comfort zone so I can do different work for my portfolio. Good responses from lecturers about my work
- This is a really great opportunity to work with industry briefs. It pushes us to work hard and be the best designers we can be. Sean and Alan have been fantastic lecturers
- This module is enabling me to explore design in greater depth

Strengths and weaknesses:

The effectiveness and impact of this T&L strategy is reflected in the high levels of achievement and positive feedback comments of the MEQs. The DesignLab enabled the students to see the value of the teaching and design activities in the context of their professional practice.

The majority of students engaged in a leadership role responded well to the opportunity in terms of their professional development. Having two DesignLab activities and a group project ensured that there were sufficient opportunities for all of the students who express an interest in having a leadership role to have the opportunity.

The flipped classroom approach, where the design work is formally reviewed weekly through formal individual presentations to the whole class, had a significant impact on the professional engagement of the students as a community of design practice and engaged them in reflective learning to identify where they are in terms of the feedback level descriptors and what they would need to do to improve their level of achievement.

The written peer review activity of each students' presentation, through the use of, a private Facebook group had limited engagement. Students used the resource to review other students' presentation but made limited or no comments. Moving forward the studio-based peer review process is sufficiently effective.

Positive outcomes:

The students benefitted by becoming more motivated in their engagement and learning approach, working as team members and developing their design skills. Their resilience also improved significantly, making them more able to cope with and process critical feedback and respond to it in a professional manner.

This peer lead group teaching approach enabled several students to develop leadership skills and enabled a group of 69 student to effectively engage as a community of design practice.

The staff benefitted from having a more efficient feedback and assessment process, enabling them to spend more time in feedback dialogue with students. Resulting in very positive MEQ results and feedback comments.

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About the authors:

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Key words: DesignLab, Teaching Design workflow, Facebook teaching tool, Resilience, Generation Z teaching

1.5

Title: Using *Turnitin* as a positive tool for formative assessment and improved academic writing

Author: Chelle Oldham

Course: Primary Education and Teaching Studies BA (Hons), CU Scarborough

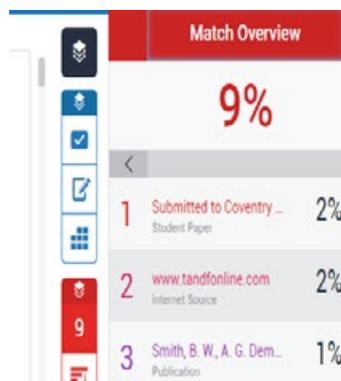
Aims and rationale:

The use of *Turnitin* as a tool within Higher Education has been growing for many years. Alongside this, however, a culture of fear has been growing amongst students that they will somehow be caught out by the software and vilified as a cheat. This case study aims to challenge that culture and offer some insight into how *Turnitin* can be used as a positive tool for both staff and students. Through proper understanding of *Turnitin* and its intended use, staff and students can begin to use *Turnitin* to self-assess, to make academic improvements, and to send and receive appropriate formative feedback throughout modules and courses.

Implementation:

Turnitin for staff is a tool that we often only use to mark electronically. It is the *GradeMark* software that allows us to do just that, and not *Turnitin* itself. There is, as with most software, a period of training and practice that is required for us to fully understand the enormous capabilities of *Turnitin* and just how positive a tool it can become when embedded as part of our formative assessment processes. As there is some training needed, there is a requirement for us to set aside time to practice. However, that training need be no more than a few hours or a couple of working lunches; it is the practise that counts most. The implementation of *Turnitin* only requires a little extra planning and nothing more. No additional materials are required, and logistically, *Turnitin* will save time in the long run, improving tutorials and supervisions as well as the academic work that is submitted as part of the summative assessments. *Turnitin* in the right hands is a win-win for staff and students.

It is essential to remember a few golden rules when working with *Turnitin* within any module. For example, ignore the numerical score: this is the percentage shown at the top of the report (see Image.1 below). *Turnitin* isn't, and never has been a tool for detecting plagiarism.



'The rapid growth in the market for such software is premised on the misconception that it identifies plagiarism' (Mphahlele and McKenna 2019: 2).

Turnitin simply matches text found in an assignment to text found electronically. It does not recognise in-text citations or direct quotation marks.

Image.1: Percentage of matched text found by Turnitin

When you start to look into the history of *Turnitin*, you realise that it does not detect plagiarism and this is something that is noted throughout the resources on the *Turnitin* webpage itself. *Turnitin* is a text-matching software, and the score tells us what percentage of the writing has been matched to other sources online/electronically. This is very important to understand.

'The *Turnitin* originality report shows the paper's text highlighted with any text that matches sources found in the *Turnitin* databases containing vast amounts of web content, previously submitted papers, and subscription-based journals and publications' (*turnitin.com/resources* 2019)

Understanding that *Turnitin* does not detect plagiarism and that a student can have a very high score but equally has referenced everything correctly (very often found in research modules) leads us towards being able to integrate *Turnitin* into the inner workings of our modules. We get to a place where it can become a positive tool for students and staff.

‘So does *Turnitin* detect plagiarism? No — *Turnitin* offers a tool that helps educators (and their students) make informed evaluations of student work rapidly and move on to the important task of discerning what their students need in the way of instruction, correction or judicial action,’ (turnitin.com/resources 2019)

Tutorials/Supervision:

1. Create your *Turnitin* links before the start of your module and hide them from students’ view.
2. Create another two draft *Turnitin* links for say, Coursework 1 and Coursework 2, which are visible to your students before the start of your module.
3. Before any supervision or tutorials (at CU Scarborough this is usually week 3 and week 6 of a module) ensure that your student has submitted their draft work and that you have taken a few minutes to scan the work. You may want to add some comments in-text, or at the top of the page.
4. Your tutorial should then focus on how the student might use your formative feedback to make improvements. This is where you save time – you should be able to talk with a specific focus rather than sit reading a student’s draft during the tutorial. Essentially your student receives double the amount of formative feedback (written and verbal).

‘...our results demonstrated that using *Turnitin* as a formative writing tool, allows students to prepare an assignment in an academically acceptable way... with less plagiarism’ (Halgamuge 2017: 895).

Feedback from students:

‘It is so much easier to see where I miss citations when *Turnitin* highlights them.’

‘I wish every tutor gave us formative feedback through *Turnitin*.’

Reading the *Turnitin* Report – before final submission:

1. Your students should have been taught how to read their report (this may be done in addition to class time or during a module induction).
2. The score (percentage shown at the top of the report) is arbitrary and should be ignored when using the report to improve academic writing and referencing.
3. Diligently check each of the matched text sources that are highlighted by *Turnitin*. This is something that students should be taught to do as part of their self-assessment and as part of the editing process for their summative assessments. Staff may consider a spot-check approach to this task by randomly selecting the sources, either as part of the formative or summative assessment.
4. *Turnitin* will highlight any matched text, and so students should be able to identify where quotation marks are expected to be and where citations should be included.

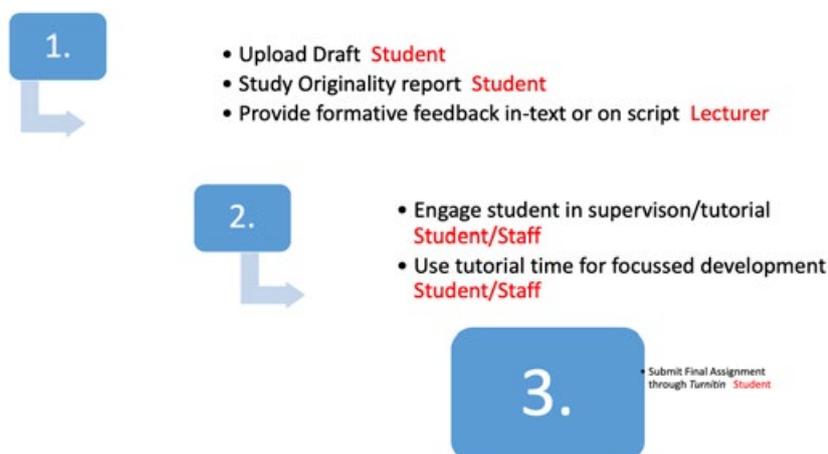


Image.2: The *Turnitin* journey, from draft to final submission

Paraphrasing – an unexpected improvement:

Poor paraphrasing is often where students fall, and where, in some institutions, students race through the academic integrity disciplinary procedures. At CU Scarborough, our graduates go on to other institutions for their postgraduate study and so it is imperative that we are confident in their ability to use *Turnitin* effectively.

Poor paraphrasing is usually an issue in the first year of undergraduate study, primarily down to schools accepting loosely paraphrased work without any citations needed. It can be tricky for students to break the habits they have been forming over the past 10-12 years in other areas of education, and so *Turnitin* can become irreplaceable.

Through the active and regular use of *Turnitin*, students can learn to improve their paraphrasing skills by following these simple steps, followed by submission through the draft *Turnitin* link on their module:

- Read the section of the textbook/article and make notes.
- Close the book or cover the article and paraphrase the notes that were taken.
- Take a break – go for a walk – make a coffee – change the music...
- Now paraphrase the first paraphrase
- Now paraphrase your paraphrase

Students should be submitting a paraphrase that was written three times. Their *Turnitin* report will highlight any sentences or sections that are matched against online electronic sources, and they can continue to work on the paragraph until they have expertly written a paraphrased paragraph. It is this paragraph that the students should be citing.

Advantage = citations are accurate, and the paragraph is not plagiarised (or a direct quotation)

Disadvantage = students must break the habit of relying on the original text and therefore, must begin to understand what they have read

Clearly, as academic staff, we can see the advantages of following the advice above; in fact, we may wish all of our students would undertake this use of *Turnitin* as they are drafting work. We are reliant on students seeing the benefit of this process, and so it is often down to how enthusiastic the staff are and just how embedded *Turnitin* is within our modules.

Student feedback:

'I wish we had been taught how to paraphrase this way from the start [of the course].'

'It seems so easy when you break it all down to [the] steps [listed above].'

Positive outcomes:

Benefits to using *Turnitin* throughout a Module:

1. Improved academic writing grades after students use *Turnitin* to draft summative assessments.
2. Improved paraphrasing.
3. Better use of time during tutorials, with more open discussion and improved focus.
4. Opportunity for tutors to give targeted formative feedback electronically.
5. Students' ability to self-assess before submission and target weaker areas such as paraphrasing and citation.
6. Reduced marking time for staff, as students will have effectively used their *Turnitin* report.

Plagiarism is a topic that is discussed repeatedly throughout modules and courses, across each phase and level and throughout a student's academic career. Detecting plagiarism is the responsibility of a tutor and a keen eye can detect plagiarism in its most complicated form without the help of any type of software. It is unfortunate that *Turnitin* has become synonymous with plagiarism detection because as we know, *Turnitin* only matches text - it does not recognise quotation marks or accurate citations.

If academic staff can be trained in the proper use of *Turnitin* they can then share that knowledge with their students early on in the students' academic journey, enabling them to assess their own strengths and weaknesses, identify areas of good academic writing, and areas that they need to work on before submission. Students can prepare for tutorials effectively and therefore conversations can be targeted and developed.

'...about half of the participating students who had used (*Turnitin*) reported that this software helped them improve their referencing skills, and quite a few of them talked about improved writing skills in general. What is interesting about this study was the adoption of (*Turnitin*) not only as a plagiarism-detection tool but as a teaching tool to help students avoid plagiarism. By sharing originality reports with students and discussing with them ways to avoid plagiarism, students were able to improve their writing in general and referencing skills in particular.' (Ayon 2017: 2)

With the correct knowledge and training *Turnitin* can be a positive tool for improved academic success and for staff, *Turnitin* can improve opportunities for formative assessment and change attitudes towards this outstanding piece of software.

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About the author:

Chelle Oldham is a tutor in Primary Education and Teaching Studies, CU Scarborough. Before this, she was Head of Department for Teacher Education at Cumbria University. She spent five years at Leeds Met (now Leeds Beckett) University where she was Course Director, Teacher Fellow and one of the first Academic Integrity Officers trained to support faculties across the institution with cases of plagiarism and implementing the university regulatory process. It was whilst in this post that Chelle began to run professional development activities for staff in how *Turnitin* could be promoted to students as a positive tool for improved academic success.

Key words: *Turnitin*, referencing, *GradeMark*, academic integrity, academic ethics, plagiarism

1.6

Title: Enhancing students' evaluative judgment in assessments

Author: Tammy Mudd

Course: Cross-faculty optional module for undergraduate students, 'Events Project Management', Faculty of Business and Law, Coventry University

Introduction: The case study explores how to enhance students' assessment performance by enhancing their evaluative judgement

Aims and rationale:

This case study shows how tutor and students worked together to explore in depth the assessment process; how to engage with the assignment brief effectively; the power of reflective practice and how to evaluate one's own work.

Boud and Falchikov (1989) assert that the concept of evaluation can be traced back to Ancient Greece in some interesting reflections by Plato triggered by the observation of his teacher, Socrates. Developing evaluative judgement is therefore not a new idea.

Recently, the concept of evaluative judgment has gained attention as a pedagogical approach to classroom formative assessment practices. Evaluative judgment is the capacity to be able to judge the work of oneself and that of others, which implies developing knowledge about one's own assessment capability. Boud and Falchikov (1989) argue that a key attribute of lifelong learners is to be able to evaluate their own performance.

Developing evaluative judgment involves not just a set of pedagogic practices, but also the metacognitive activities and internal processes in which students engage, requiring them to be able to reflect on their performance and, based in their mental schema, make a judgment about the quality of the work demonstrated in that performance (Boud and Falchikov 1989).

Students (and professionals) need to be able to monitor and effectively update their learning for new and demanding tasks in the current fast-changing world scenario (Boud and Falchikov 1989; Dochy, Segers and Sluijsmans 1999).

Dochy, Segers, and Sluijsmans (1999) describes students as responsible and reflective in the assessment process, thus considering assessment as a 'pluralistic approach' when applied to the use of interesting real-life (i.e. authentic) tasks. Therefore, in relation to the Project Management world, this is a critical skill. This module is about the practical application of learning – so it was felt that this was the right module, and subject matter on which to apply this approach.

Implementation:

Students self-assessed their assignments in order to critically engage with assessment criteria. In this activity, the students would assess their own work and if their scores were within 5% of the scores given by the teaching staff, the higher score will be their assessment grade. If not, their grade would remain unchanged (Race 2015).

The module delivery proceeded as usual, but had the additional announcement that we would be carrying out a different approach to assessment and grading for this module, to illustrate the importance of objective evaluation.

Approach to assignment feedback

The first step was to deliver a lecture entitled 'Feedback', built into the Revision session for the module. In this session, we covered assessment criteria and feedback, and directly related it back to the module, 'Events Project Management', and why it is important.

Requirements for the 'Feedback' session:

- At least two different, anonymised examples of Coursework along with the relevant assignment brief
- Feedback Sheet

During the 'Feedback' session, the anonymised examples of Coursework along with the relevant assignment brief were circulated, and the group worked through the marking / assessment criteria for the assignments being reviewed. Feedback sheets, designed to accommodate marks for each of the papers offering a simplified rubric to assist review, were also circulated. This was to allow the students to get used to working closely with an example of the assessment criteria used to assess the work in hand. The students were then asked to 'mark' the assignments using the assessment criteria - giving suggestions for improvement on the feedback sheets, and ultimately a *grade*.

We then had a group discussion about perceptions, discussing how easy it was and the students' thoughts about it. As this discussion was taking place, I took a tally of the grades and wrote them on the whiteboard, for reference. The submission process then went ahead, as with 'normal' assignments.

Feedback approach – the synopsis

After submission, all work was marked and moderated, as usual. However, the students then received summative feedback only on their assignments through the rubric set up on *GradeMark*, within a week of the submission date. But they received NO GRADES. This was to allow the students an opportunity to really engage with the feedback given for their work. As it was the Easter Break at the time, they had two weeks to reflect on it, before the follow up lecture.

The students needed to attend the subsequent lecture – entitled ‘Evaluation’ Session - to participate in the assessment process, which culminated in them getting their grade for the coursework. Those who could not attend, an alternative session was arranged in order to facilitate the feedback process for the module.

Requirements for the ‘Evaluation’ session:

- feedback Sheet – tailored to the module
- a method of preparing students grades individually, to give to them!

Before the day, preparation for the session was necessary. This included designing the Feedback Sheet, and preparing the students grades – ready to hand to the students when they had completed the session. The students also needed to be made aware that they would need to bring their own devices in order to access their feedback, otherwise they would not be able to participate, and need to attend another time to get their grades.

The day of the session, student attendance was excellent, with all but two students out of a cohort of 33 attending – and both having sent their apologies for their absence in advance. This session enjoyed the highest attendance of any session in the whole semester. I remember thinking that there were students there I had never even met before. And all students came well equipped with devices, as requested.

A copy of the assignment brief and a designed feedback sheet, comprising the rubric and sections for notes / own feedback were circulated. Of course, the feedback given on *GradeMark* was available to be accessed by the students’ on their own devices. But first, we covered Evaluation and why it is important. We related it to why it is important to evaluate events – and how to transfer that learning. Handing out the feedback sheets, I explained that the students can – using the feedback given and using their own perspective - *grade* their own assignment for each section of the rubric on the Feedback sheet.

I also explained that:

- if their self-assessment scores are within 5% of my scores, the higher score would be their assessment grade. If not, their grade would remain unchanged
- I would talk individually to those students whose score differed by more than 5% from mine, and that I would arrange to speak with those who wished to discuss it privately
- when this exercise was complete - the students would get their grades

The students were then asked to ‘mark’ their assignments using the assessment criteria - giving suggestions for improvement on the feedback sheets, and ultimately a *grade*. Once this was completed, all feedback sheets were handed in – and checked that they had put on a *grade*, before the actual grades were given.

The grades were then handed out to the students, allowing time for reflection. Some shared if they wished to, others didn’t. I made myself available to speak to those who wished to, and those whose scores are more than 5% different.

I then asked the group to vote on the activity. Like? Dislike? Immediate thoughts? Whether this assessment method had helped them with the evaluation process? We did this as a ‘sticky note’ exercise. The feedback is below.

Then it was time to review the results against my records – then honour the change in grade and upload them to *GradeMark*.

Feedback:

‘It’s a comprehensive way to evaluate and give feedback and includes what I could analyse again about my assignment.’

‘I like the fact we will be able to use our skills in feeding back on our own projects and the opportunity to grade ourselves.’

‘We will have time to think about the feedback and evaluate our work therefore.’

‘I like the fact that you decided to take our ‘outside world’ work into consideration.’

‘I like that this approach encourages us to fully review and engage in our work. It feels as though we are doing a complete process with a conclusion, opposed to leaving the work with an incomplete ending.’

‘I also like the level of involvement you (Tammy) show with our work. It is a good feeling to know that you care for us to achieve the most we can from the process.’

‘Fair approach allows us to challenge ourselves and put ourselves in the seat of you.’

'A lot of companies and universities all pay attention to grades. They believe the grades and degree are ways to show how students are powerful.'

'Like the different approach to a piece of coursework.'

'I believe this is a good idea because it makes everyone engage into the process of what we have learned and possibly develop self judgement.'

'Fantastic.'

'Interesting.'

'Different from how other work has been marked.'

'Very challenging but a fair process.'

'Understand what I did well, and what I didn't.'

'Feels challenged. Makes me feel like I have a 100% effective outcome of this module.'

'Makes me read feedback which is actually really useful.'

Concerns:

'The only concern it gives me is unwanted anxiety of waiting.'

'May leave me paranoid until the grade comes out especially if feedback is negative.'

'Whether I will be able to grade my own work correctly.'

'My only concern would be if after reviewing your feedback, we both arrive to complete different grades as I would wonder where the confusion arises.'

'No time to improve work.'

'If its constructive criticism or somewhat negative I'm scared I'll be sat there for 3 weeks thinking DID I FAIL?'

General comments:

'Thinking of putting 40% to almost guarantee a pass.'

'A good thing is we can focus on the real skills, not grades and in the workplace. Thinking about what we really learn, what we can use.'

'I believe this is great, unusual approach and shows how great and creative is our tutor.'

'It makes me motivated to produce a good piece of work.'

'Thank you for being different. It's fun, not boring. Please be nice with feedback.'

'Thank you so much for your time and for putting so much into our learning! I really appreciate you.'

Strengths and weaknesses:

Strengths – it seemed to help the students really understand the assignment brief, allowing for greater reflection in the assignment process. The feedback on their Coursework review sheets also did not match the feedback on the 'sticky notes' posted at the end of the session. The difference? The review sheets were completed *before* I gave them their final results.

Weaknesses – a few students expressed their anxiety of having to wait for their grades, and that by the time they had reflected on the feedback, and also their learning as a result of the process, they would not have time to apply it in order to achieve a higher grade.

Positive outcomes:

The students were able to apply criticality and objectivity to their own practice.

Dochy, Segers and Sluijsmans (1999) argue that self-assessment, used in most cases to promote the learning of skills and abilities, leads to more reflection on one's own work, a higher standard of outcomes, responsibility for one's learning and increasing understanding of problem-solving. Moreover, the accuracy of the self-assessment improves over time. However, as this module was the final module for the students in this cohort, there was no opportunity to revisit it to test whether or not it had had a longer lasting effect on the students attainment.

Interesting observations and ideas for further exploration:

- The students were a little anxious in the days running up to the summative feedback release date, but all commented that it made them consider their work more constructively. Or at least, that's what they felt at the time
- The lecture room was silent during the self-assessment process, it reminded me of exam conditions, despite my not having stipulated this as the required condition
- The majority of students who achieved an increase in grade through self-marking tended to be female
- The students who marked themselves cautiously (low) who actually achieved a higher grade, tended to be male. This is consistent with the findings of Dochy, Segers and Sluijsmans (1999)
- The students who had the highest grades, were the ones who marked themselves the lowest. This is also consistent with the findings of Dochy, Segers and Sluijsmans (1999)
- Those who failed, tended to give themselves higher grades in the self-assessment process
- The feedback on their review sheets given by the students in the Evaluation (grade release) session, did not match the feedback on the 'sticky notes'. The difference? The review sheets were completed BEFORE I gave the students their final results
- The energy in the lecture room was jovial and happy on the release of the results
- At the end of the session, the Chinese female students were very polite and respectful when enquiring about resits, and wanted to discuss the process straight away. Also wishing to discuss straight away, were the Chinese male resit students who were challenging in their attitude and mannerisms. Everyone else did not approach to discuss further
- The students who got lower scores, gave negative feedback about the process

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About the author:

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Key words: self-assessment, student empowerment, expert evaluation, evaluative judgement

Part 2: Embedded employability

2.1

Title: Enhancing key legal skills and student engagement through an innovative, authentic assessment

Authors: Ben Stanford and Steve Foster

Course: The 'Academic and Career Development' module is mandatory for undergraduate Stage 2 students on the following courses: International Law LLB (Hons), Law LLB (Hons) and Business Law LLB (Hons). These courses are delivered by the School of Law, Faculty of Business and Law, Coventry University.

Introduction:

The purpose of the Academic and Career Development module is primarily to enhance students' existing legal and professional skills with respect to research, writing, and legal and business awareness. The module seeks to provide information and guidance on the use of such skills in their potential careers, and builds on skills taught in the Stage 1 module: Academic and Personal Development. The module also seeks to provide feed forward for students in respect of key skills for the purposes of the Stage 3 module 'Career Planning and Management', which students take in their final year.

These three modules provide an opportunity to blend the students' academic skills with professional awareness and employability. Through a series of lectures and tutorials, students are encouraged to identify their chosen career path and will be given advice on placements, CVs and writing application letters. They are also encouraged to reflect on their current legal studies and research for the purpose of enhancing those skills and their academic confidence.

Owing to its more practical, skills-based and somewhat untraditional nature of delivery and assessment, this second-year module, 'Academic and Career Development' has traditionally been a difficult module to engage students with, as reflected to some extent by previous module evaluation questionnaires. As such, the co-authors were tasked with redesigning the module for the 2017-18 academic year to enhance student satisfaction, engagement and appreciation. This has been achieved by designing a forward thinking, innovative and authentic assessment.

Aims and rationale:

The aims underpinning the redesign of the module's structure and assessment were primarily threefold, though all aims overlap significantly to complement each other. As noted above, engaging law students has often been difficult for modules such as this one, which focus on employability and key skills. The changes to the module were therefore primarily intended to increase student satisfaction, engagement and appreciation for the module's underlying purpose. The changes to the module have also improved the students' overall learning experience by helping to better prepare them for the world of work and to become better global graduates.

Implementation:

Firstly, an authentic assessment for the module was designed which took the form of a job application to a fictitious law firm, 'Beaverbrook & Sons Ltd'. The job specification outlined certain functions that the positions would entail, such as researching, drafting educational documents for outreach work, and assisting legal practitioners. The assessment required the students to submit a cover letter (Part 1), answer some basic competency questions which focussed upon key academic skills and asked them to reflect on the acquisition and development of those skills from year one of their course (Part 2), and finally to write a critical case note/analysis on a recent case decided in the UK domestic courts (Part 3). The assignment instructions reflected the job specification for the fictitious firm, which required the students to cater their cover letters towards the firm and their activities, and to provide reflective answers to competency questions about their strengths and weaknesses on their law course thus far.

The case note was also intended to promote student engagement, employability and key skills, as students were instructed to focus on a recent case which would be of interest to the public or which was important for students to learn about. Crucially, this has encouraged the students to consider the role that the law plays when responding to current legal problems that affect wider society. Moreover, embedding some level of public engagement into assessments helps students to consider their social responsibility and roles as future leaders. As such, in many respects this type of assessment differs considerably from traditional forms of assessment such as examinations or coursework, although some of the skills in terms of presentation, addressing a specific task and analysis can be employed in other assessments on other modules.

Secondly, to add authenticity to the assessment and encourage student engagement, several additional teaching materials were created specifically for the module. A bespoke website for the fictional law firm was created using *Weebly*; a free and user-friendly website which allows users to design and build new content for custom-built websites. This website reflects real-world practice, and features a fictional board of directors, client testimonials and the legal services offered by the firm. A series of newsletters was also created via *Microsoft Publisher*, which outlined

the fictional firm's latest activities, information about the firm's casework, as well as key tips about employability and job applications. These materials were relatively straightforward and quick to produce, simply requiring creativity, some basic experience at content management systems and *Microsoft Publisher*, and knowledge about the legal sector and employability. For this last aspect, the input of the Law School's Employment Personal Tutor was particularly valuable.

Thirdly, to further encourage student engagement and appreciation for the purpose of the module, prizes were offered for the best student submissions. The best five job applications, based upon the best cover letters and responses to the competency questions (Parts 1 and 2 of the assessment), were awarded Waterstones gift vouchers. The ten best case notes (Part 3 of the assessment) were published in a special edition of the *Coventry Law Journal*, which is edited by Dr Steve Foster. The winners were presented with their prizes (including a copy of the journal for the best case notes) in a second semester class, and the students' case notes were then included in the next issue of the Journal, which appears on Westlaw and thus provides the students with a recorded publication of their work.

Feedback:

Following these innovative and dynamic changes to the module structure, assessment and teaching materials, student satisfaction, engagement and appreciation for the module's purpose increased significantly. The increase in overall student satisfaction for the module has been particularly noticeable. In 2016-17, before the change of leadership and the module redesign, overall student satisfaction was 71%. Following the change of leadership and the module redesign, overall student satisfaction increased to 89% in 2017-18, which was replicated in 2018-19 again at 89%.

The new materials have been well received and appreciated by students and staff. This has been demonstrated by the high number of website "hits", with several hundred visits to the website in the peak period running up to the assessment deadline. The materials also received commendation from the Faculty's Associate Dean for Quality and Accreditation, Beverley Steventon. The materials were circulated in a Faculty Quality, Learning and Teaching (QuiLT) Committee for the benefit of all Schools. Lastly, the materials were particularly singled out and applauded by the external examiner for the module in the February 2019 Subject Assessment Board.

Strengths and weaknesses:

This case study demonstrates that authentic assessments and innovative teaching materials can greatly assist in the teaching and learning process, whilst also enhancing student satisfaction, engagement and appreciation.

Firstly, these materials enhance the digital fluency of staff and students, by producing and incorporating online materials into the assessment.

Secondly, the assessment embeds employability into the teaching and learning process, by requiring students to demonstrate that they can research a potential employer for the purpose of the assessment. The input of the Law School's Employment Personal Tutor was particularly valuable in this respect, as she was able to convey what is expected by employers in the current, increasingly competitive, job market.

Thirdly, as an authentic, business-engaged assessment model, this form of assessment is easily transferable and can be used in other disciplines. Whilst this particular assignment concerned an application to a fictitious law firm, it will be easy to design a similar brief and teaching materials for other subjects and disciplines. For example, a similar approach might be used for students applying to an accountancy firm, a newspaper publisher, or any other kind of internship.

Finally, students are given the opportunity to appreciate that personal, professional and employability skills are related to the skills required on their current legal studies, by addressing the specific task in hand, rather than writing in a general area. Additionally, the module assessment highlights the benefits of employing a clear and appropriate grammatical style in explaining their experiences and in providing legal examples. In that respect, the cover letter aspect of the assessment (Part 1) demonstrates the importance of attention to detail and good presentation.

In terms of weaknesses, some students are not persuaded of the benefits of the module and the assessment, and are sceptical of a module which does not solely test their legal knowledge. The number of these students is, happily, declining, and we have a further opportunity in year three to embed these basic skills, when the students are more aware of the need to achieve higher results.

Positive outcomes:

A particularly encouraging aspect of the module in both years was the overwhelmingly positive responses to the module evaluation question concerning the use of online learning environments to support learning. Furthermore, based on informal feedback from students in 2017-18 and 2018-19, it is clear that the opportunity for the best case notes (Part 3 of the assessment) to be published in the *Coventry Law Journal* has considerably enhanced student engagement and appreciation for the purpose of the module. This benefit does not simply apply to those students who receive prizes for the best case notes, but to the majority of students whose skills in dealing with case law is enhanced and which can be applied successfully in their other modules.

Additional Resources:

Coventry Law Journal (2018) *Special Issue: Student Case Notes* [online] available from <<https://login.westlaw.co.uk/>> [3 June 2019]

Coventry Law Journal (2019) *Special Issue: Student Case Notes* [online] available from <<https://login.westlaw.co.uk/>> [3 June 2019]

Foster, S. (2019) *Legal writing skills: A guide to writing essays and answering problem questions*. 5th edn. Harlow: Pearson

The custom-built website of the fictitious firm, which includes the three monthly newsletters, can be found at <https://beaverbrookandsonsltd.weebly.com/>.

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The authors would like to acknowledge the following: Susie Elliott, the Law School's Employment Personal Tutor, and the rest of the module teaching team. Thanks also go to Dr Jaswinder Kaur, the Law School's undergraduate course director, for her helpful comments on an earlier draft of this case study.

Key words: innovation, authentic assessment, employability, digital fluency, key skills, transferable skills

2.2

Title: Using live streaming to simulate real-world experiences for paramedic students

Author: Martin Robert Hilliard

Course: Paramedic Science FdSc, Faculty of Health and Life Sciences, Coventry University

Introduction:

In this case study I look at the implementation of live streaming technology during formative assessments to make patient assessment for paramedic students become more realistic by removing assessors from the room and leaving students with a service user. Live streaming the simulation to a nearby room has also allowed me to implement formative peer assessment, by allowing peers to assess students' patient assessment skills and give feedback on their performance.

This case study is mostly aimed to serve the university's Education Strategy pillar of *embedded employability*, as this helps to prepare student paramedics to attend to patients on their own. It also helps to develop their patient assessment and decision-making skills as well as preparing students to work autonomously and develop a range of soft skills. This will help them to be more confident as a practitioner when they enter employment.

Aims and rationale:

Often when conducting paramedic simulation, the main complaints from the students are that they do not feel that it is real enough and they feel pressured as they are being watched by an assessor/peers. Additionally, Thompson (2015) highlights that newly qualified paramedics often feel underprepared when going into employment as they will have had little opportunity to work autonomously. I wanted to look at how to break down barriers for this during university contact time by making scenarios as real as possible for the students. The aim of this is to give them the ability to work autonomously, making decisions based on their scenarios.

In addition to this I wanted to implement peer assessment. Boud & Falchikov (2007) explain that peer assessment can be extremely valuable in preparing learners to be lifelong reflective learners. In addition to this, Visvizi, Lytras and Daniela (2019) highlight that using peer assessment is a tool for learning that can help students to increase their knowledge and understanding regarding a subject by linking closely with self-assessment.

Before this case study, the faculty have run these scenarios with service users; however, students were in groups of four or five and one person would be the paramedic. They would then all circulate together and the student who was playing the part of the paramedic would have an audience to perform in front of and the assessors would only give informal comments at the end of each session. I aimed to look at ways to improve this by reducing pressure on students and add value during the session by having the opportunity to formatively peer assess. This, in turn, would help students to self-assess by benchmarking themselves against their peers.

Implementation:

In order to use live streaming, I liaised with the Health and Life Science Skills Technicians who had experience of using the inbuilt cameras inside the integrated houses. In order to do this, the technician set up an *Echo 360* live stream, where I could log on and stream the video content to a laptop as if it were a lesson. The laptops were placed in small interview rooms and each interview room and students who were observing were given copies of the marking criteria used in their summative assessments.

I also asked some of the Health and Life Science service users to come in to support with the session. Service users are individuals who do not have a health background but are able, real people willing to play the role of a patient and are employed by the university. The service users were given a brief and a script to follow. Heasip et al. (2018) explain the value of service users, highlighting that they are able to make situations more realistic and help to bring an element of care into the learning environment which may not have previously been possible. Using the service users also introduces the students to a person who has not been part of the teaching team and may have real medical conditions. This helps to add another element of realism. As Neveu and Pavoni (2018), report it helps students to develop their communication skills rapidly and helps them to develop professional relationships

Once I had got both the live streaming system and the service user ready I set up students in pairs or threes. One student would set themselves to be the attending paramedic and then the others would be the peer assessors in a different room. The students throughout the day would cycle through roles and scenarios to give them exposure to different situations and give them the opportunity to play both the paramedic and assessor.

There was only a small amount of additional time needed to prepare this session compared to running past sessions without live streaming. All that was required was an email to the skills technicians who arranged laptops and the streaming. Normally, without the use of technology, service users would be required for this session and students would work in large groups and have a far more passive role in assessing their peers.

The main logistical requirements were ensuring that students were given a timetable so that they knew which area to be in for each scenario and to give the facilitators a copy of timings so we did not overrun. Setting up this session was very easy as I liaised with the technicians as I normally would; however, we briefly encountered a problem as one of the laptops would not work. This caused a delay in the live streaming, which meant that for one assessment, it had to be conducted in the traditional manner where assessors were in the room.

Feedback:

Feedback was gained informally from the students via discussion both pre- and post-scenario. Students were asked what they thought of the live streaming and how they felt it might impact their performance.

Generally, the feedback from this session has been very positive. Initially, there were several students who expressed concern about performing on camera. However, these students were reassured when they realised that it would not be recording them, and it was just a live stream. Some of these students also were concerned that using cameras would make the scenario less realistic and add pressure to them practising. However, when these same students had the opportunity to play the role of the lead paramedic they appeared to stop worrying and eased into their assessment, giving them time to think about what they were doing and practice dealing with a patient in a more realistic manner.

After students had been able to take part in the scenarios the feedback was very positive. Students commented that they felt like no one was watching, which made it more realistic as they were doing the assessment with a patient they had never met before. They gave feedback regarding how much easier it was to relax into the role of a paramedic as they did not feel like they were being assessed. Furthermore, there were positive comments regarding the use of peer assessments and generally students' feedback expressed how they now had a better understanding of what the examiners were looking for when they were doing their assessments.

Staff who have taught on this module in the past and used versions of formative assessments where students go around in big groups had positive comments also. One member of staff thought that this was a good start and wanted to explore the possibility of using technology further to implement the use of live streaming within summative assessment. One of the lecturing team stated 'I thought on the whole the students engaged thoroughly and took it seriously as they saw more value to it as a realistic scenario.'

Strengths and weaknesses:

The strengths of this type of teaching have been around reducing pressure on students during formative assessments and giving them the opportunity to develop many soft skills as well as practice for their summative assessments. It has made the scenarios feel as real as possible for students without being in a clinical setting. It also supported the students in peer assessment. This aided them in benchmarking themselves against their peers and against the assessment criteria, which encouraged self-learning. This was an unintended benefit of this approach, but helped to develop students.

In the future, more time will be given to prepare the live streaming, to ensure that all the laptops are working correctly. After liaising with the skills technicians for future sessions, we aim to change the laptops to large screen TVs so that more students will be able to peer assess at one time. To make it even more realistic, earlier preparation of the service users will be beneficial, so that they feel entirely comfortable playing the part of the patient.

The limitation of this case study is that currently we cannot use it as a summative assessment, as we need an assessor in the room to give prompts if a service user is unsure, and we need to record the session on a separate device. This is perhaps a limitation of the software and discussions with the technicians have highlighted that there is different software available (not currently at the university) which allows for recording of the session as well as two-way communication through the laptop to the room. This would mean that assessors could feedback information if it had been missed, keeping the assessments more consistent.

A final limitation of using this type of teaching and learning comes from the way that we have designed our assessments in the paramedic team. We often hear from students that it does not feel realistic as they must verbalise what they need to do. For example, checking for dangers as they enter. This shows us that they have done it, but in a real-life scenario they would not be expected to verbalise this. Perhaps going forward we can look at ways to reduce this using video live streaming, making the student less reliant on looking at the assessor for answers regarding safety.

Positive outcomes:

The positive outcome for students from this case study is that the scenarios became more realistic, as students felt like they were not being watched. Heigl (2017) highlights that making scenarios more realistic makes them more immersive for the student and they gain more value from the training. This prepares the students and helps to develop their soft skills further.

Students were also able to take more ownership of their learning. Hattie (2012) explains that peer assessment helps to develop the objectivity required for self-assessment, and that students become actively involved in their learning.

The positive outcome for the staff from this case study is that it helps to place more ownership on the students to peer assess each other. Race (2013) highlights that assessments can be stressful for lecturers as they will need to have high levels of concentration for long periods of time. Using peer assessment through the medium of live streaming allows some of the pressure to be taken off. Morrison McGill (2017) also agrees, as he explains that being careful with the types of assessment used can help to reduce lecturers' workload and stress.

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Key words: paramedic simulation, live streaming, peer assessment

2.3

Title: Building undergraduate employability

Author: Catherine Skirrow

Courses: Business Management BA (Hons); Business Administration BA (Hons); International Business Management BA (Hons), Faculty of Business and Law, Coventry University

Introduction:

British universities have experienced increased pressure to develop their students' employability over recent years. Since 2017, the Teaching Excellence Framework (TEF 2019) has assessed the quality of an institution's teaching and learning, as well as the extent to which students achieve their desired outcomes upon graduation. Graduate outcomes are an important factor for many students in selecting a university, so institutions need to embed a focus on employability from the outset until 15 months beyond graduation. O'Leary's research (2017), found that there is a demand from students for employability support as part of their undergraduate experience, but that provision might need to be tailored to reflect the changing demographics of the student body.

Aims and rationale:

In 2015, Coventry University's School of Strategy and Leadership decided to embed employability skills within its business courses for all undergraduate students. Previously, some third-year students had taken an employability module, which gave them some standardised insights into beginning their graduate job search and preparing for selection activities. However, according to Burgoyne and Perren (2002), many graduate employers report that graduate recruits typically lack key competencies such as commercial awareness, team working, interpersonal skills, problem-solving and analytical thinking. Given that many of these skills are best learnt in the workplace (Mason, Williams and Cranmer 2009), the School developed a new approach to employability development, called Continuing Professional Development (CPD). The new programme sought to combine the development of the desired graduate competencies with advice and practical guidance focused on helping undergraduates to understand what employers look for, and on securing high-quality business placements. O'Leary's (2017) study indicates that students increasingly want an element of personalisation to be a feature of employability programmes.

Implementation:

Feedback from undergraduates indicated that students did not want a 'one-size-fits-all' approach to employability skills. Instead, they wanted to customise their CPD so that it reflected their circumstances, preferences and aspirations.

To ensure engagement with CPD, it was introduced as a compulsory module for all undergraduates within the School, requiring students to submit a reflective assignment showing that they had:

- undertaken activities to enable successful engagement in the global graduate job market, demonstrating a high level of competence in employability soft skills
- demonstrated the ability to take responsibility for their own professional career development
- critically reflected upon any work experiences, events and activities and how these have contributed to their personal career development

A menu of CPD activities was compiled, with students able to choose workshops on skills such as making presentations, CV writing, preparing for competency-based interviews and entrepreneurship. Each activity was assigned CPD points, and students were required to put together a portfolio of their activities demonstrating that a minimum number of CPD points had been achieved. As well as attending workshops, students could be credited with CPD points for undertaking paid or voluntary work experience, positions of responsibility or attending careers events of their choosing.

Students could book workshops and access guidance through the University's online learning platform, and colleagues with specialist expertise were brought in to present sessions.

Feedback:

Feedback on the CPD programme has been mixed. The School attracts a high number of overseas students, many of whom were slow to engage with the developmental aims of the programme, focusing instead on the need to gain the CPD points required for the assignment. Tutors observed that this resulted in many students attending sessions that were not relevant to their needs, which in turn had a negative impact on some activities, for examples those that relied on group interaction. Some students who were proactive in their job search, criticised the programme for making them repeat activities they were undertaking as a matter of course, without adding any value to their development.

Examples of positive feedback include the following:

'Good lecturers.'

'Quality learning.'

'Practical knowledge.'

'I like the way we don't have to book classes anymore to get points that helps a lot. The tutors are quite helpful. It is very convenient.'

Negative comments were:

'Not having a different teacher for every session. Hard to build a 1-to-1 relationship with a teacher that way.'

'Not doing a placement so the whole module is a waste of time. The core modules are boring and repetitive.'

Strengths and Weaknesses:

The key strength of the CPD programme is that it encourages students to think about their employability from day one of their course. Their awareness of the competencies required by graduate employers is raised, and as they undertake the activities on offer, they reflect on their own strengths and areas for development in relation to those competencies. Many students reported that the programme has helped them to understand why they were failing to progress through the selection processes used by many graduate employers, e.g. numerical reasoning tests. The CPD programme provides an opportunity to practice skills and for students to be signposted to further sources of guidance. However, many overseas students in particular, do not see the relevance of the programme for their circumstances, particularly if they plan to return home to join the family business or if an overseas employer already sponsors their degree. Chinese students surveyed as part of research into perceptions of graduate employability (Huang, Turner and Chen 2018), intended overwhelmingly to establish graduate careers in China, so a programme focused on gaining UK work experience might have limited relevance for them. Some students reported that the sessions were repetitive, whilst others found the choice of options confusing and struggled to organise themselves. Huang, Turner and Chen (2018) reported that the Chinese students in their sample preferred a structured approach to employability provision, rather than having the autonomy to shape their own programme. Analysis of the students' career plans from their assignments reveals that fewer students overall intend to pursue a traditional graduate career path, with an increasing number stating that they intend to run their own business or develop a flexible portfolio career.

Finally, take-up of the opportunity to spend the third year on a business placement has been steadily reducing to an all-time low of 2.6% of second-year students by March 2019, which perhaps reflects the shift to a majority of international students in the cohort. These factors have implications for how the CPD programme will be shaped for future cohorts.

Positive Outcomes:

As a result of the feedback from students, a hybrid approach was adopted for the most recent iteration of the CPD programme. Students had core CPD seminars timetabled alongside their academic modules, an approach which retained the focus on the programme's core aims of raising awareness of employers' requirements and building the basic skills needed for success in selection processes. Alongside the core programme, students could choose from a menu of optional activities, which included some designed specifically for overseas students. Students welcomed the balance of structure and choice, and the intention is to build on this by reviewing both the core and optional offering to better reflect the demographic and preferences of the student body.

In addition, a pilot programme was launched for a small cohort of first-year students with the aim of developing entrepreneurship skills. Small teams were given a fixed budget to create a business plan for products or services that would be sold at a charity fair event. The students were supported to develop skills in project planning, budgeting and marketing, for example, but the onus was on them to work together to achieve a profit for their chosen charity. This pilot will be extended to a larger cohort and the CPD team is looking at utilising existing business simulation technologies to extend opportunities for students to develop entrepreneurial skills and build commercial awareness.

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Key words: CPD, continuing professional development, employability, entrepreneurship, work placements

2.4

Title: ‘Making learning real’ – Bringing the theoretical into practice and building competence through confidence

Authors: Yasmin Stefanov-King and Elaine Altuccini

Course: Early Childhood Development & Learning BA (Hons) and Primary Education & Teaching Studies BA (Hons), CU Scarborough

Introduction:

In September 2016, Coventry University Scarborough opened its doors to students having been operating from temporary accommodation for the previous academic year. This meant that we were working out of purpose-built premises and within a team who welcome and encourage innovative ways of delivering the curriculum.

Our students have often entered Higher Education through non-traditional routes and so we have a range of abilities and experiences, from the student who has worked as a teaching assistant to the student who has never worked with children. We recognised that these students need different support and input and that they had something to teach one another too. This obviously impacted our ethos of experiential learning - students are allowed to acquire and apply knowledge in a ‘hands-on’ way and in a relevant environment: via a ‘direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it,’ (Borzak 1981: 9).

Kolb and Fry (1975) suggest that the learning cycle can begin at any one of the four points in the spiral of applying, reflecting, experiencing and generalising in order to embed learning and encourage reflection and future improvement. We are providing students with a prime environment for this reflective spiral to take place, thereby ensuring that our students are encouraged to become reflective learners and practitioners, right from the start of their course, which can only benefit the children with whom they will work.

As an institution we recognise the value of Informal learning, as Leadbetter states ‘The point of education should not be to inculcate a body of knowledge, but to develop capabilities: the basic ones of literacy and numeracy as well as the capability to act responsibly towards others, to take initiative and to work creatively and collaboratively.’ (Leadbeater 2000: 111)

We developed the Stay and Play sessions as a means of developing the student’s capabilities outside of the academic learning one would expect. They were developing the capability of being a practitioner by applying theory to practice and witnessing the benefits of the play activities they developed on the children. It was not ‘in theory’; it was making learning real whilst also developing the skills needed for the Early Years workplace of team collaboration.

Aims and rationale:

All Qualified Teacher Status programmes and the majority of Early Years undergraduate programmes involve students going out on placements where they are expected to carry out a range of assessed tasks. These placements are an essential part of their training and provide valuable skills and experience, however they may also be highly stressful with students expected to go into new environments where they often take on an increasingly professional role, when they may have little or no experience. Often they are working in small groups of two or three in settings that are new to them.

For the settings too, there is a pressure in terms of having a new adult on site who may be fabulous, but equally may need a high level of support. The pressure on the student and on the placement company, which agrees to take them, is intense. Coventry University Scarborough took the radical approach and turned the whole experience on its head; instead of students going out into the community, initially the community was brought into the university.

Having both worked extensively with students in Higher Education who are attending placements for their courses, we recognised that the placement experience could be improved for both our students and the placement settings by the students having some practical experience of working with children and families before attending placement, and that the very experience of going on placement was a concern to students.

Research has found that on entering placements students struggle in two key areas ‘entering an unfamiliar place’ – both literally in learning the routines, and in terms of feeling out of their depth; and in ‘finding their voice’ – feeling confident enough to make an impact on the practice and activities in the setting, causing a feeling of a lack of authenticity as a practitioner. Taylor (2013) asserts that student educators should recognise these troublesome aspects of placement, and that traditional ‘teaching’ around placements could be improved.

Once in the classroom the reality for early years students is that play-based framework is sidelined by the ‘top-down’ pressure of regulatory demands, even in the early years, causing dissonance and disappointment for the student (Rose and Rogers 2012). We thought that the real, practical experience of planning and facilitating play for young children would enhance our students confidence in their ability to interact with children and parents and develop their own understanding of the benefits of a play-based pedagogy, ensuring students were well prepared for their placements which would bring positives to all stakeholders.

Musgrave and Stobbs (2015) advocate the importance of pre-placement visits in order to prepare students for the placement experience, but we wanted to go one step further and bring those into the students’ familiar environment, helping to alleviate one of the main students concerns – that of practicing in an unfamiliar environment. We aimed to discover whether introducing student early years’ practitioners to children in their familiar university environment enabled more successful transitions and outcomes in their work placements, with the natural knock-on effect of better experiences for the children students are working with. The unique experiential learning environment of CU Scarborough, with its excellent spaces and positive ethos allowed us to develop the idea of Stay and Play on the premises.

Implementation:

The key point was in persuading the organisation. This was a brand new campus, the doors of which had literally opened only weeks before the first Stay and Play delivery. The idea of then inviting dozens of small children on site to paint, eat, play with gloop and generally have a good time could have been rejected. Our senior management team may have felt some trepidation in encouraging this but recognised the potential benefits of Stay and Play to our students and the benefits it would bring to the local community. In addition of course the sessions would bring people on site who otherwise may not have been aware of the university.

Persuading the students:

Students had the concept of Stay and Play explained to them in the first week of their course with the idea being that each session would be focused on a children’s book around which they had to plan linked activities as well as thinking of core resources, risk assessments and healthy snacks. After only three weeks at university the first stay and play session was held.

Persuading the families:

For the community, Scarborough is an area of deprivation: According to data from The Department for Communities and Local Government in 2015 “Scarborough district has 17 ‘Lower Super Output Areas’ – areas which are within the most deprived 20% in England in the Index of Multiple Deprivation 2015”. These indices measure data regarding aspects of Income; Employment; Health; Education; Barriers to Housing and Services; Crime; and Living Environment. Children’s educational progress is such that the Government announced in 2016 that Scarborough was one of the Governments ‘opportunity areas’ to ‘promote social mobility’ and to raise aspirations for young children’s education later on (BBC, 2016)

Sessions were planned with the aim of not clashing with existing stay and play groups in the town, and were made open to all – parents, carers, childminders, and settings. Students used social media to source activities and initial advertising of the sessions went out through the university Facebook and via local parenting pages. The first session attracted 18 children. The most recent session was attended by 45 children along with their accompanying adults.

Feedback:

Feedback from students has been very positive with one stating:

‘The stay and play sessions have been extremely useful both in and out of placement. It has supplied me with a multitude of different ideas that I can now take with me on my placements, helping me to see how what we learn in lessons can be put into practice,’ second-year student

However, as we have stated, it is not just about the student experience, but about community engagement too, and this has been equally positive, with people from the community contacting the university directly to ask when the sessions will be starting again as the new academic year gets underway.

‘The university Stay and Play session offered a plethora of well thought through, themed activities which thoroughly entertained the participating children,’ child minder

‘Stay and play has offered a friendly, relaxed environment for parents to attend with their young children. The students offer exciting activities and always have a wonderful theme to the sessions,’ new mum

‘I have attended stay and play on a couple of occasions and found it a lovely friendly relaxed atmosphere with some lovely interesting activities for children and a great group of women,’ new mum

Strengths and weaknesses:

It supports better pedagogical practice - the immediate strength of the concept is the way in which it impacts upon students' ability to facilitate play on placement and their practical understanding of the importance of play to the child's development and to their understanding of the world around them. It has enabled them to ensure that the facilitation of play activities is central to their practice, both on placement and in their later careers as they have first-hand understanding of the importance of play very early in their student experience and this understanding is central to all their learning as students and beyond.

Students have had the chance to reflect on their practice in order to improve - whilst on placement we ask students to reflect on their practice which is a skill which comes more readily to some people than others. However, the Stay and Play sessions provide an opportunity for discussion between students regarding what went well and what could be improved, and what they would do differently if they carried out similar activities again. This group reflective process has been a useful tool for further individual reflection.

They have experienced play from a child's eye-view - students have experienced steep learning curves and have been able to see certain activities from the child's point of view. For example, a water based activity that was well planned and executed but which students had not expected to be so popular or used by children in such diverse ways. This activity showed the students that what they planned and expected was not always what the children used the equipment for – and that this was okay and to be encouraged.

The children showed the students true creative thinking - for example, bobbing green eggs ended up in a situation where children stood, splashed and sat in the water and students had their thinking stretched in order to ensure child participants could access the activity safely and were made to consider water based activities for the future – in practical terms of more towels and spare clothes but also through an understanding of what an adventure water play is for children and how it supports the child's natural desire to play. They recognised that however good their plan might be, children will develop their own plan and the practitioner is there to support this.

Students went into their placements having had this learning in a safe and supportive environment rather than at a setting where they might have felt less confident in dealing with the unexpected use of the water tray!

Positive outcomes:

Students reported they approached their placements more confidently and with an improved understanding of how to design and facilitate enriching play activities. Stay and Play has proved to be a beneficial initiative for many stakeholders, as well as our students:

Students - were ready to go on placement as the Stay and Play sessions increased confidence and competence amongst students as they went into placement. This is important, as students who are confident in planning and facilitating enriching play experiences are likely to achieve more successful outcomes personally and for children both during their work placements and beyond.

Parents - we know that being the parent of a young child can be isolating, and is one of the causes of postnatal depression (Robertson et al 2003) and that entertaining a young child can be a tough job. Parents and carers in the local area have been able to come and attend, knowing that there are committed and enthusiastic students entertaining their children in a safe environment. There is a benefit here to both parties; a reciprocal learning relationship between students and parents.

Placement settings - settings take on students in the belief that they will enhance the provision in the setting. Settings put a lot of effort into supporting students and as an organisation, CU Scarborough has a responsibility to send our students out to settings the best that they can be.

Lecturing staff - we have been able to observe our students interactions with children and families and feel confident that we are sending well-prepared students who will be an asset to their placements. We can also assess if and where we might have to revisit learning with the students

The university – the Stay and Play sessions have been an innovative way to get new people through the door, it's great for our external relations and we are widening participation in a Higher Education cold-spot.

Obviously, and most importantly, our students have been able to bring benefits to the children in their care by developing, supporting and enhancing their play and learning experiences, both during their placement and when they enter the world of work.

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Key words: Practitioner competence, developing practice, community involvement, Building confidence

2.5

Title: Enhancing students' employability skills using industry guest lectures: a collaborative teaching approach

Author: Alexandre Metreveli

Course: Global Logistics Management final year module, Business Management BA (Hons) and International Business Management BA (Hons), School of Strategy and Leadership, Faculty of Business and Law, Coventry University

Introduction:

As Suleman (2017) observes, an increasing amount of scientific literature reflects that Higher Education Institutions (HEIs) are under strong pressure to produce 'work-ready' graduates. Not surprisingly, as Spence and Hyams-Ssekasi (2015) mention, growing numbers of HEIs include employability orientation in their corporate strategy and performance measures. Hence, "universities are increasingly moving away from the tradition of mainly producing and transmitting academic knowledge and are putting emphasis on skills development for employability" (Maclean and Pavlova 2011: 321). In a similar vein, the *embedded employability* pillar of the Coventry University Group Education Strategy (2015-2021) focuses on equipping students with necessary competences to thrive in an increasingly competitive graduate job market climate. Considering such goals, this case study explores the effectiveness of lectures developed and delivered jointly with industry guest speakers, thereby enhancing the students' applied knowledge and skills relevant to logistics and supply chain management fields. This teaching method was applied to the final year undergraduate students on Semester 2 of the academic year 2017-2018.

Aims and rationale:

The 'Global Logistics Management' module evaluation questionnaire (MEQs) in 2016-17, along with informal surveys by the module leader, revealed that students valued having up-to-date examples from logistics and supply chain business practices during their lectures. They also expressed a great interest in complementing the lectures with invited industry guest speakers. The author (being the module leader, lecturer and seminar tutor) rationalised such requests from the students with the Coventry University Group Education Strategy (2015-2021) in which some of the core statements related with *embedded employability* are presented in Table 1. As can be implied from this table, embracing the real-world professional requirements and experiences in the Higher Education teaching and learning practices is considered plausible for developing employable graduates:

"Collaboration and partnership with employers imply a shared responsibility for our students. This can be achieved through continuous engagement throughout the student and course lifecycles" (p. 5).
"A key component of experiential learning across many professions is the inclusion of practice education. Course teams can support students to extend their knowledge, skills, experience and attitudes through professional practice" (p. 5).
"Our [Coventry University] students can expect: (...) Embedded employability skills and 'real world' opportunities" (p. 14).
"Our staff will be expected to: (...) "Remain up to date with current professional practice (...) Engage with local, international and professional communities to enhance teaching" (p. 14).

Table 1. Coventry University Group Education Strategy (2015-2021) statements related to *embedded employability*.

For HEIs to enhance student employability, Helyer and Lee (2014) suggest arranging placements and internships for students. However, Coventry University aims to "fully utilise professional experts to support student education and provide different and exciting collaborations and opportunities beyond placement and internships" (Coventry University Group Education Strategy 2015-2021: 5). Therefore, the module leader followed the suggestion of Van Hoek, Godsell and Harrison (2011) that industry guest lectures can be an effective mechanism for supply chain discipline related students to capture useful industry insights and practical job-related realities.

To avoid irrelevance of guest lectures to learning outcomes of the module and maintain academic rigour of the classes, the author decided to collaboratively prepare and co-deliver lectures with the relevant guest lecturers for three sessions. This warranted the natural accommodation of knowledge exchange between practice and theory for the benefits of students' employability (Van Hoek et al. 2011). This method of lecture co-delivery was to enhance students' employability qualities. Besides that, this case study contributes to filling the gap noted by Minocha, Hristov and Reynolds (2017: 235) that "the employer-university interaction theme in the literature is not sufficiently addressed in UK Higher Education practice".

In light of the above, the aim of the collaborative lecture preparations and co-deliveries by industry guest speakers and the academic was to contribute to the students' employability related learning experiences and outcomes. To achieve this aim, the following objectives were set:

- Expose students to the latest developments in industry practices and applicability of theory in those through applied case studies and real business problem-solving
- Richness of knowledge through gaining multiple views and developing critical acumen of the subject by triangulated discussions of a subject topic among guest lecturer, the academic and the students;
- Students gaining interest in the subject and towards learning by better understanding practical value of their studies through the collaborative lectures;
- Making students 'business ready' so they are able to solve complex real-world problems;
- Students gaining improved awareness about various job roles, complexities associated with securing those and the ways of achieving excellent on-the-job performance.

The applied collaboration focused on the suggestion of Rufai, Rahim Bin and Abdullah Bin Mat (2015: 42) that a target for the teaching would be, "... work-based and skill experience oriented, that can encourage students in Higher Education to think about work place learning more explicitly and reflectively, that will in turn help them to develop a broad range of knowledge, skills, attitudes, and values, each of which ultimately contribute in some manner to graduate employability".

Implementation:

In the first instance, the topics for the collaborative lectures were selected based on several factors. First, the author referred to the Module Information Directory (MID) and selected topics from the indicative contents. He then discussed these with the students, academic colleagues teaching logistics and supply chain management, the employment tutor, management members of related courses and business practitioners. Once topics were chosen, the module leader began searching for competent potential guest lecturers with the willingness to support the co-lecturing initiative in the targeted topics. To bring a variety of perspectives (see Van Hoek et al. 2011), the following UK-based guest lecturers joined the initiative:

- Senior manager at a multinational logistics provider company (MLPC);
- Mid-level manager (who was also Coventry University postgraduate student) working for a publishing institution with global logistics and supply chain operations (PIGLSCO);
- Entry-level manager (who was also Coventry University former student) employed at a multinational logistics provider and retailer company (MLPRC).

Despite their busy schedule, the industry professionals committed time and effort to undertake this collaborative endeavour between academia and industry. The author collaborated with each of the guest lecturers, sharing with them the learning outcomes of each lecture, as well as the interests and general level of expertise of the students. The co-delivery session contents and plans were negotiated. While the lecturer focused on covering theoretical and some practical aspects of the topic, each of the guest lecturers prepared recent and ongoing business examples from their company practices and complementary employability advices. After the presentation slides were ready, these were shared with the students several days before corresponding sessions. Using a flipped learning approach (e.g., see Bechter and Swierczek 2017), the students were asked to familiarise themselves with the contents and pose questions related to the topics in preparation for the sessions.

The lecture co-delivery focused on interchangeable speaking and discussions by the lecturer and the guest lecturer on the related topics. Students were given the opportunity to ask questions and engage in discussions with the lecturer, guest lecturer and each other. Each of the sessions were finalised by collecting qualitative and quantitative questionnaires from the students. Notably, the session with MLPC was attended by the Coventry University School of Strategy and Leadership (SSL) colleague, as well as 2 postgraduate students on a related module (Transportation and Distribution Management). The feedback from these additional attendees were also collected. The author has analysed the feedback from the corresponding participants with the purpose of evaluating the effectiveness and potential improvement areas of this innovative addition to teaching. Furthermore, qualitative feedback from Global Logistics Management Module Evaluation Questionnaire on the corresponding cohort (semester 2 of 2017-2018) was also analysed to draw additional insights for the same purpose.

Feedback:

The feedback from the participating students on the collaborative lectures were collected by questionnaire, which included both quantitative and qualitative questions. These demonstrated that the learning outcomes were best achieved by co-delivering lectures with alumni and senior manager speakers. In line with quantitative feedback, the qualitative feedback (see examples in Table 2) also demonstrated that the students found these collaborative sessions engaging, as well as beneficial for enhancing their theoretical and applied knowledge, interest in the session contents, and employability. In a similar vein, the attending postgraduate students at the collaborative session with the MLPC guest lecturer assessed the session as “very dynamic, interactive and interesting...” with the “diversity of theories and practical examples, engagement and enthusiasm of the speakers...”.

In addition, 68% of students listed collaborative lectures amongst the top three ‘good things’ in the module. This further justifies the desirability of utilising this approach in module teaching. Likewise, a senior lecturer who observed the collaborative lecture delivery with MLPC, commented: “This is a very useful approach to teaching as it brings up-to-date industry experience and employability skills to the students. It also will allow staff to understand industry needs better and adapt the curriculum and teaching activities accordingly”.

MLPRC	<p>“Great real-life business examples on MLPRC were provided”.</p> <p>“Listening to someone with current experience makes learning interesting and engaging”.</p>
MLPC	<p>“Amount of knowledge, experience and enthusiasm of the lecturer and the MLPC guest lecturer, with interesting delivery and cooperation between them”.</p> <p>“Understanding the challenges in the industry and solutions on real-life examples”.</p> <p>“Really positive and engaging guest speaker; great mix of theory and practice from the collaborative lecture”.</p> <p>“Learning about employment opportunities and helpful hints when applying for logistics jobs”.</p>
PIGLSCO	<p>“Understanding logistics and supply chain management KPIs from theoretical and practical viewpoints in great details”.</p> <p>“Going back and forth between each lecturer was good”.</p> <p>“Mix of theory and applications”.</p> <p>“Gives more knowledge than in ordinary lectures”.</p>

Table 2. Example qualitative feedback by module students

Despite the overall positive feedback on the tested method of teaching, of the five per cent of students who did not find the collaborative lecture with MLPRC interesting could also indicate student preferences in terms of learning styles. Therefore, the tested lecture co-delivery should not be the only method of teaching. Furthermore, the qualitative feedback showed some areas for improvements which the collaborative sessions could benefit from. The ones mentioned by students could be summarised into following:

- Better student engagement would be desired;
- Too much content to cover during a 2-hour lecture;
- Sufficient time needs to be allowed after the session for questions and answers, as well as networking with the guest lecturer.

Therefore, improving the methods of student engagement, while slightly reducing the volume of content and session delivery time, would allow for more face-to-face interaction with the guest lecturers.

Strengths and weaknesses:

The collaborative lectures effectively contributed to the intent of giving students both academic rigour and practical applicability. Merging the expertise from both contemporary business practice and theoretical perspectives increased the relevance of the sessions for the learners. Moreover, the co-involvement of the lecturer during the sessions allowed those to be more student-centric and meet the intended learning outcomes. Having guest lecturers from different organisations met the students’ diverse career goals and learning interests. In addition, this gave students direct in-depth practical insights from the industry in the classroom.

As an innovative method of teaching, it bore some risk that it may not effectively capture the interest of all the students and this requires careful preparation. Organising and holding such sessions requires time for planning, preparation and delivery. Also, compared with the lecture led only by the academic, the involvement of the industry practitioners with corresponding teaching materials resulted into too much lecture content and decreased control on the pace of the class activities and progress.

Despite its overall effectiveness, the collaborative lecture delivery performance could benefit by following actions:

1. Involve the same industry speakers in forthcoming academic years to reduce the required time and effort for preparation;
2. Continue integrating previously collected feedback from students on the collaborative lectures, as well as rehearse with the industry guest lecturers in advance with a few students for additional feedback;
3. Survey industry guest lecturers after the sessions to capture areas for further development from the practitioners' point of view.

Positive outcomes:

The collaborative lectures can be seen to be an effective mechanism in enhancing the employability of students through knowledge, skills, attitudes, and values. From collected feedback and personal observation by the author, it is apparent that this method brings numerous advantages to the students, as listed in Table 3. In addition, it can be replicated in other academic modules as well, especially if the above-mentioned limitations are addressed and the recommendations implemented.

Exposure to important live information in class;
Opportunity to do active research about industry practices on the spot;
Better equip students to effectively apply theory to business practices;
Through learning from industry leaders, students can be better inspired to study harder for a successful career;
Understanding multiple job roles, related tasks and working processes in a business industry;
Expanding knowledge about graduate career opportunities and tips;
Provoke students' attention and engagement by offering a contrast to other teaching methods;
Provide possibilities to develop the students' professional networks;
Show how companies care about this (Corporate Social Responsibility), thus inspiring the students to be responsible graduates and leaders.

Table 3. Positive outcomes of collaborative teaching for students

To sum up, as the observations and feedback on collaborative lecture delivery demonstrates, students find this engaging, informative and inspiring for their learning and development of employability skills. Interaction and knowledge exchange with industry guest lecturers can advance an academic's capacity to keep up-to-date with industrial developments, suitability of theory to business practice, and employability trends and skill requirements on the job market (Rufai et al. 2015).

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Key words: Employability, Higher Education, Students, Graduates, Collaborative Lecture Delivery, Merging Theory with Practice, Academic Lecturer, Business Practitioner Guest Lecturer

2.6

Title: Taking social media beyond the ‘social’ and into digital business employability for undergraduate students

Author: Vani Aul

Course: Business and Marketing BA (Hons), School of Marketing and Management, Faculty of Business and Law, Coventry University

Introduction:

This case study centres on the Digital Business module to second-year undergraduate students and aims to build students’ knowledge on how digital businesses capitalise on existing internet marketing opportunities to sell online and enhance their brands.

In 2017, e-commerce sales reached more than £145bn, representing an increase of over £40bn since 2012 (Statista 2019). It reflects an exponential growth of digital businesses and subsequently, there is a solid demand for digitally fluent graduates who carry the specific skills and knowledge needed to supply a burgeoning employment market, which demands competencies across internet landscapes, particularly within digital marketing.

Aims and Rationale:

To integrate employability skills effectively, the learning materials used in teaching were oriented towards achieving three sub-pillars of:

- a) Professional exposure
- b) Mentoring
- c) Preparedness of the students for these specific employment markets

These sub-pillars aimed to familiarise students with the techniques used in the sector to enhance their ability to seamlessly transition from the academic arena into the professional world.

Implementation:

This module is taught to second-year undergraduate students. The third year of their study journey includes an option for a placement year, where these students could be potentially working on internships in a professional organisation.

The primary aim of this module is to expose students to progressive digital marketing industry norms to increase their potential likelihood of being employed by a professional organisation on graduation. Digital marketing agencies prefer hiring graduates with a familiarity of this trade. Subject to their capabilities, there is every chance that they can complete an internship during their sandwich year, which will increase their eligibility for a permanent job after graduating.

The background knowledge of digital marketing was provided by designing lecture learning materials to introduce industry techniques prevalent for social media, search engines and mobile applications. The creation of learning materials was inspired by the professional resource of *Google Digital Garage* (GDG). This contains resources for training the digital marketing novice and is freely accessible to anyone with a *Google* account. It also provides digital marketing certification recognised by the professional world. In particular, students can work on improving their digital skills in terms of using search engine optimisation, using data analytics; mobile phone apps and using social media for marketing purposes. Students can work through topics during a module and there are tutorial videos on GDG that can be blended with other module learning materials.

In order to provide similar professional exposure and enhance employability prospects, techniques listed in *Google Digital Garage* as well as additional topics, were covered in this module. The learning material of this module was benchmarked against *Google Digital Garage*.

During seminars, a constructivist and active learning approach was deployed with scaffolding instruction. Students investigated the implementation of digital marketing techniques by a digital business, which not only enabled them to understand digital marketing techniques but incrementally built their knowledge for working on their assessment. For example, students investigating the marketing techniques of the company, *Pretty Little Thing* (2019) would consider its digital footprint, as outlined below:

Pretty Little Thing is established on social media platforms of Facebook, Twitter, Instagram, and YouTube. It has 10.6m Instagram followers, 1 million likes on Facebook, 286K followers on Twitter and 10,921 YouTube subscribers.

It is widely accessible through many social media sites, and easily found by search engines such as Google and Bing, having their own Wikipedia page, and verified accounts. Though their only market place is their own website, their social pages are used to raise awareness, communicate branding and keep good customer relations.

All the knowledge outlined in the *Pretty Little Thing* digital footprint above, requires students to understand not just the usage of digital media, but also how to analyse it for branding and marketing gain. GDG gives students guidance on how to do this and it was incorporated in the module to help scaffold information leading to formative and summative assessments.

Generally, all the module materials used were in the context of establishing and enhancing the visibility of a business on the internet. This knowledge is core for establishing and enhancing the online visibility of a digital business. To actively engage the students, quizzes were incorporated at regular intervals to check students' understanding of the covered concepts. Contextual questions were asked for students to retrieve and recall information based on their understanding.

The period of using GDG spanned across the eleven-week duration of the module and the logistic requirements included the usage of a computer with good internet connectivity, which was provisioned by Coventry University's Digicomm Lab.

Feedback:

The prime intention of delivering the module was to provide exposure to the concept of evolution of a digital business and to equip students with the eligibility for interning at a digital agency.

Students:

'Overall I am satisfied with the course and I can see myself have a great idea to apply on my business plan and also a great preparation for internship or placement'

'I have learnt the techniques that I would apply in my future business.'

'Found a great interest for digital marketing because I have learnt how much impact it has on today's brands.'

'I have a more in-depth knowledge now, and I know that how should I use it in a business. I can see those channels with a different eye now.'

'Learnt a lot of information that I am currently applying to my start-up.'

'Great module to learn about online marketing.'

'I have learnt a lot about different engagement tools and enhancing online platforms such as apps, social media websites and search engines.'

'SEO was interesting to learn.'

'I have learnt how to use digital marketing to boost up a company's sales and how to attract consumer by using social media platform.'

'I love this course.'

'Very important course.'

'Overall I am satisfied that I have learned the use of Google Search Console to check the website's performance and the keywords relevant for enhancing Google search results. And the combination of organic and paid search results to enhance the online presence of a company which serves the core purpose of this module.'

'I have learnt different techniques such as SEO and adverts.'

Strengths and weaknesses:

It was gratifying to witness the gradual development of students' interest in studying the module as they became aware of the scope of professional application of the concepts covered. However, for the next iteration, we would include some hands-on activities where students are required to use the techniques in addition to investigating how the implementation of social media works. It would enable them to gain professional experience in a classroom environment.

The major issue to take into account was the limited exposure of students to commercial applications of existing digital channels. However, such a limitation is considered normal at their academic level and discipline of study. Nevertheless, at an advanced level, more intense material could have been covered, thus making them eligible to enter the job market with a higher skill set, as opposed to entry level.

Positive outcomes:

The module leader was able to disseminate (at a high level) the knowledge created during her doctoral research. Given the implications of graduates or students' employability in Higher Education, it was a win-win situation for both staff and students.

From the students' perspective, they were intrigued into learning about this profession, which would ultimately benefit them by opening up further business-related career opportunities.

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Keywords:

Digital business module, e-commerce business module, search engines marketing module, social media marketing module, business mobile application module, digital channels module

Part 3: Creativity and enterprise

3.1

Title: Embedding integrated simulated and mixed reality digital environments to teaching, learning and assessment in occupational therapy

Authors: Darren Awang, Emma Rose, Sean Graham, Mike Morgan

Course: 'Advancing Practice: Design for living' module, Occupational Therapy BSc (Hons), School of Nursing, Midwifery and Health, Faculty of Health and Life Sciences, Coventry University

Introduction:

This study focusses on how real-world issues presented by 'real' people in a realistic setting provide the backdrop to this unique module. It embodies the culmination of several years of research, development and refinement by committed teaching staff and talented learning technologists who have had as much fun with its design along the way as students have in experiencing it today. The achievements of the 'ARCH' (Augmented Reality in the Community Homes) project have created a framework for Mixed Realities (MR) learning for use in other contexts and subject areas to support a real-world emphasis with virtual world enhancements.

As this technology becomes more ubiquitous, we are at the global forefront of creating and delivering new and exciting learning experiences that are shaping students' future expectations. The innovative learning-oriented assessment approach and emphasis on high-quality feedback/forward strategies provide transformational learning that is embraced by students preparing for employment. Students gain a truly inspirational and authentic deep learning experience that seamlessly integrates cutting-edge technology epitomising 'the Coventry Way'.

Aims and rationale:

'Design for living' is a specialist Level 6 occupational therapy option module. It uses an enquiry-based approach over six weeks to encourage students to learn actively in teams to assess for, design and plan an inclusively designed home with relevant technological solutions suitable for real people. It comprises an initial three-day block and plenary day before assessment.

Implementation:

Augmented reality (AR) learning environment and learning materials were conceived, designed, evaluated and implemented by the 'ARCH' team over several years. Volunteers (including disabled people and carers) are interviewed by students within the Community Homes regarding the environmental/technological barriers they face.

Students research and design a new home for the volunteers. This is underpinned by universal design, Occupational Therapy (OT) theory, evidence and national building regulations, and best practices design guidance. Student designs, rationales and technological solutions are presented to the volunteers at the plenary offering students' additional formative feedback before submission.

Innovation/digital fluency experiences:

Students master design skills using *Idapt Planning* – an industry standard digital tool used in social services, home adaptation and home improvement agencies.

Within the Community Homes, students undertake:

- Access audits to practice home design assessment skills to critique accessibility and technological features.
- A simulated Virtual Reality (VR - *Oculus Rift*) 'living with dementia' experiential learning opportunity is provided
- Two augmented reality (Project ARCH) learning experiences using *Lenovo* AR mobile devices:
 - An AR 'tour' of the homes to explore and interact with a variety of assistive technologies
 - An AR problem/challenge-based case study learning experience using a digital character that students communicate with

This highly interactive and technologically enhanced learning experience is valued by students and external volunteers who support our innovative learning approach.

Feedback:

'Enthusiastic and fun tutors.'

'Creative concept of design.'

'Excellent use of external guests.'

'It is interactive... and fun, incorporating different environments and the different learning styles. Opportunities were given to work with real-life case studies and use technology within the Occupational Therapy house.'

'The module is what you put in too, so it allows you to be as creative as you want to be.'

'The lecturers on this module are very passionate about the module which only increases engagement and fun when learning the theory side of design for living.'

Strengths and weaknesses:

Despite the occasional technological glitch with the technology students were fully immersed in the AR and VR learning experiences which added value by providing another layer to experiential learning. The AR and VR were embedded to enable students to better understand a dementia experience and how new technologies might or might not support people with dementia and their carers. It was also fun - a key ingredient to the learning process.

Critical to the module's success was the authentic approach to learning. Students worked with real people who experienced real disadvantages in the attitudes and environments they faced in society. Students valued this interaction with people. It brought the learning that they would usually acquire during external student placements (e.g. in a hospital or community setting) into the university environment. The plenary at the end of the module was *relevant* to students as they could demonstrate their achievements to the volunteers in considering the design of a new home and relevant technology solutions to meet their current and future needs. In addition students received critical formative feedback which could feed into their subsequent assignment submission and reflections. An area that requires further technological development is the expansion of the personas (case studies) to offer additional personas with other medical conditions and different social circumstances alongside the current dementia one. This development will take investment in time and resources for the project to be sustainable.

Positive outcomes:

Technological and digital innovation:

- Creative interactive AR/VR experiential learning scenarios and assistive technology tours within the Community Homes (CHs). According to the New Horizon Report these emergent technologies are at the forefront of advanced HE learning trends globally (Johnson et al. 2016)
- Professional skills acquired to use industry-standard software (idapt Planning) to design new homes for the volunteers thereby enhancing employability

Authentic:

- Engaging with disabled people/carers/professional volunteers who provide real-life narratives of disabling environments (Burgstahler and Doe 2004)
- Simulating realistic learning spaces for 'home visits' for volunteer interviews developing interpersonal, assessment and planning skills (JISC 2018)
- 'Playing' with working assistive and mainstream technologies within the Homes in an imaginative and challenging manner (James and Brookfield 2014)
- Applying inclusive design and accessibility principles using access audit skills in CHs – practice relevance
- Presenting designs/rationales to volunteers at plenary Supporting continuous assessment
- 'Learning-oriented approach' to assessment adopted (Carless 2007, Hernandez 2012)
- Face-to-face assignment support built into each session offering early and ongoing formative feedback (QAA Part B: Chapter 6B Indicators 6,7,8,9)
- Anonymised mid-way Moodle questionnaire to capture student feedback
- Plenary with volunteers/industry/teaching staff/peers enabling meaningful formative feedback that enhances reflections on critical thinking and problem-solving skills (Clouder et al 2012)
- Resource packs produced for volunteers acknowledging their contributions and supporting a values-based, ethical approach to practice (COT 2017)
- Extra pre-assessment tutorials
- Assignment reflections enable students to examine their values, attitudes and behaviours to support deep-learning (Moon 2013)

- Four personalised feedback methods promote student ‘feedback literacy’ (Carless and Boud 2018)
 - Annotated
 - Written
 - Podcasts
 - Innovative post-assessment feedforward face-to-face surgeries two weeks after marks release (Burke and Pieterick 2010) (QAA Part B: Chapter B6 Indicator 5,6,7,8,9)

Students share learning at annual student conference (Awang and Archer 2008)

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Key words: authentic learning, augmented reality, virtual reality, continuous feedback

3.2

Title: Designing a student-led assessment

Author: Adam Layland

Course: Postgraduate Module: Policy, Politics and Transforming Practice, MSc Global Healthcare Management, Faculty of Health and Life Sciences, Coventry University

Introduction:

Scholars have explored self and peer assessments which have proven to have long-lasting effects on the learning students take from assessments (Thomas, Martin and Pleasants 2011). This project explored a creative and innovative, new approach on a master's programme to allow students the opportunity to collaborate on the design of assessment marking criteria for a group-led seminar. This provided students with a greater understanding of the requirements of the assessment, and as they designed the criteria they could comprehend how to increase their own grades. The Coventry University Education Strategy (2015-2021) supports this approach, as it recommends that assessments are 'transparent', 'integrated' and support 'equal attainment'.

Using this approach, students can develop further abilities, which encourages them to identify standards and criteria, and then understand how this is applied within their own work, which should contribute to other assessments overall. This further promotes the ability to be self-reflective (Nulty 2011).

Aims and rationale:

Weller (2016) identifies that learning outcomes and assessments need consistency in establishing learning and to ensure that the approach is based on student outcomes. Therefore, providing an opportunity for students to create the marking criteria for a group assessment appeared to be an appropriate and innovative way to align the module learning outcomes with individual outcomes. This allowed the students to identify areas that they could be marked on, which was divided into two sections: group and individual. Having students involved in the process gives them prior knowledge of the expectations and this, in turn, increases their motivation with the task (Tennant, McMullen, and Kaczynski 2010).

The criteria allowed students to understand exactly what was expected of them. The plan was that this would further enhance the group work in the form of collaborative learning and cooperative learning, thus building relationships between the students (Fry, Ketteridge and Marshall 2009).

It was hoped that by implementing this innovation, the students could better interpret the marking criteria for assessments, not only for this task but for other coursework too. Understanding the marking criteria, it could be argued, can assist students in gaining a deeper level of understanding of their own work and therefore the opportunity to attain higher grades.

Implementation:

The design of this innovation was to provide students with an opportunity to develop their own agreed marking criteria for a group assessment. The criteria were split into two sections: individual grade and group grade. Students then put their suggestions onto a *Padlet* page which was provided during a lesson and left open for one week (for more information on the *Padlet*, see Layland 2018). Students were allowed to grade the suggestions and the most with 'likes' were included in the final version of the criteria. The sections were then weighted by the lecturer and displayed to the students. Furthermore, as students developed this, the feedback provided would be more appropriate to them, as it was made in response to their suggestions about what would be most useful to them. The finalised criteria were presented back to students in a lesson and displayed on their learning platform.

Following the assessment and once marks had been released, an evaluation was commenced on the innovation used. This was developed from a positivist paradigm which explores a single reality or truth, and is best used in the form of quantitative collection methods (Cresswell 2014). This was measured using a five-point Likert scale from "strongly agree" to "strongly disagree", and students were asked five questions relating to the contribution, involvement, understanding, awareness and use of the marking criteria, which were all assessed as "yes" or "no" questions.

The format for collection was completed by using the Bristol Online Surveys tool, and was open to the students who completed the assessment. Participation was voluntary.

Feedback:

The evaluation found that 6.5% of the students stated that their contribution did not make them more aware of what was expected. What was most worrying, and in contradiction to the literature (Tennant, McMullen, and Kaczynski 2010), 15.2% of students did not actually look at the criteria during their preparation. This was a surprise. Perhaps asking a further question would have determined exactly why this was the case. Maybe because they contributed to the design, these students did not feel the need to consult the criteria, but these misconceptions could have a serious impact on student learning (Hay, Kinchin, and Lygo- Baker 2008).

All students successfully passed the assessment and this could be correlated to their involvement in the marking criteria. Grades ranged from 59% to 80%, with an average score of 67.85%.

Although the results demonstrate that students were receptive and engaged with this innovation, it was surprising that 15% of the students did not actually look at the criteria in preparation for their assessment. However, 85% did review it, and it is unclear what this percentage would be for standard coursework which is not student-designed. Further work can be done to improve student designed assessments and additional research to determine its effectiveness for other assessments.

Strengths and weaknesses:

Increasing understanding of assessment marking and criteria, and involvement in the design process, has a benefit to the student in achieving their best possible grade. This frames the relationship between lecturer and students as collaborative, which, in turn, will increase student's confidence (Weller 2016). From the feedback reviewed here, this process can now be enhanced to ensure that all students feel more aware of expectations. There are areas of learning to help with other coursework marking criteria, and future projects could include a student-designed assessment which is evaluated to determine the relationships between their design and the outcomes.

There are limitations to this innovation. Due to the nature of the project, it can be time-consuming for both students and the lecturer. However, the results have demonstrated a good level of engagement with the marking criteria, which could be correlated to the higher grades awarded. That said, the higher grades could be explained by the fact that the activity was a group project in which the weighting of marks for the group activity provided 60% of the final grade, compared to 40% for the individual aspect. This could be weighted differently to add a different perspective on the assessment.

Utilising the *Padlet* software also assisted in the development of digital skills for students, and provided an interactive space for them to engage with one another, albeit in an anonymised manner. *Padlet* was extensively used throughout this module so that when the students encountered it for this project they were more accustomed to its use. However, more traditional methods could also be used for similar projects in the future.

Positive outcomes:

Overall the project engaged students with the marking criteria for their coursework and provided a simple feedback method which explored what students want to be assessed on. This was then used to provide individual feedback to students. This, in turn, can be used to help their personal development and future coursework. Creating a sense of ownership of the criteria supported students in their understanding of how the marking criteria related to their coursework task. For staff, this project provided a forum to engage students in the coursework and helped to form relationships as the criteria were explored during the lesson. It also assisted staff with digital skills, and helped them to learn what students expectations are of themselves, and what they expect from coursework.

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Key words: student-led design, assessments, marking design, assessment design, student participation

3.3

Title: Problem-solving in entrepreneurship education – Understanding how to pitch with the help of *Lego* prototypes

Author: Sabrina Vieth

Course: 'Introduction to Entrepreneurship' module, Global Business Management BA (Hons), Department of Management and Human Resources, Coventry University London

Introduction:

Enterprise and entrepreneurship education has seen significant progress over the years and has become a fundamental element of Management and Business teaching offerings at UK Higher Education institutions (QAA Scotland 2018), including our undergraduate Global Business Management course at Coventry University London. Educating students in entrepreneurship should foster creativity and innovation to allow students to be able to identify and solve problems while leaving room for creativity and exploration of ideas (QAA 2018: 22-23). Aligned with Coventry University's education strategy pillar of 'Creativity and Enterprise' (Coventry University 2019: 7), the activity chosen for this case study is aimed at doing exactly that. Students are asked to pitch an idea for a product or service for which they build a prototype from creative *Lego* sets. The activity encourages students to identify a problem and conceptualise a solution (building a prototype) while practising to advocate their solution and competing with fellow students (in-class pitching and Q&A). It helps students to internalise the purpose of a fundamental entrepreneurial skill, pitching, by advancing entrepreneurial competencies such as creativity, self-awareness and self-efficacy as well as taking initiative, mobilising others and learning through experience (QAA 2018: 17).

Aims and rationale:

Inspired by the work at Coventry University's *Disruptive Media Learning Lab* (2019), I developed the *Lego*-based pitching activity for students on the undergraduate module 'Introduction to Entrepreneurship'. Students take this module during the first year of their three-year-long Global Business Management course. The activity normally takes place in the first few weeks of teaching, which means that students have had some prior experiences of pitching, but their approaches are likely to be unstructured and often uncoordinated. This makes them the ideal participants for this learning-by-doing activity (Chang, Benamraoui and Rieple 2014). Limited in their pitching experiences, they have a basic understanding of its importance but are still inexperienced enough to have not yet developed an 'established' pitching style or strategy. The purpose of the activity is therefore to tie-up the loose ends of these unstructured experiences and turn them into more strategic and purposeful approaches to pitching. Additionally, combining this with prototyping, triggers students to develop the kind of problem-solving skills that entrepreneurs need to generate 'detailed, potential business ideas of good quality' (Baggen et al 2017: 1). Ideally, at the end of the activity, the educator will observe students who have internalised the fundamental ability to solve problems and persuade others of the quality of their proposed solution.

Implementation:

From an andragogical point of view, the educator should ensure that students understand the purpose of the activity and are motivated to take ownership of their learning experience (Neck and Corbett 2018). This means that students must receive clear instructions without being inhibited in creating their prototypes. For example, while ensuring that the core of the task is understood, I purposely keep the information on prototyping vague, emphasising that students are in control of developing and building their own prototype and identifying its purpose. The entire activity may last between one or two hours (within a three-hour long seminar), depending on the number of students. I recommend that the number of students in class does not exceed 25 to allow sufficient pitching time for all students.

In essence, the *Lego*-based activity comprises three main stages:

Prototyping: Students are presented with a stack of *Lego* sets that includes bricks, figures, wheels, sheets, etc. of different shapes, sizes and colours. They are instructed to build a simple prototype of a product or service that they 'invent' on the spot and that serves a purpose for themselves or potential customers (and therefore solves a specific 'problem' or need). The allocated time for this should be no more than 20 minutes to avoid 'overthinking' and to keep the creative momentum alive.

Pitching and Q&A: Each student then delivers a one-minute pitch on the basis of their prototype. Students should be reminded that they must convince the audience of the purpose of their prototype while staying within the one-minute timeframe. Students with little pitching experience may find this challenging, but it urges them to concentrate on their core arguments. To ensure that pitching students and those listening are engaged alike, I run the pitching activity in the form of a competition. For that, each student is given a poker chip (or similar) representing their available budget (e.g. £500), which they are asked to invest in one of the prototypes. After each pitch, the 'investors' have the chance to question the pitching student as part of a short Q&A round (e.g. two minutes for each one-minute pitch).

This makes the activity a multi-dimensional learning experience: students take the position of entrepreneurs who sell and defend their ideas in return for investment (poker chips) as well as the position of 'investors' who rationalise their investment decisions. This phase of the activity may take up to one or one-and-a-half hours, depending on the number of students and their level of engagement.

Voting and reflection: Once every student has pitched and answered the questions during the investors' Q&A, each prototype is positioned in clear sight (e.g. a separate table). I normally keep notes on a whiteboard with students' names and summaries of the business ideas, which helps to remember all ideas. Students are then asked to make their investment decision by putting their money (e.g. poker chip) in front of their favourite idea. Simple counting of the poker chips will determine the winner of the pitching competition. At this stage it might be worth having an award (e.g. trophy or certificate) to recognise achievements and to encourage students to take pride in their efforts. This could include different categories such as 'most innovative' or 'most creative', depending on the module learning outcomes and the nature of the course the module is embedded in. To evaluate whether self-directed learning has taken place, I normally finish the activity with a short round of reflection where students are asked to express what they learned from the activity and how it affected their understanding of the addressed topic. This can be done informally in class, via online collaborative tools such as *Padlet* or formally through focus groups or in-class surveys. The latter has provided some feedback for this case study. This phase normally takes around 15 to 20 minutes.

Feedback:

Both students and educators who have participated in, or facilitated this activity, have expressed positive feedback, which is in line with research by Geithner and Menzel (2016). The authors have shown that game-based activities such as *Lego* can be highly effective in teaching conceptual knowledge while fostering soft skills. Indeed, educators who have delivered this activity have expressed similar views, especially concerning problem-solving, creative thinking and confidence. Additionally, they have expressed that the activity is particularly useful to access those students who normally disengage due to lack of confidence or language proficiency, because the use of physical objects (prototypes) can reduce the pressure of being dependent on just words.

Students' feedback for this activity is overwhelmingly positive and often revolves around central themes such as creativity, engagement as well as trial-and-error problem-solving without pressure. Below are some examples of student comments:

'I really liked this activity as it has helped me use my imagination and creativity. My idea in the beginning was just a tractor for construction companies [,] but, after thinking and trying to make it look more creative [!] found the "drive safe" idea.'

'[We] can share our silly ideas to others and see, is our idea good or not and what we need to change in order to attract more people by your idea.'

'I liked it as it allowed for more engagement between classmates as it was a very interactive exercise. It also allowed us to creatively think together with less pressure due to the nature of the activity being building with *Lego*.'

Strengths and weaknesses:

A major strength of this activity lies in its flexibility and adaptability to different scenarios, audiences and subjects. While I used *Lego* bricks for this activity, educators with access to larger budgets may want to consider using more advanced materials or tools to build more complex prototypes. On the contrary, those with restricted budgets or environmental mindsets could consider using recycled materials, odds and ends from charity shops, *ecobricks* or borrowing materials and tools from other departments (e.g. engineering).

The activity may also be increased in difficulty for more advanced audiences such as postgraduate students. For example, students could be asked to research and calculate the cost of material, find market data as evidence, design pitching slides, create a pitching video, discuss environmental impacts or reflect on the audiences' feedback. Ultimately, this activity may be turned into an assessment, for which students could deliver formal reports, videos, posters, pitches, blogs or websites on the basis of their prototype.

However, every activity comes with limitations, and this activity is no exception. Not every student will buy into the idea of building with *Lego* and perhaps find it "boring", "childish" or even "off topic". There may be various explanations for why students fail to connect with this activity. One student's comment gives an indication as to why this is the case: 'It is different to what we are used to.'

The unfamiliarity with creative problem-solving activities such as this one can potentially be off-putting for students, especially when it stands out among more traditional activities and assessments within their course curriculum. This is where consistency and openness are key, achieved by sharing best practices of creative teaching activities among educators and students as well as within and across departments.

Positive outcomes:

The activity for this case study is beneficial for students and staff. I find this activity very rewarding. Students often come up with brilliant ideas that can be inspiring and often spark interesting discussions between students and staff regarding the feasibility of their ideas (Would it work? Would people buy it? How much would it cost?). Students like it because the activity is enjoyable and educational at the same time. It is also an excellent opportunity to cater to a student body that is diverse in age, gender, nationality or socio-demographic background. This makes the activity part of an inclusive, learner-centred teaching strategy (Smart, Witt and Scott 2012), that puts the student at the forefront of the learning experience.

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Key words: Entrepreneurship, pitching, prototype, problem-solving, creativity, enterprise, Lego

3.4

Title: Learning through play in Higher Education

Author: Livia Ostafe

Course: Early Childhood and Development course. Health and Social Care Department, CU London

Introduction:

Focusing mostly on assignments and evaluation and the amount of hours spent in the university by students gives a wrong message of what learning means. From my observations, students still feel that lecturers should have answers to everything and all they have to do is ask.

Having a learning culture characterised by fear of failing, avoidance of risk (Nørgaard and Paaskesen 2016) and “learning only to pass assignments” is a risky approach to education for all stakeholders. The pressure on meeting the expectations of Higher Education standards affects not just educational culture and teaching practices but also creates an assessment-driven environment focused on a pass or fail learning culture (Nørgaard and Paaskesen 2016).

Considering this, I have directed my teaching and learning practice towards becoming more engaging in what I do and instilling more ‘fun’ into the learning journey for students (Brown 2011). Using play in Higher Education is proving to be beneficial, not only for students but also for lecturers and additional staff. This case study shows that we can be successful in empowering students to engage with their own learning process - to be reflective and use critical thinking. Here, I focus on presenting the benefits of using a playful method in teaching, especially when helping students to understand the difficult theories that underpin what Early Years Practitioners need to know.

Aims and rationale:

Since I started teaching, I noticed that some students perceive coming to university and their classes as something that they would rather not do. I have tried many ways to engage them and some strategies were more successful than others.

However, the one that had the most positive impact was the one based on play. By playing, students feel that they are part of the educational process (Ball 2013) and understand the importance of comprehending the content but also how to apply it in practical scenarios (Frost 2010). This case study applies to two specific methods based on play during teaching times in which I hoped to increase the level of interest within the subject and give my students their own realisation of how important it is to be part of one’s own learning journey.

Implementation:

Learning through play in Higher Education a fairly recent pedagogy that has the purpose of engaging students and encouraging them to participate in their taught sessions.

One of the definitions that literature gives us for play is “to engage in unstructured or less-rigidly structured activities giving the player scope to engage in the task with a measure of freedom and personal involvement. This is distinct from “fun”, where the object is for enjoyment” (Willis 2015: 3). According to my observation notes, some students were reluctant at the beginning with the idea of playing during classes, and when asked why they felt that way, more than 60% of the students (18 students total), mentioned that they believed that Higher Education is above playing and that their sessions should be “serious”. After discussing the situation, we concluded that play is not only important for a future Early Years practitioner but can also make the learning process engaging and efficient.

At the start of their first block, second-year students were asked to choose objects from a table and then describe why they chose that specific object and how it was representative for them. The lecturer provided the objects and there were a mix of different things: from plastic flowers, superhero figurines to pens, key chains, small toys, different colours of paper and playdough (Russ 2003). This proved to be a great ice-breaker as students had the opportunity to describe themselves in relation to their objects, but also correlate reflections with other. As their journals suggested, the exercise left a deep impression of how teaching could be done differently. That encouraged me to use other strategies based on play and toys, to teach some of the theories that underpin this subject area.

The most successful one was using Lego to learn and comprehend the major Child Development theories. Students were split into five groups and asked to choose one of the theories from a list. They had to read the theory, understand it and be able to explain it to a peer from another group. Once completed, each group was given a large amount of random Lego pieces and asked to represent each theory by using Lego. They had 20 minutes for this activity.

At the end of the activity, each group presented their representation of the theory to the other groups. It was a successful lesson, where very complicated theories were explained with the *Lego* models and understood by the students with accuracy:



Cognitive Development (Piaget 1954)



Attachment Theory (Bowlby 1982)



Social Learning Theory (Bandura 1977)

The activity took 50 minutes and afterwards, students were able to identify different educational scenarios where the theory could be applied or where it helped them to understand particular behaviours. The aim of this activity through play (Ayling 2012) was to provide the students with an experience of utilising something other than technology or pen and paper, to convey and understand content that had been evaluated by students at the beginning, as being difficult and boring. Although some of the students were initially reluctant to play, there was a sentiment of increased engagement and participation as the task evolved and students generally presented their final project with enthusiasm.

The activity refers to the elements of “knowing” and “doing” (Lefevre, Tanner and Luckock 2008) by supporting students’ learning through the use of games, toys and symbolism to promote cognitive development.

Feedback:

Students’ feedback was positive and they expressed their excitement of participating in this type of learning activity:

‘I think Livia has a way of teaching that allows everyone in the class to feel comfortable and confident. She will always go out of her way to make sure that everyone in the class understands the topic; she uses everyday scenarios in order for everyone to have a more clear understanding of the topic. Today we have used *LEGO* to understand Child Development Theories including play in activities. In my opinion, it is a great way to engage our imagination, makes us think of various ways in which we can interpret objects that have no values. I believe that using *LEGO* is a very creative way in which everyone in class constructs various things but have a different interpretation of it.’

‘Livia is an amazing lecturer! She has a light bubbly attitude, which makes her students feel comfortable. When she knows we might have difficulty understanding the next topic she will go above and beyond and alter her teaching strategies so that the topic will be easier to understand. This time we used *LEGO* for Development Theories of Early Childhood. The experience was fun but also very helpful. I managed to understand these theories far better than I would have if someone talked about it. Livia often likes to use practical exercises in place of traditional lecturing techniques, which I really appreciate. I find these methods are more beneficial because I learn better when I can relate the topic to an exercise I have done.’

‘This lesson was very good. We played with *LEGO* to learn about these complicated theories. Livia made us understand in the most engaging way possible. We’ve had other activities in the past but I like this one the most.’

Strengths and weaknesses:

I believe that the most positive aspect of using this strategy to teach complicated content is that it is a great opportunity to change not only students' engagement but also the physical environment and opportunity to give and receive feedback for their hard work.

As a weakness, I believe is time-consuming as it is important for students to have enough time to finish their projects, to present their vision and to give feedback to their colleagues. With our tight timetables, I believe there is not enough time to teach everything using traditional strategies however, if we are creative we can teach students by using other methods that in the long run, are quite effective.

I believe that next time, I could plan in a more effective way by adding a flipped learning session (Ozdamli 2016). Students could then read the theories/content at home and apply them in the classroom by using Lego or other creative methods like painting, through playdough or constructing their vision of the content.

Positive outcomes:

The major and direct beneficiaries of this case study are the students. Not only those who study Early Childhood, but any students as this method can be modified and applied to any type of content or discipline. When I first decided to do a case-study on how efficient play methods can be, I was a little insecure of how undergraduate students might react so I did not predict how this would be such a successful method for them. After receiving their feedback, I have decided that the use of play in sessions should have an important role in Higher Education teaching strategies.

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About the author:

Dr Livia Ostafe is a tutor in Early Childhood and Development courses in the Health and Social Care Department, CU London.

Key words: Play, Higher Education, Lego, toys, strategies, creativity, early childhood and development

3.5

Title: Industrial Product Innovation – A tri-partite, synchronous knowledge transfer framework

Author: Patricia Ashman

Course: BEng/MEng Mechanical Engineering and BEng/MEng Automotive Engineering, School of Mechanical, Aerospace and Automotive Engineering,

Faculty of Engineering, Computing and Environment, Coventry University

Introduction:

This unique learning framework partners students, academics and industry in a professional learning experience that is industrially and student-led. Industrial clients benefit through access to fresh thinking of undergraduate students as well as multi-directional knowledge transfer. For smaller organisations, this gives access to universities' engineering facilities and new generation technology such as our £1million Wind Tunnel. Exposing students to professional practices centred on consultancy and Intellectual Property (IP) issues creates an exceptional professional learning experience. This, in turn, serves to improve Coventry University's brand reputation in industry locally, nationally and globally, enhancing student recruitment by creating big-name industrial partnerships and embedding employability.

Aims and rationale:

The Industrial Product Innovation framework is a high impact tri-partite professional learning initiative. Students, Coventry University and the industrial client all experience beneficial impact by engaging, delivering and supporting these student-led industrial consultancy projects. All parties benefit from asynchronous knowledge transfer, students experience enhanced employability from engaging in the professional learning experience, and the university's reputation and industrial reach are enhanced. This framework additionally impacts the university's internationalisation strategy by working with global companies and developing consultancy projects with international elements.

Implementation:

Student consultants are able to practice and apply the technical, professional and interpersonal skills and capabilities required by a professional engineer within a supported environment. Through this professional experience, consulting student engineers gain confidence and exit from this industrially-led learning experience with enhanced professional and technical knowledge in an area that will impact their future careers. The consultancy projects provide an opportunity to apply and synthesise what they have learnt over the past three years to a real world situation with a high profile client.

Approximately 35-50 clients annually supply projects to 350 students for this initiative. Clients range from large multi-national companies including JLR, Lotus, Roborace, AGA, Mecalec, Cummins, Moog, and Airbus, to smaller local companies such as Paddle Sport Designs and university spin-offs such as SparrowHawk, Microcab and Feraru Dynamics. The industrial clients benefit from this interaction with the students who aim to generate valuable knowledge, potential IP and in some cases, complete product designs. Additionally, students have been offered graduate roles as direct outcomes from their consultancy. A particular example is Lotus Cars who, this academic year, benefitted from 16 students successfully consulting for them across four projects. Further, Lotus Cars are aiming to recruit 10 graduate engineers and 20 placement engineers through a bespoke recruitment event at Coventry University this year. This was an outcome directly associated with their engagement through this framework.

Feedback:

Evaluating projects such as these is a vital part of understanding the students' journey in this collaboration. We sought feedback from all the students and the response was overwhelmingly positive. From a qualitative perspective, it is important to find out why students found this project so useful, and a few of their comments are replicated here:

'Working as part of a group, for a client-centred project, has taught me the importance of time management coupled with effective team working to meet deadlines. As well as this, having high levels of client input replicates a real engineering position, giving beneficial experience on how to adapt to new requirements and specification changes during a project. The final presentation element to the client encourages you to take on the responsibility of your contributions and builds confidence in both public speaking and challenging questions around your subject.'

'We have thoroughly enjoyed this module, which has involved optimising and light weighting a pedal box assembly... It has given us the opportunity to apply what we have learnt over the past three years to a real world situation with a high profile client. The project has really tested our technical engineering knowledge as well as our soft skills, such as team working and project management.'

'I have had to work outside my comfort zone and adapt my skills to this project, which has given me the opportunity for wider learning. The opportunity to work with company engineers and find out about their operations was an excellent experience and I have greatly enjoyed working with my course mates on such an interesting and worthwhile project.'

'It has been incredibly rewarding to take a real-world project from start to finish and I have greatly enjoyed the experience. Interacting with both university and industry staff has been very interesting and it has given me a real insight into the process and deliverables that occur in an industry project. I feel like a much better and more complete engineer now compared to when I started the project.'

'It has been valuable to work closely within a group, playing to our individual strengths and contributing to each other's development. In summary, I can highly recommend the group project as a valuable way of combining and putting perspective on the course content, and helping to complete my transformation from student to professional engineer.'

From the client's perspective, feedback was also highly positive:

'Congratulations on helping to produce such well-rounded, attentive and inquisitive students. We love the industry we operate in and to see students as engaged as this really is a credit to the university.'

'Industrial group projects of this kind are a fantastic way of educating students and providing exposure to the latest ground-breaking technology and developments in our industries. They are also a great way to help students gain greater insights in how to operate in corporate environments in professional, respectful and credible ways.'

'The group of students thoroughly understood the product and its behaviour before they attempted to tackle the brief and I think this helped them to steer the proposals correctly. So they have understood the product, its application in the real world, the project brief and the required outcomes. It was impressive to then see that they selected the appropriate and correct tools to analyse the potential alternatives and solutions before presenting to us.'

Positive outcomes:

These projects result in the university benefitting from potential IP commercialisation and subsequent revenue generation. The strategic target for this is the year-on-year doubling of revenue generated by IP. The partnerships with Coventry University Enterprises Ltd is essential in developing IP and also in identifying and developing projects which may have spin-off potential. Additionally, working with the Faculty student employability advisors, academics' own professional networks help to maximise employer engagement and graduate employability.

This high impact consultancy initiative provides synchronous knowledge transfer between our consulting student engineers, the university and the industrial client. Clients benefit from the creativity and blue-sky thinking of our student consulting engineers. IP is being generated and commercialised, industrial relationships are being created and deepened. These impact the university on a global scale, creating conversations that have the potential to develop in all sorts of beneficial ways for the university. Ultimately, graduate employability is boosted.

Additional resources:

Coventry University Enterprises (n.d.) *Home page* [online] available from <<https://www.coventry.ac.uk/business/our-services/coventry-university-group/coventry-university-enterprises-limited/>> [6 June 2019]

Coventry University: Faculty of Engineering, Environment and Computing (n.d.) *Services for employers* [online] available from <<https://www.coventry.ac.uk/study-at-coventry/faculties-and-schools/engineering-environment-and-computing/business/work-with-our-students/services-for-employers/>> [6 June 2019]

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Key words: graduate employability, alumni, student spin-off, knowledge transfer, industrial partnership, student consultancy, blue-sky thinking, student Intellectual Property, employer engagement, tri-partite, Engineering, engineering graduate

3.6

Title: Using a base model for optimum module content planning

Author: Matthew Danes

Course: Digital Marketing and Online Presence module, Advertising and Marketing BA (Hons), School of Marketing and Management, Faculty of Business and Law, Coventry University

Introduction:

This case study looks at how using a base theory can optimise the content planning for the delivery of a Digital Marketing module for non-Digital Marketing students. The starting point for all module design begins with writing and using good learning outcomes (Baume 2009), creating assessments where learning outcomes can be met and then planning the content delivery to support those learning outcomes. However, it can often be difficult to plan the content in a logical way that will give students the knowledge and skills needed to meet their learning outcomes, and this is where planning teaching content is the valuable end-step of the overall module design process.

Aims and rationale:

Working on engagement and motivating my students was my main aim and led me to consider how scaffolding around a base model and the psychological principal of *gestaltism* can be utilised in a creative way to try to encourage positive learning behaviours for students. Once learning outcomes have been devised, module design is the starting point for lesson planning and optimising its design makes sense if we want our students to understand the building blocks of knowledge and skills along their learning journey. For example, the concept of 'gestalt' (translated from German to 'shape' in English) in psychology propounds that there is a guiding principle around the 'whole being greater than the sum of its parts' (Koffka 2015).

That the mind sees patterns and is always looking for a bigger picture is something I have noticed in my own personal and professional development and perhaps this is why some people 'see' a man's face on the moon? My rationale was that to guide students through an organic learning journey, I had to ensure that I knew how the structure would work by placing myself in the position of the student during the content planning process.

Implementation:

The first thing is to communicate with other tutors on correlated modules to find out what the students are doing across the course. This is vital so you know where the students are, holistically, across their studies. It also means that gaps and duplications in content can be identified and rectified. As Coventry University students work to course-based outcomes, as well as module learning outcomes, all modules need to complement each other and this requires tutors to discuss what content will be used in their schemes of work over a semester.

For this module, I wanted to create a common framework for content planning across a semester that would be transparent, clear and universal and for this I used the tool, SOSTAC® (PR Smith 2011). Essentially, this model is a marketing-planning tool and its strength lies in its simplicity. It translates across many different types of project and as I have a background in events marketing, it made sense to me to use it when working out an eleven-week teaching plan for my students. The acronym SOSTAC, stands for *Situation Analysis, Objectives, Strategy, Tactics, Action and Control*, and is a common principle within Digital Marketing courses. We can translate it easily from its marketing purpose to enhancing module design:



Image 1: SOSTAC® adapted from PRSmith 2011

What you put into your weekly content is another matter because creating balance is not as easy as it might appear. However, for Digital Marketing students SOSTAC is a recognised tool used in the industry and the content is designed around the acronym in ascending order.

Tools such as SOSTAC are a normal part of employment language in Digital Marketing and used as a tool with client briefs. For module design, I begin the early weeks of lesson planning using SOS: *Situation Analysis, Objectives and Strategy*. This encapsulates the analysis stage; the 'where are we now' stage; and the planning the students need to do to progress towards their first coursework assessment. The second half of the module becomes TAC: *Tactics, Action and Control*, which follows as 'how do we apply what we want to achieve to create an outcome?' Again, this natural split in content design becomes the basis for the second coursework assessment. This consistent use of the SOSTAC model is built into Moodle and reinforces consistency for the students.

All the teaching elements synchronise naturally, giving tutors a clear idea of what they are doing and at what point; and for the students' gives them clarity at any stage of the module, reminding them of where they need to be in terms of knowledge and skills.

Feedback:

Students appreciated the clarity of the module overall and the week-by-week content:

'Love the module, it's been taught really well, doesn't beat around the bush, tells you clearly what you need to know, support is given when asked.'

'How insightful the seminars and lectures are. How it relates to marketing overall.'

'The lecturer explains in detail all information. The seminars enable us to apply what is learnt in class. The coursework is very practical.'

'Lecturer is very good and explains the subject in an understandable way; lecture slides are very useful; the extra readings are very related and interesting.'

'Well organised, presented well.'

'I wish other lectures were that certain in what they actually want from us, so really appreciated!'

Strengths and weaknesses:

The strengths are that the idea around 'gestaltism' ('shape') and SOSTAC (organic stages of a project) translates in content planning terms to many modules, regardless of the size and length. It can also be scaled if sudden changes to the curriculum are made and is adaptable across intercultural landscapes.

Its weaknesses are that it requires full engagement by tutors across the course to ensure all modules in a course synergise. It also takes up time at the early planning stage to incorporate the main tenets of these models right throughout the module. However, once planned, it saves a lot of time later on when teaching has begun because the bulk of the planning work has already been completed.

Positive outcomes: Students say they appreciate seeing marketing tools used in real-world practice because it not only forms the basic structure of their learning journey but is also a popular tool used in the digital marketing industries. It is as applicable to planning courses for undergraduates in their first year, as it is to postgraduate students on a digital marketing master's course.

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About the author:

Matthew Danes is a lecturer in Digital Marketing, Faculty of Business and Law, Coventry University. Originally an events manager, he moved into teaching in secondary schools, Further and then Higher Education. The combination of pedagogic practice (from the teaching profession) and “showmanship” (from the events industry) help him to challenge how creative “alternative” concepts can have practical application.

Key words: module design, Gestaltism, module overview, SOSTAC

Part 4: Intercultural and international engagement

4.1

Title: The GENII project - Experimenting with a global collaborative journalism classroom

Author: Priya Rajasekar

Course: Journalism BA (Hons), School of Media and Performing Arts, Faculty of Arts and Humanities, Coventry University

Introduction:

In an era of liquid modernity (Bauman 2000) and convergence culture (Jenkins and Deuze 2008) one of the biggest responsibilities facing institutes of higher learning is the ability to facilitate and nurture an environment that expands student's minds and imparts intercultural skills and attitudes increasingly relevant for life and livelihood in the 21st century.

GENII (Global E-News Immersion Initiative) is a globally pioneering project that seeks to offer a transformative experience in the area of intercultural and international engagement by facilitating student collaboration and co-learning with international peers in a safe and supportive environment. The project attempts to harness the power of digital and social media technology to transcend geographical distances so students from participating universities around the world can learn and work together to report on global problems. GENII, by working towards a globalised approach to journalism education, responds to the globalisation of news access by facilitating cross-border collaborative research, newsgathering, reporting and publication, bridging cultural gaps within and outside the classroom.

While designed for the journalism course as a template for collaborative learning, GENII is replicable and scalable across diverse disciplines and offers new possibilities through 'immersed' remote learning where technology is seen as a bridge between geographical divides, paving the way for cross-border collaborative learning projects.

Currently in its fourth iteration, the project involves students and academics from India, Lebanon, Germany, UK and the United States.

Aims and rationale:

A fundamental aim of GENII is to inspire students to look beyond their immediate geographical and social environments so they begin to view global challenges and opportunities from a broader, pluralistic, inclusive and multicultural perspective. GENII attempts to open up opportunities for students to work with their international colleagues in a supportive and collaborative environment through which lifelong friendships can be formed and a new understanding of global cultures and issues can emerge.

Inspired and informed by the pioneering initiative of Dr. Melissa Wall, Professor at California State University, Northridge (www.popupnewsroom.net), GENII harnesses digital and mobile technology so students on the project in their host country can help their international partners research, gather and produce news content as though the latter 'were physically there'. The assisting international student (in a reciprocal role) becomes the eyes and ears (using a mobile viewing/recording device) of her international partner in the lead role who researches, conceptualises and reports on a story while also maintaining editorial control over the substance and style of newsgathering and production.

GENII considers the theory of 'Hierarchy of Influences' (Reese 2001) and how it could be applied to potentially influence outcomes by inspiring future journalists to widen their sphere of experience and exposure through such international collaborative projects. By starting at the individual level of influences, the assumption is that the wider sphere of hierarchical influences will be consequently impacted.

In the pilot edition of the project, which involved three universities, students worked on the theme of ageing and related lifestyles. Students produced content on aspects of ageing, end-of-life care, the lives of the elderly in a refugee camp, and so on. In the full iteration of the project, which involved more than 130 students from six universities, students produced content on the broad themes of lifestyle and culture. A wide array of content was produced, exploring themes such as food, culture, music, sports, living conditions in slums, the lives of women in different cultures, caste in India, lives of immigrants and so on. In successive iterations, students explored the themes of shelter and climate change.

Some of the key opportunities GENII offered students in the area of global learning were:

- interacting with sources living in a different part of the world;
- forging friendships with their working partners and counterparts;
- recording multimedia content and interviews remotely; and
- exploring a different culture through the prism of their own experiences.

Implementation:

The first full iteration of GENII took place in 2016-2017. Students from Rafik Hariri University, Lebanon; Fresno State University, United States; Asian College of Journalism, India; Stuttgart University, Germany; and Coventry University, United Kingdom, came together to work on the broad theme of lifestyle and culture. To accommodate teaching schedules across the campuses, students worked through the fall (autumn) semester, meeting pre-set milestones and culminating in a final output. Each tutor remained free to design lesson plans and seminars in keeping with their unique timetables and curricular objectives, as long as the milestones were met in tandem.

The first step was to introduce students to their international partners. In the first iteration, students worked in pairs and each university had students working with peers from all of the participating universities. Once student names and contact details were exchanged (with due regard to permissions and privacy), students were encouraged to introduce themselves to their partners using *Facebook*, *WhatsApp* or any other tool they thought would be convenient. Students were then asked to collaborate with their international project partner to come up with viable story ideas set in their partner's geographical location. So, for instance, in a partnership between a Coventry student and a student in Lebanon, the former will work on a story set in Lebanon and vice versa, having conferred on the viability of a story idea on the chosen theme.

A common online server accessible to all staff and students on the project was populated with research material, including academic articles, news stories and images, so students could start off with reliable information on the country/culture they planned to report on.

In addition, academics at each institution imparted support and supervision to their respective students. At Coventry, in addition to journalistic skills such as researching, newsgathering, reporting and recording, students were introduced to suitable digital (and often, free and open source) tools used for journalistic storytelling. Using their mobile phones and laptops, students were encouraged to use popular applications such as *Facebook*, *Google Hangouts*, *Snapchat*, *YouTube*, *Skype*, *Google Earth* and other *Google* tools to produce their multimedia stories.

Tutors from participating universities also delivered online guest lectures, thereby introducing an additional layer of knowledge-sharing. To further open up student minds to the possibilities made available by technology, an exclusive *Google* tools workshop was offered by the *Google News Lab* in the UK. Through the semester, students were asked to meet milestones in terms of newsgathering, interviews, editing etc. Regular review meetings and tutorials helped ensure students were on track to meet the deadline. At the end of the semester, students were required to submit a multimedia story and a reflection on their experience and learning.

Challenges and complexities:

Different time zones, particularly in view of the fact that most students also had work commitments, was the biggest challenge faced in terms of finding a mutually convenient time to undertake research or fieldwork. In some cases, students reported that their international partner did not share the same degree of enthusiasm for their project and this held them back. To overcome the above, in successive iterations, students were encouraged to collaborate in groups so there was increased flexibility in terms of mutually convenient times and better collective engagement. In addition, it was decided that students would be graded for their work, which at the very minimum required a reflective piece of work. It was observed that students met with varying degrees of success in terms of their final outputs, some doing outstandingly well in terms of producing collaborative work, while others produced work that involved minimal collaboration. In all cases, however, the opportunity to read/view the outputs of their colleagues on the theme created avenues for cross-cultural learning.

Feedback from students:

A *Qualtrics* survey was conducted to obtain student feedback on the project and around 90% of respondents said that the project helped them to understand different cultures. About 70% of the respondents indicated that they would like to take part in the project again and a similar number indicated that they would recommend this project to their friends and juniors. Students also highlighted the opportunity to interact and make friends with students in other countries as a key benefit of GENII.

Anonymised student feedback

'GENII provided me with an extraordinary global experience. I was given a marvellous opportunity to establish a relationship and build my journalistic network with professionals in the second most populous country, the Republic of India, by creating a global link with open-minded Journalism students from Chennai. It was an inspiring delight to exchange cultural insights while creating a multimedia story in collaboration with my remote partner. The whole experience of information gathering, interviewing, writing and coming up with ideas in collaboration with my partner, my interviewees and tutors, made me think out of the box and increased not only my employability skills, making me a global thinker, but also changed my perception of the world.'

'GENII for me was a massive challenge but it opened my eyes up to situations that are happening across the world and enabled me to work with people I otherwise wouldn't have had the chance to. My project partner became a friend with whom I shared my thoughts on various subjects. GENII is something I would recommend for every university to try as it enhanced my investigative skills and team skills.'

Feedback from tutors on the project: 'The GENII project offered an exceptional opportunity to my students to work closely with other students from across the globe in what is likely to be an important model for international reporting in the future. The project is important both as a learning experience and a model for future journalists. It uses technology and collaborative, international teamwork to create an innovative approach to international reporting.'

'The GENII project was a wonderful opportunity to engage with diverse communities and tell their stories through collaboration. It has been an exciting experience for my students to push the frontiers of storytelling. We should try to expand the project with more participants. In short, GENII was a huge learning curve for the students.'

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Jenkins, H. and Deuze, M. (2008) 'Editorial: Convergence culture'. *Convergence: The International Journal of Research into New Media Technologies* 14(1): 5-12

Reese, S. D. (2001) 'Understanding the global journalist: A hierarchy-of influences approach'. *Journalism Studies* 2(2): 173-187

Additional resources:

Albeanu, C. (2016) 'The GENII project encourages student journalists from six countries to collaborate on stories'. Journalism.co.uk article. 28 November. [online] available from <<https://www.journalism.co.uk/news/the-genii-project-encourages-student-journalists-from-six-countries-to-collaborate-on-stories/s2/a694832/>> [6 June 2019]

Pop up newsroom (n.d.) [online] available from www.popupnewsroom.net [6 June 2019]

Six universities are taking part in a project that brings cross-border reporting into the classroom (2016) Journalism.co.uk podcast. 15 November. [online] available from <<https://www.journalism.co.uk/podcast/six-universities-are-taking-part-in-a-project-that-brings-cross-border-reporting-into-the-classroom-/s399/a692081/>> [6 June 2019]

Stories from the GENII project (n.d) [online] available from <<https://medium.com/stories-from-the-genii-project>> [6 June 2019]

About the author:

Priya Rajasekar is a journalism lecturer in the Faculty of Arts and Humanities, Coventry University. She is also a researcher and freelance journalist.

She would like to acknowledge the support and guidance received from her international colleagues who have made it possible for her to experiment without fear of failure and thereby enrich student experiences: Dr Melissa Wall, Dr David Baines,

Dr Marie Elizabeth Muller, Devadas Rajaram, Faith Sidlow, Sandra Whitehead.

Key words: international learning, GENII, global journalism

4.2

Title: Re-thinking learning spaces to foster collaboration between Chinese students

Author: Clive Hilton

Course: Product Design and Innovation MA, School of Art and Design, Faculty of Arts and Humanities, Coventry University

Introduction: Helping to overcome Chinese student participatory reticence through pedagogy

Aims and rationale:

Pedagogically, western academics need to understand Chinese students in terms of their cultural perspective and the barriers that limit their academic attainment. This inquiry uses a case study to demonstrate how pedagogic interventions and the organisation of learning spaces can enhance student participation. The interventions described below have been shown to be beneficial to all international students and indeed, home students too.

Implementation:

For the international students at the focus of this case study, it was found that two strategies (among others) can have significant benefits in enhancing student collaboration and participation in a meaningful way. The first is to reconsider how tasks and activities are framed and conducted. The second, is to reorganise the layout and organisation – the topology - of the learning space itself in such a way that it helps to diminish social, cultural and performance anxieties among international students. Iterations of this second strand (both at Coventry and at Universities in China) have consistently shown how the reorganisation of space alone can have demonstrable, beneficial effects on student participation. With increased participation and a greater willingness to contribute, students have been shown to improve their English language skills, collaborative effort, and academic and creative performance.

An empirical intervention was designed to enhance participation and engagement by reconsidering the pedagogical approach and learning space dynamics within which students were required to undertake tasks and activities. In this intervention, students were tasked with a text analysis of a piece of design writing. Upon completion of the analysis, the students were required to demonstrate an understanding of the piece by an oral presentation in their own words to their peers.

This is the sort of task that most Chinese students would find socially uncomfortable, not least for its risk of exposing any language deficit and the requirement to speak publicly, especially within large cohorts. The orthodox classroom setting of serried ranks of chairs was rearranged into a series of small circular cluster groups in which students, facing each other, collaboratively analysed and decoded the text collectively, effectively negating the feeling of being critically observed by the teacher. Within this classroom topology, the role of the teacher becomes that of an unobtrusive mediator instead of an authority figure, essentially becoming invisible to the students within a few minutes. In this context, students trustingly and unselfconsciously expressed their uncertainties and questions to each other, and eventually arrived at a mutually understood interpretation of the text that could be couched within a narrower vocabulary than the source text, but which was collectively-understood within the limits of their common vocabulary.

For many students – certainly for the Chinese students - the orthodox learning space environment is one which features traditional rows of desks facing the tutor at the front that enforces a didactic, high power-distance form of teaching (McCroskey and McVetta 1978; Kao and Gansneder 1995; Cheng and Guan 2012). In contrast, group cluster-style learning spaces help to foster an environment in which students are willing to participate rather than just to listen. They are encouraged to trust each other, admit to gaps in knowledge (which is often typically counter-cultural), and to share their thoughts on the task given to them as a group.

Much western academic writing on the Chinese learner emphasises the passive nature of their behaviour within learning spaces and the common explanation for this is that this has its origins in cultural norms (Chan and Rao 2009; Hofstede, 2010; Sit 2013). This author is somewhat sceptical of an uncritical acceptance of this position, having empirically observed that outside of the traditional classroom in social informal and relaxed contexts Chinese students are every bit as dynamic, extrovert, fun-loving and uninhibited as their western counterparts (Hilton 2016). This strongly suggests that their classroom behaviour is a habituated response to the classroom environment in which the student-teacher power-distance relationship triggers a deep-seated behavioural role expectation that manifests itself as introverted passivity.(Gieve and Clark 2005).

To illustrate how perceptions of Chinese student introversion and learning space passivity can be positively challenged, the following case study describes an intervention that was designed to elicit within the learning space, the same degree of gregarious engagement that they demonstrate elsewhere within socially informal contexts. Students were tasked with collecting a range of household junk and cardboard boxes which they were instructed to bring to the planned session, while the purpose of the task was kept from them. Once at the session, it was only then that the students were issued with the activity objective; that, in groups, they were to design and build a 'fighting robot' within one hour, using only the material they had brought with them. Having been allocated to three small groups they were simply left to get on with it, with the teacher retreating to the background as a passive observer, available for assistance or questions but otherwise serving no other purpose (Finkel 2000).

After an initial few moments of silence and clear uncertainty, a small number of students approached the materials and began to pick them up and explore their potential. Within a very short period of time all students had spontaneously engaged fully and gregariously with the task and their communication became loud, animated and unselfconsciously playful. Strikingly, the normal paradigm of concept generation and design development schema with which they were familiar were not evident during this process. Instead, they simply responded to each other's actions osmotically and collaboratively, appearing to construct the fighting robots organically in response to each other's actions and focus. Certainly, there was little sense that activities were being coordinated under the direction of any single leadership role.

The resulting robot outcomes were fabulously successful (the students themselves were delighted with their designs), and it was starkly evident that even the most innately introverted students were fully and unselfconsciously engaged in this collaborative, free-form mode of active exploration and creative problem-solving (Hilton 2018).

This immersive, collaboration ethos is written directly into the course module guides and is a critical aspect of its DNA. From the initial introductions at induction week, students know from the first session that transcultural and cross-disciplinary working is an expected part of working practice and ways of thinking. The pedagogue's role from then on is to gently but consistently reinforce, through repetition and praise, the value of collaborative effort as an effective motivator to learning and academic progression. Statistically, grades for group-work assignments are consistently higher than typical grades obtained for individual work. This means that the students come to see the tangible value of collaboration and participation and as such they are less likely to revert to 'passive -style' learning and introversion. In fact, many students continue to collaborate with each other, across disciplines and cultures, outside the classroom and into their social sphere.

Language skills and confidence in using English is also an area where teaching spaces can influence international students' experiences. By creating collaborative, non-threatening environments in which students can feel relaxed, they are more prepared to engage in discussion. This has the added benefit of improving their language skills, especially when they digitally interact together beyond the classroom via mobile phone software such as *WhatsApp* and *WeChat*. For example, students themselves have self-reported in interviews about how they recognise that English language deficit harms their confidence and willingness to participate:

'I think aspect of the most difficult to understand is the problems discussed in the classroom, I need time to understand the different thinking from the different country.'

'When we hear word we don't understand is difficult. We don't like to ask question if we don't understand so is why we don't speak in class.'

In light of this, smartphones and the use of *WeChat* and translation apps are now an integrated part of the pedagogic strategy aimed at improving language skills among Chinese students, especially when difficulties emerge over the meaning of unfamiliar words in the discipline-specific lexicon. At such moments, discussions are diverted to explore and mutually discover the contextually most accurate Chinese translation. Once agreed, discussion returns to the topic in question. What has emerged from pedagogic experimentation and enquiry is that there exists an interconnected relationship in the way learning space dynamics (its topology, formality/informality), pedagogy, participation and language proficiency - all mutually combine to affect performance and academic attainment:

'...where teaching space topologies, learning tasks and student-teacher dynamics are modified to permit students to democratically move, discuss, engage and interact within the space and with each other, then the likelihood is the students will feel less intimidated and more likely to actively participate,' (Hilton 2018).

For some years now, the author has been using WeChat as an additional environment in which students and tutor can interact, share information, ask questions, conduct research and collaborate. This conceptual expansion of the learning space into the digital realm has added, literally, a further dimension to the students understanding of what constitutes a learning space. While they themselves may not consciously consider the *WeChat* environment in terms of a specialised environment in which learning takes place, it is clear that as digital natives, students are extremely comfortable when they engage in discussions within this online world. In this digital environment, students tend to show very little reluctance in participating, regardless of their standard of English. Diagram.1 below, illustrates a conceptual hybrid learning space and shows how learning space characteristics can serve to enhance, or degrade the students' language skills and learning experience.

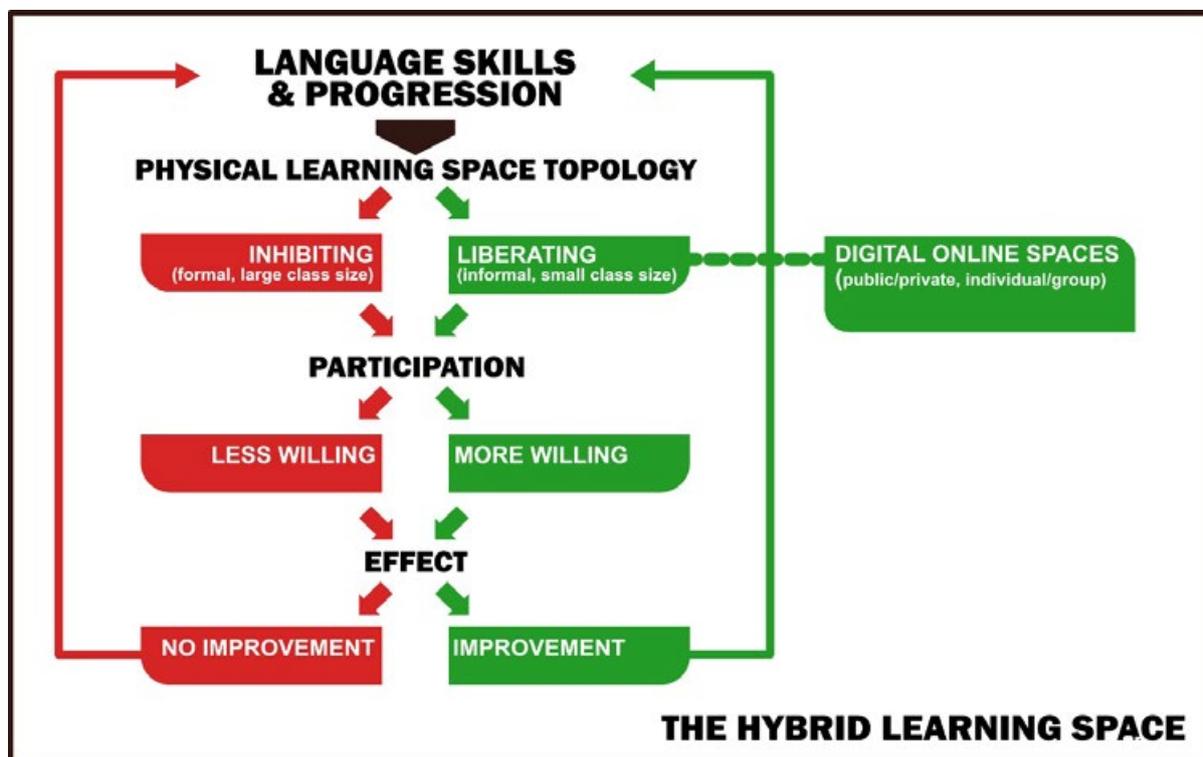


Diagram.1 The Hybrid Learning Space (Hilton, 2019).

Feedback

The students find this module highly stimulating and a positive learning experience that embraces cultural differences:

'I like the philosophy of the course in that students are encouraged to become independent and have confidence in making decisions.'

'Forces us to work with people we don't know. Quickly became a team.'

From an employer's perspective, collaborative cross-cultural working is an essential requirement in global workplaces. One of our industry partners propounds how communication across cultures is an important employability skill:

'Flexibility and adaptability of these students is very important. The confidence to be globally adaptable. Academic ability is one thing but the most important is the ability to problem-solve via processes to the end solution through communication skills, organisation skills and skills obtained from multi-cultural team working,'
Dr David Shuttlewood, Ricardo.

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Key words: Design pedagogy, Chinese learner, hybrid learning space, participation, attainment

4.3

Title: Internationalising Clinical Legal Education (CLE) through 'Mobile Remote Presence' (MRP) to innovate, engage and enhance student experiences

Authors: Alan East, Stephen Hardy and Beth Richards-Bray, in collaboration with Stephan van der Merwe and Shaun McCarthy

Course: LLB Law, Coventry Law School, Faculty of Business and Law, Coventry University

Introduction:

As we witness how technology is transforming the workplace, we are also witnessing the emergence of how technology will transform the work of human experts across the globe. Technology starkly knows no boundaries. Such technological advancement challenges the future of the professions (Susskind & Susskind 2015).

To take up that challenge in terms of modern legal education, Coventry University Law School takes a different approach to Clinical Legal Education (CLE). The aim is to be distinct; collaborate with international institutions and use new emerging technologies. This case study will discuss our work with two very different international institutions in our newest clinical endeavour – The Advocacy Programme – using Mobile Remote Presence (MRP) devices to innovate, engage and enhance student experience.

'Partnerships in CLE' is Coventry Law School's vision to put law students in real cases within a real legal environment to gain the most out of their learning experience. This is achieved by collaborating with Central England Law Centre (CELC), offering students experience of working in a busy practice environment supervised by working professionals. This partnership helps meet the needs of the local community by creating better futures for those who need access to justice. It also embeds social responsibility into the clinical activities using the knowledge and expertise of staff to contribute to the social and economic success of the local community: a key facet of Coventry University's Strategic Plan. From the student perspective, it allows them to work directly with qualified Law Centre staff providing them with case management experience, a range of legal skills and employability skills. This partnership has three separate clinics offering a diverse range of experiences to students: (1) the Employment Law clinic, (2) the Mi-Friendly Cities programme and (3) the Advocacy Programme.

Aims and rationale:

International Clinical Legal Education - the future:

A law clinic is a learning environment where students identify, research and apply knowledge in a setting which replicates, at least in part, the world where it is practised (Grimes 1996: 138). The Coventry Way does more than replicate; it actually gives the student a real legal environment to work in. Despite arguments that this form of clinic means that the third-party organisation (i.e. CELC) will not have student learning at their core due to shrinking budgets (Thomas 2017), the Coventry Way is different. By investing in CELC, Coventry University has ensured that they put learning as one of their new strategies of working, and Law Centre staff actually become teachers in their own right, taking responsibility and offering one-to-one tuition. The partnership is creating a 'learning hub of excellence', which will be invaluable for the future of legal education. In future, more emphasis will be placed on experiential learning in law particularly with changes such as the Solicitors Qualification Examination coming into force from 2021.

Online International Learning (OIL):

To internationalise the clinical programme a series of Online International Learning (OIL) projects were offered to students, linking with two international institutions: Stellenbosch University in South Africa and the University of Newcastle in Australia. These institutions were particularly keen to experience our Advocacy Programme because they do not have the opportunity for their students to appear in a real tribunal/court environment.

The Advocacy Programme is an excellent example of experiential learning. Due to the partnership with CELC we have an experienced member of their benefits team managing 24 students each week. Our students will interview claimants seeking to appeal the refusal of an award for Employment Support Allowance (ESA) or Personal Independent Payment (PIP), which takes place in front of a Tribunal Judge and Medically Qualified Tribunal Member in the Social Entitlement Tribunal of the Tribunal Service of England and Wales. This allows undergraduate students to manage a case and actually represent the claimants in the Tribunal.

Shaun McCarthy from the University of Newcastle had previously written of the potential benefits of students learning how to prepare for tribunal representation and the uniqueness of their inquisitorial nature (McCarthy 2014), and was very keen to learn how our students adapted to this. From Stellenbosch's perspective, the Programme built on a growing relationship, and was the prelude to a planned field trip to Stellenbosch's Legal Clinic as well as an invaluable opportunity for our students to develop relationships with the Stellenbosch students.

Both Stellenbosch University and the University of Newcastle provide excellent experiential learning through their law clinics, providing their students with invaluable social welfare experiences and positively impacting on their local communities. Coventry students would learn from their work, too. Overall, the collaborations, and this case study, serve four pillars of the Education Strategy: embedded employability; intercultural and international engagement; community contribution and responsibility; and innovation and digital fluency.

Using the same model for both institutions (although the projects were done separately with the institutions), Alan East (Coventry University UK), Stephan van der Merwe (Stellenbosch University, South Africa) and Shaun McCarthy (University of Newcastle, Australia) sought to explore the use of MRP. Telepresence is the sense of being in another environment, which offers the user the ability to connect to a remote location via a *Double Robot* with the added value of moving and actuating in that location (Kristoffersson, Coradeschi and Loutfi 2013). Skype and other forms of static video conferencing does not give the user the same sense of freedom. We wanted the international students linking in to feel as if they were in the room and playing an equal part in the case. We created a space on *Open Moodle*, which provided all students with information about the programme, the law, and the procedure of the Tribunal Service. To engage students before their first telepresence session we asked them to create *YouTube* welcome videos and take part in interactive activities.

Implementation:

The Advocacy Programme takes place daily, with six students running a clinic for four hours, during which students interview clients, work on cases (drafting submissions or negotiating with the UK Department of Work and Pensions) and ultimately prepare the case for the tribunal hearing. This OIL project involved up to eight Stellenbosch students and Newcastle students who linked in with the MRP robot and worked in teams with the Coventry students.

The *Double Robot* MRPs work through the internet and aim to allow a seamless connection for students wanting to have complete mobility in the designated areas. The robots, which resemble tablets mounted at face height, on a moveable device, are able to roam around their environment. An internet link is sent from the MRP to a student, who controls the robot by clicking the link and connecting to the web using a computer, tablet or phone. Using the MRP's visual and audio capabilities, students can fully interact with the environment and its actors and, subject to the limitations discussed below, move around unhindered.

During the first week, students participated in an introductory session where they met fellow students. Via the MRPs, Coventry students took their international partners on a tour of the university. After dividing the students into their matched pairs, two from Coventry and two international students, each group was given an appeal case to work on. In those groups, the Coventry students explained the cases they had previously dealt with, and each group was handed their first case and began to prepare for the client interview.

Further in the second and third weeks, the international students used the MRP technology to observe their partner students interviewing clients on other cases. Following the observations, both sets of students discussed the case they had been allocated and how they would approach the initial interview for their assigned case. Coventry Law School has a purpose-built interview suite and this was used as the venue for the interviews, which Coventry students led, assisted by their international partners.

Strengths and weaknesses:

The ability to move through the MRP has several effects. The turnable display has resulted in a higher level of activity, perceived excitement of the speakers, and attentiveness and engagement (Kristoffersson, Coradeschi and Loutfi 2013). Students were engaged and enjoyed interacting with each other and working on the cases together. There were positive aspects to this project. The MRP technology enhanced the educational experience of the participating students, enabling them to develop intercultural and comparative legal competences.

Through participating in the project, students were able to experience learning which is authentic, situational and based in diverse learning environments. It brings real-world experiences into the classroom and allows students to be active participants in their learning experience. Additionally, Coventry law students found the interaction very helpful, as they were keen to understand how Stellenbosch students approach a legal case. The international students who appeared in Coventry via the MRP also found this a valuable experience as it allowed them to experience how cases develop and to participate in a mock tribunal.

As with most projects, there were some areas of weakness or limitations which should be reflected upon for the future. Projects which require participants to venture into new and innovative terrain inevitably have a measure of risk and are likely to involve teething troubles that need to be remedied in future iterations of the project. Some students found it difficult to interact on occasions because it felt 'awkward' or 'forced'. Research on MPR notes this issue because the normal body language that one might use to discern interest was difficult to ascertain from the remote and local attendees (Neustaedter et al. 2016). Equally noted was the difficulty in knowing when the conversation between the two should end. In face-to-face situations it is easy to ascertain this, but the MPR does create some difficulties with one staff member noting that in the interviews there was often an awkward silence when interaction took place between the client and MRP international student. Finally, navigation caused some of the international students some problems with a local of spatial awareness particularly in small spaces.

The nature of the MRP technology means that a successful project depends upon a reliable connection, therefore internet availability and the strength of the WiFi connection is important. This is particularly relevant when the devices are roaming. Their ability to roam is limited, and they are not completely mobile; human intervention is needed to assist the robots to negotiate stairs or changes in floor level where there is no ramp. Anecdotal feedback from student participants emphasised the importance of ensuring stable and suitable information and communications technology services to support projects relying on digital equipment. Students were at times frustrated with interruptions to the internet feed and unstable WiFi connections, which led to unscheduled breaks in their MRP use.

The Future:

Unintended consequences included the opportunity to share this initiative with a group of business school academics from across the Asia-Pacific region during a European Foundation of Management Development (EFMD) Executive Academy in Singapore. This led to the possibility of collaborations between Coventry Business School and other international business schools; potential international inter-disciplinary collaborations between Coventry Law School and international business schools; and an article in the EFMD's international publication 'Global Focus'. *Double Robotics*, the company that manufactured the devices, were impressed with the way we used multiple robots in one area. This was one of their best examples of multi-use robots.

Positive outcomes:

Bringing together experiential learning and social welfare experiences, the project enhanced the learning experience for students in the respective countries. They were able to assist clients in their appeals which has a positive impact on the clients' lives. This helps the local community and allows more people access to justice. It facilitates inter-cultural education, allowing students to interact with fellow students from different legal jurisdictions and thereby to address the challenges of living and working in different societies as professionals, allowing students to understand a different jurisdiction's legal problems.

Technical difficulties aside, this project enabled students to communicate in real time with their peers from different jurisdictions; to collaborate on legal cases; and develop legal skills. In so doing, they made a valuable contribution to the community in which the Coventry students were studying.

In conclusion, the MRPs offer a new dimension to international activities. They allow international partners to have a presence in the room, providing a more practical, natural way for parties in both locations to interact, in a manner which is not possible with existing video-conferencing technology.

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Key words: robots, law, internationalisation, experiential learning, authentic learning, employability

4.4

Title: Students-as-partners in Collaborative Online International Learning (COIL)

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Course: MA English Language Teaching and Applied Linguistics (ELTAL), Faculty of Arts and Humanities, Coventry University

Introduction:

This case study reports on a blended learning project that mixes and repurposes formal and informal learning platforms and learning and teaching modes to maximise the students' learning experience. BMELTET (Blending MOOCs – Massive Open Online Courses for English Language Teacher Education with telecollaboration), addresses three of the Coventry University Group Education Strategy pillars. The first one is 'Research Inspired Teaching'. BMELTET has been carried out with cycles of action-research and student-informed scholarship since the academic year 2015-2016.

The second pillar is 'Intercultural and International Engagement', as it specifically aims to develop global citizenship competencies for both the staff and the students involved in it.

Finally, it adopts a holistic approach to the pillar 'Innovation and Digital Fluency', taking students out of their comfort zone and encouraging them to re-think their beliefs on English language teaching and learning while interacting with participants in distant locations through digital platforms and reflecting on their actions and beliefs.

BMELTET, blending face-to-face teaching with COIL (Collaborative Online International Learning) and a MOOC, illustrates how students on the MA in English Language Teaching and Applied Linguistics at Coventry University (CU), and their peers on an undergraduate teacher education course at La Florida Universitatària (FU) in Spain engaged in an intercultural discussion on teaching and learning, while at the same time developing interactive digital literacy skills. The project enabled them to critically reassess their beliefs through reflection 'in-action', while engaging with the project, 'on-action' (Schön 1983), after having completed the project, and 'for-action' (Killion and Todnem 1991), planning for their own future as English language teachers.

The students, both from CU and FU, became involved in the scholarship relating to the project and provided insightful reflections in talks they gave at a COIL-related international symposium held in Spain in April 2019. Three of the participating students have co-authored this paper with the staff involved. This work embraces the 'students as partners in learning and teaching' philosophy illustrated by Healey, Flint and Harrington (2014).

Aims and rationale:

BMELTET aims to illustrate how the integration of a COIL project into an existing curriculum in conjunction with a MOOC can impact on students' beliefs on learning and teaching English while providing them with the opportunity to engage with a global community of practice to enhance both their critical digital literacy and their intercultural awareness. The case study also illustrates how students actively contributed to the COIL scholarship that stemmed from it.

Relevant literature demonstrates that COIL, also known as 'Telecollaboration' and/or 'Virtual Exchange', can foster the development of Intercultural Communicative Competence (ICC) for the digital age (Müller-Hartmann and O'Dowd 2017: 2; Orsini-Jones and Lee 2018; Lloyd, Cerveró-Carrascosa and Green 2018).

Previous related studies carried out with students on this course proposed that repurposing an existing MOOC with content that is relevant to the syllabus covered by students engaged in teacher education, and embedding it into their curriculum in conjunction with COIL, appears to further enhance participants' critical digital literacy and ICC (Orsini-Jones, Conde Gafaro and Altamimi, 2017). Such projects can also help with dispelling existing negative beliefs about the integration of technology into teaching, held by some students (Orsini-Jones et al., 2018).

The main aims of BMELTET were to:

- Provide participants with the opportunity to engage in a blended learning curricular intervention project, involving the integration of a COIL exchange and a MOOC into the curriculum to identify students' beliefs on English Language Teaching and blended learning.
- Foster an intercultural dialogue (both synchronous and asynchronous) on how to innovate existing English language teaching curricula through active engagement with a COIL/MOOC blend.
- Stimulate reflection on how the use of blended learning can support students on teacher education courses to acquire a holistic approach to the integration of technology into their learning and teaching.
- Foster the development of critical digital literacy amongst its participants.
- Foster the development and raising of intercultural awareness amongst its participants.

Implementation:

The action-research cycle of the BMELTET project discussed here took place between October and December 2018, to coincide with the delivery of the two relevant modules at CU and FU and the start of the relevant free MOOC. The participants from Spain were twelve third-year undergraduate students on a four-year degree course (BA in Primary Education) studying module *Didàctica de la Llengua Estrangera I: anglés* (Equivalent to Teaching English as a Foreign Language). They were all Spanish nationals, between 18-30 years of age. 56% had prior teaching experience.

The twenty students based in the UK were from a variety of different nationalities: seven Chinese, five British, two Vietnamese and one respectively from Lebanon, Thailand, Romania, Cyprus, Pakistan and India. They were between 21-50 years of age; and studying on the one-year MA in English Language Teaching and Applied Linguistics (module: *Theories, Methods and Approaches of Language Learning and Teaching*). 60% had previous teaching experience.

The project complied with the CU Ethics governance procedures, and participants agreed to:

- Enrol on the dedicated BMELTET 'Open Moodle' website for the project.
- Register on the FutureLearn MOOC *Understanding Language: Learning and Teaching* (FutureLearn, University of Southampton and British Council, 2018).
- Engage with the MOOC for around 2 hours per week with the MOOC's set activities for the 4 weeks of their duration.
- Reflect on their individual teaching beliefs on online and blended learning through a pre-BMELTET and a post-BMELTET online survey consisting of Likert-scale type statements and open-ended questions.
- Discuss the MOOC topics in the Moodle website with their Spanish partners.
- Engage in synchronous discussions with the partners through Skype (both whole class and small group).
- Engage in asynchronous discussions with the partners in 'Open Moodle'.
- Complete specific collaborative tasks in small groups both at a distance and – if applicable – face-to-face during the mobility trip linked to the BMELTET project.
- Complete optional assessed tasks linked to the project.
- Participate in semi-structured interviews at the end of the COIL project (self-selected participants).
- Participate in face-to-face workshops on the project – self-selected participants at the time of the exchange visits, including intercultural activities on *Padlet* and classroom observations when in Spain/UK.

Students engaged in various collaborative activities (e.g. joint reflective reports on each unit in the MOOC) and there was a very good uptake of the field trips that followed the virtual interactions: 54% of students from FU in Spain and 55% of students from CU took part in these between 3rd -8th March 2019 (FU-CU) and between 3rd-9th April 2019 (CU-FU).

The type of blend implemented allowed participants to move from the 'local' dimension of their study location to the 'global' one through COIL and the MOOC discussion boards, on a constant basis. This gave them the opportunity to engage with the teaching themes covered, such as Task-Based Language Learning and Teaching, Content and Language Integrated Learning (CLIL), Online Language Learning and Teaching, and English as Lingua Franca in a variety of ways: face-to-face in class with the CU peers; online in Moodle and via Skype with the partners from Spain; and on the MOOC with its thousands of participants.

Initially, many students were unsure about the online dimension in particular, and the integration of technology in their teaching in general. It was hoped that engaging with the project would help them to become less apprehensive about this.

Feedback:

The feedback received from the students who engaged with the project was generally positive. It was collected in five different ways: the online survey (all students); the semi-structured interviews (self-selected students); the Moodle discussion (all students); the *Padlet* intercultural activity at FU (students who took part in the field trips) and an international symposium in Valencia, where self-selected students presented their reflections on the project.

The responses in the online survey were particularly positive regarding the 'expansion' of knowledge and social collaboration afforded by the addition of the COIL project and the MOOC, e.g. in reply to the question 'How did you feel about engaging with a MOOC as part of your MA course?':

'It's a new experience for me since back to China we don't do online learning, and it is interesting to know the different views of people from different cultural and learning backgrounds.'

'I believe it will be beneficial for my teaching in the future. Technology is advancing at a high rate, and being tech-savvy should be essential for all teachers.'

'It has been very interesting because the MOOC aspect provided more in-depth discussion on MA topics and expanded/supported classroom learning.'

'It was an enriching experience that strengthened my intercultural communicative competence.'

In reply to the question: 'How did you feel about engaging in a project that blended face-to-face teaching and learning with a MOOC and with a Virtual Exchange with Spain?' one stated:

'I think that this is a very motivating way of encouraging students to have a wider outlook on how to teach a language and the different approaches of teaching and learning. I found this very interesting and a dynamic way of learning.'

It was pleasing to see the reply below to the question 'What are the most important things you have learnt from this project?'

'I have learnt that concepts and approaches in theory are not really always applicable to real life situations, and that as a teacher of English Language I should be aware of the globalisation of the language as well as being sensitive to other cultures and how they perceive information.'

An unexpected outcome of the project was the very stimulating staff-student 'Virtual Exchange and Internationalisation – Enhancing Intercultural Language Learning and Teaching Symposium'. This was organised with the three partner universities in Spain and hosted by one of the most prestigious universities in the world, which is also a CU Erasmus partner: *Universitat de València, Facultat de Filologia, Traducció i Comunicació*. This further enhanced the students' experience and enriched their intercultural awareness and employability opportunities.

Strengths and weaknesses:

One strength of the project was the support provided to both novice and experienced teachers studying on the courses involved to reflect on new ways of approaching their learning. It opened up teaching and learning opportunities they had not considered before and were now considering for their future practice.

The three CU students who spoke at the symposium and who have co-authored this paper contributed interesting insights on the BMELTET project. Alrashidi reported that BMELTET had helped him with understanding the concept of learner autonomy, which he stated was new to him when he came to study at CU from a tutor-centred teaching tradition in Lebanon. He felt that the project had supported him with revisiting his beliefs on teaching and helped him grasp the concept of ICC.

Matharu, who also spoke at the symposium, commented on how powerful it was to realise how big the community of practice was on the MOOC: 5,824 participants took part in *Understanding Language: Learning and Teaching* in October 2018 (Borthwick 2019). She felt it was energising to engage with continuous professional development on a global scale. She commented on how an unexpected outcome of her visit to Spain had been to witness the implementation of the theory learnt 'in action' in real classes that were embedding the theories learnt on the course, such as CLIL. She also commented positively on the webinars with the Spanish partners and the online discussion on Moodle that opened up to her the world of English as *Lingua Franca*.

Simin Ni, another contributor to the symposium and to this paper, discussed how she valued the way that BMELTET had enabled her to enhance her intercultural awareness and extend her face-to-face classroom learning. She appreciated in particular the opportunity to discuss teacher education issues on the MOOC and Moodle forums, where multiple international perspectives on teaching were aired, which provided her with a multicultural perspective on practice that she had not experienced in her previous learning context. She stated that she appreciated the flexibility offered by online learning on the MOOC, while also valuing the face-to-face aspects of the project.

A weakness that has recurred in these projects has been the difficulty experienced by some students in engaging in interaction both in Moodle discussion and on the MOOC discussion, e.g. critique of the MOOC exchanges:

'It was not very effective in terms of discussion because there were too many and it's hard to jump in, also there wasn't any personal/real interactions between the participants. So in a way, your thoughts and contributions are floating online and without a finite conclusion/wrap-up/closure to any discussion,' (Comment in the Post-BMELTET survey).

Also, although BMELTET appeared to dispel, to a certain extent, the apprehensions relating to online learning, a considerable amount of scepticism towards using technology in teaching remained. It would be useful to do further investigation and possibly triangulation, with individual interviews.

Conclusion:

The participating students' recommendations for the next cycle of BMELTET were the following:

- Integrate an experiential 'in action' approach to the teaching of digital literacy and intercultural awareness in academic programmes (like BMELTET).
- Make the MOOC a compulsory element of the curriculum (it was optional in BMELTET) with a completion certification for the world of work.
- Include more small-group COIL tasks to reflect on the subject matter covered.
- Encourage students to critically revise their beliefs about teaching through active learning and social-collaborative reflection.

From the tutors' perspective, the best way to implement the above recommendations would probably be to write a tailor-made MOOC, which would remove the restrictions currently existing on FutureLearn MOOCs, which only run for limited periods of time and require a fee to upgrade to constant access.

The suggestion of making the COIL-MOOC blend experience compulsory had been tried and tested before by one of the tutors involved in BMELTET and this had given rise to some student complaints.

The tutors will, however, do their best to incorporate the students' feedback in the next cycle of BMELTET. Their belief is that BMELTET is a challenging, but worthwhile, project to carry out, that supports students involved in teacher education with becoming reflective, autonomous and interculturally aware teachers and learners.

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Mr Abdallah Alrashidi, Student from Lebanon on the MA ELTAL

Mrs Jaswinder Matharu, Student from the UK on the MA ELTAL

Ms Simin Ni, Student from China on the MA ELTAL

Key words:

MOOC, telecollaboration, COIL, internationalisation, intercultural awareness, teacher beliefs, learner autonomy, technology, digital literacy, students as partners

4.5

Title: Collaborative Online International Learning (COIL) project – Europe through the global lens

Author: Dagmar Johnson

Courses: European Business Management BA (Hons), Business Management BA (Hons) and International Business Management BA (Hons), Faculty of Business and Law, Coventry University

Introduction:

With a challenging and continuously changing learning and teaching landscape, this project was developed to provide learners with an experience that is influenced by different cultures (de Wit 2002). Coventry University actively supports the internationalisation agenda, aiming to educate global graduates and provide them with a head start that will enable them to compete in the global job market.

Students studying in the UK get a very UK-centric view on current issues about the European Union (EU). However, the EU is one of the largest economies in the world and therefore students need to be aware of those issues from a global perspective.

As a result, the idea for this particular Collaborative Online International Learning (COIL) project was born. The Module Leader for the “Europe through the Global Lens” module works closely with five partner institutions across Europe that all have students from all over the world. All institutions teach their students about European Business and face the exact same problem: a very national (whether Danish, Spanish, Belgian, French or German-centric) view on current issues about the EU.

Aims and rationale:

The aim of this module was two-fold. Firstly, it allowed students to understand the dependence on one’s own prior learning experience and cultural background, and how this may impact on learners’ views of a subject or topic, thus creating awareness of the learners’ own cultural approaches. Secondly, the COIL project aims to develop the learners’ cultural awareness capabilities and embraces cultural diversity.

This project involved our partner institutions in Denmark, Spain, Belgium, France and Germany, and was established to enable learners from all over the world studying in Europe to engage with learners in the UK to share their experience and perception of EU issues across Europe.

Implementation:

Learners are linked through a discussion forum hosted by the Coventry University *Open Moodle* platform. Approximately 130 students from Coventry University are linked with over 50 students from the partner universities. Topics discussed currently include ‘Brexit’; ‘the single market’; ‘should Turkey become an EU member?’; ‘should the EU include corporate social responsibility in the “making” of its trading agreements?’; and many others. It is asynchronous, which means that students can work on it in their own time, and time zone differences between partner institution do not have to be taken into consideration.

To ensure student engagement, this project is included in the assessment for 75% of the module mark. It requires an online portfolio that combines current news and views from across the world, discussions across the globe, and theory within its assessment criteria.

Feedback:

Students from Coventry University, as well as those from our partner institutions, regularly comment on the insightful learning about how the EU functions. They enjoy the discussions with learners across Europe for the same topic, as these quotations show:

‘I enjoy being able to speak with other students from all over the world,’

‘I like the idea of understanding a variety of different cultures regarding a topic,’

‘The COIL project is interesting; it provides different perspective.’

Strengths and weaknesses:

A true strength is that all participating learners engaged in the discussion forums very well, as they enjoyed the topics of discussion because they chose them themselves. The COIL project enables learners to analyse topics critically from different points of view, which they might not have been able to without this project.

Our home and international students gain a wider and in-depth understanding of the workings of the EU and its policy-making. Consequently, they are able to develop a balanced view of European business practices, and the impact on Europe's (and the EU member states') economies of topics such as human rights; working conditions and pay; culture, education and language; and much more.

Some partner universities do not allocate credits for this project and their students' participation, which often results in poor and patchy contributions to the discussions. To overcome this weakness, we are currently working with a number of partners to propose solutions to motivate and positively encourage students to participate.

Even though the participation in this COIL is asynchronous, some partner institutions cannot participate in both semesters, as they start or finish their semesters out of line with those at Coventry University.

All learners get a certificate from Coventry University for their participation in the COIL project, which enriches the learners' CV (or resume). This promotes international collaboration, allowing for further global experiences and online networking opportunities. Overall, students are given the opportunity to experience different cultures and develop greater intercultural awareness of themselves and others through online collaborative reflection.

Positive outcomes:

Learners on campus had a consistently high participation rate over the duration of the semester. Due to this high participation, submission rates, completion and grades are relatively high in comparison to the other modules on the Business Management BA (Hons) and International Business Management BA (Hons) courses.

The rate of plagiarism is very low, as topics and discussions are so unique and personalised that work cannot (easily) be plagiarised or bought.

Because of the recognised benefits of this project, other universities from Finland and Germany have made contact with requests to be part of this COIL.

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Key words: global learning, COIL, online international learning, internationalisation, intercultural awareness

4.6

Title: The internationalisation of education – How international field trips cultivate intercultural immersion

Author: Sathees Kunjuthamby

Course: Undergraduate and Postgraduate courses within the School of Strategy and Leadership, Faculty of Business and Law, Coventry University

Introduction:

Owing to the nature of globalisation, there is an urgency to develop students' intercultural competences (ICC), for them to understand global workplaces. Intercultural competence is defined as 'the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions,' (Deardorff 2006).

The rationale for putting together an international field trip emerged from the conviction that such educational trips can provide valuable insights for students to benefit from first-hand experiences (Fueller et al. 2006; Houser et al. 2011) that would not be available otherwise if students are not able to travel overseas.

Aims and rationale:

The aim of this case study is two-fold: firstly, to explain how an international field trip can be organised successfully; and secondly, to stress how international field trips can provide students with an enriching educational experience and help them to develop greater intercultural awareness. This case study reflects on the experiences from two consecutive international field trips to Hong Kong in May 2017 and May 2018 respectively.

Implementation:

A successful international field trip consists of five areas: managing the planning of the international field trip; managing communication; being locally responsive; and managing risk and relationship management. Of these, planning of the international field trip and relationship management with a partner were given more priority and allocation of time than in comparison to the other areas. In order to stress the benefits and highlight the valuable insights that could be acquired both academically and culturally, a sound educational itinerary needed to be developed first.

The support of a partner in Hong Kong significantly improved the design and development of an educational itinerary suited for the purpose of such a trip. The planning for the first educational field trip took place 12 months before the departure date in May 2017, as relevant colleagues at the partner institution needed to be identified first and only after an exchange of emails the possibility to collaborate together became a reality. From this, trust developed between us to discuss logistics, academic and cultural visits.

Developing an educational itinerary with the right mixture of company, Higher Education and cultural elements are of vital importance, as I believed strongly that only then an enriched student learning experience and an international immersion with access to developing intercultural competencies could be created and advanced.

By providing students with an itinerary to visit the Container Port, the Legislative council, Black Point Power Station and the Civil Aviation Headquarters to name a few, enabled students to understand how businesses operate and function in a different environment than compared to their own country (Hefferan, Heywood and Ritter 2002; Hovorka and Wolf 2009; Pawson and Teather 2002; Stronkhorst 2005).

Similarly, cultural and academic visits were undertaken in helping students to better understand the country, city and the environment. As such, cultural visits to Lantau Island, Po Lin Monastery, Big Buddha, Ladies market, Stanley Bay and Golden Bauhinia Square. Visits like these further improve and assist students in obtaining relevant qualities and competencies for local and global citizenship (Coates and Edwards 2009). Also, academic visits to campuses locally offered a different pedagogical experience.

Research studies find that students who benefit from, and have access to, an internationally-focused Higher Education experience develop a better ability to respond to global market forces, demonstrate an improved social and cultural awareness and deal better with challenges arising from political changes (Coates and Edwards 2009; Knight 2003). International field trips not only offer students the opportunity to expand their horizons but equally it creates engagement for academics and the university to develop stronger ties with each other (Knight and York 2004). For example, before the May 2018 trip, I worked on a Collaborative Online International Learning Project (COIL), with Haking Wong IVE, (Hong Kong Institute of Vocational Education) which led to the successful May 2018 field trip for students.

Following this, students who undertook this field trip shared their experience via *LinkedIn* and thus pushed the demand for a second trip the following year. Since this trip earned a reputation for positive learning outcomes both academically and culturally and provided an environment for students to experience an international immersion, the partner and I discussed how each of our intended learning outcome could be addressed by a different visit and whether this was something feasible within the timeframe.

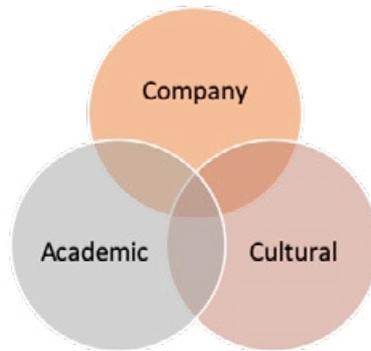


Figure 1: 'The CAC Approach – Company, Academic and Cultural'

In our partner conversations the dimensions outlined in Figure 1 are termed as the 'CAC approach' – 'Company, Academic and Cultural'. All three elements are key internationalisation attributes and necessary for successful international field trips.

Feedback:

Staff quotes:

Coventry University

'Sathees has excellent attention to detail and ensures that he is aware of all approaching deadlines including booking the trip with the tour operator and submitting the relevant passenger information. His knowledge of the field trip process is excellent and because of his meticulous organisational skills.'

Hong Kong, VTC

'It was a wonderful experience to our students because they could mingle with the students from CU and shared about their life, study, career development, etc. Although they only got along for a short time, they have become good friends and gone for dinner and shopping when the day's schedule was finished.'

'We appreciate your visit and your students' mingling with ours. Immersing in different cultures, this was a fruitful exchange that both students could learn.'

Student quotes:

'Sathees organized an amazing trip to Hong Kong with a lot of cultural activities and interesting company visits. With a satisfying mix of educational company visits and spare time, we were able to explore all the best things of Hong Kong.'

'Whilst on the trip, Sathees gained our trust and allowed us to explore and discover the brilliance of the country by ourselves, whilst keeping everyone coordinated and on time.'

'Sathees demonstrated excellent time, communication, interpersonal and group management skills. We explored Hong Kong culture and visited well-known companies, which provided valuable, educational information about different industries, services, products, values and visions of their future businesses.'

'In Hong Kong we visited a great number of interesting businesses and presentations which were perfectly led by Sathees. The whole trip went very smooth and as a trip leader Sathees gave his little secrets about the city so we could enjoy it in our time off as well. Sathees earns my highest recommendation as he led a group of 25-30 students like me through the Urban Jungle of Hong Kong without any problems.'

'I was fortunate to attend a field trip with Coventry University to Hong Kong in May. Sathees definitely displayed his leadership and communication skills when planning both university and company visits while managing around 23 students for 10 days.'

'Everything was planned perfectly from the first to the last moment of the journey. Sathees had arranged great company visits with leading companies in the area of Hong Kong as well as university meetings who developed our teamworking with foreign students.'

Strengths and weaknesses:

Strengths:

- Excellent collaboration and cooperation with the colleagues in Hong Kong
- Use of a closed group on *Facebook* for communication purposes
- Educational itinerary – the ‘CAC’ approach was highly appreciated and commended for providing the right mixture of company, academic and cultural visits.
- Pre-trip lecture: Two pre-trip/pre-departure sessions for which attendance was mandatory was delivered, and this has been used to get to know each other and to discuss important and essential objectives such as our code of conduct whilst on the field trip; the role of an ambassador for Coventry University, professional etiquette whilst in Hong Kong and how misconduct/ misbehaviour whilst on the field trip is managed.
- Post-trip evaluation

Unintended consequences were very small and not pivotal. There are always areas for improvements and the first international field trip in May 2017 brought forth the suggestion to give students in the future two afternoons free, so that they can explore Hong Kong on their own more freely. Apart from that, student feedback has been tremendously positive and there was no need to change anything from the first May 2017 trip.

Weaknesses:

- Some students started to arrive repeatedly late for pre-arranged meetings and departure: this sometimes created logistical challenges as their lateness created unwanted disruption affecting the whole group
- Some student’s approach on neglecting the ‘night-time policy’ and thus creating noise and disruption after 10pm leading to unwanted complaints from the hotel’s reception.

Positive outcomes:

Student’s perspective:

- Students have been offered an important international experience whilst studying in Higher Education
- Students have been given an opportunity to learn and apply cross-cultural knowledge
- They have expanded their horizons and benefit from a cultural experience helping them to develop their intercultural competence

Staff perspective:

- Embedding the importance of being a team player
- The co-leader can learn incrementally, the nuances of managing and leading an international field trip with the supervision of an experienced field trip leader
- Gives the co-leader more confidence and knowledge if they organise an international field trip on their own in the future

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Keywords: intercultural awareness, intercultural competency, internationalization, field trips

Part 5: Community contribution and responsibility

5.1

Title: Connecting science students and local communities with the 'FabLab'

Authors: Sharon Williams, Helen Lewis and Rebecca Butler

Course: BSc Analytical Chemistry and Forensic Science, School of Life Sciences, Faculty of Health and Life Sciences, Coventry University

Introduction:

Science in the 'FabLab' is a 'hands-on', innovative community development involving a multi-agency approach. It is based in a shopping arcade in Coventry city centre and was set up four years ago as part of an Open College Network initiative in the West Midlands. It supports a range of disadvantaged individuals from some of the hardest to reach communities in Coventry, Birmingham and Wolverhampton, including migrant and refugee children and their families.

This case study shows how Coventry University students and staff provide workshops on science-based activities with the FabLab in Coventry city centre. It focuses on enhancing opportunities and skills for primary-school-age children and their families. The university relies on grants from the Royal Society of Chemistry and The Biochemical Society to help buy consumables used in the science experiments at the FabLab. Gaining the funding means the impact of this over the last four years has enabled more than 1,500 children aged between the ages of 7 and 11 years to practice doing science activities in a fun and informative way, without charge.

Aims and rationale:

The aims are myriad but include enabling our students and staff (as co-partners) to ignite children's curiosity and pass on to them incentives to study science, either as a lifestyle activity or as part of their forthcoming learning journey through the UK education system.

The families who attend the FabLab see how our students strive to be positive role models of citizenship; receive aspirational advice of what going to a university can provide; and get help to develop children's Key Stage 2 science knowledge and skills in a local community setting.

In turn, the experience improves our students' organisational and communication skills because they learn how to write up grant bids, create workshop sessions, and communicate with children and their parents in a teaching environment, as well as increasing the students' own employability prospects.

Implementation:

Course students run small activity groups at the dedicated FabLab space in Coventry city centre during the week and at weekends. University staff go into primary schools to advertise workshop dates so the children and their families know which activities to sign up for. We also use Facebook, Twitter and Eventbrite for those who use social media. We have noticed that the workshops are also particularly useful for home-schooled children, giving them opportunities for social education. The hands-on activities that our students facilitate relate to real life – showing children how to make potato batteries that light up an LED, how to get DNA from strawberries in a tube, and how to make UV bead bracelets to wear.

My students work with me over a semester to build workshop materials, plan sessions, run activities, buy consumables for the sessions and also work with me to evaluate the families' experiences. We disseminate our work and findings via Twitter and we write reports collaboratively for the grant funding. For the students, this is a valuable learning opportunity in terms of research skills and employability opportunities. It also gives them community responsibilities which enhance not just their career but their life experience. The undergraduate students come from all over the world and this further enhances their intercultural awareness (as it does for our 'home' students too).

Typically, our students work on four or five workshops a year, which means with preparation and evaluation they commit to volunteering for approximately 10 to 12 hours per session. It's a big commitment to ask of them, yet we always have students wanting to join in with this initiative. The benefit to them is outlined in the feedback below.

Feedback:

'I found it a very interesting project to inspire kids to be curious about science and learn about it.'

'In order to gain work experience, this was valuable for me to take part in the outreach activities as I would like to be a primary school teacher.'

'My peers say I am an inspiration. The group just got on and did it – they're a lovely lot.'

'Sharon is instrumental in inspiring the next generation of scientists with her set-up and involvement with the FabLab scheme in conjunction with the RSC.'

'The FabLab workshops provide a great enrichment experience for Key Stage 2 and home-schooled children allowing exposure to scientific concepts in an exciting and engaging format.'

Strengths and weaknesses:

I am pleased that the gains outweigh any negativities. The scheme enhances our students' overall experience at Coventry University and helps to provide classroom experiences in the real world in a way that conventional teaching cannot. It is a great opportunity for our students to interact with the community, as well as realising how vital, yet daunting, the task is when applying for grants. It enriches their understanding of how not everything is possible unless we take a societal, collaborative approach if we want to make positive things happen. Writing a grant bid is not for the faint-hearted, and yet our students rise to the challenge and are really excited when we learn the grant funding has been approved, enabling them to continue with this initiative.

The collaboration with the FabLab allows us to use a dedicated space in the city centre shopping arcade, which is paid for by the multi-agency organisations. They also pay for marketing and advertising, which has helped this scheme to be very engaging and fruitful.

The limitations are the time the students have to give in their very busy schedule and also, the workloads for our staff. Buying the consumables (for example, DNA models and LED lights) can be expensive and without the grants, the workshops would be difficult to implement. The initiative requires staff to organise timetables to suit students and to ensure the workshops fit around student commitments. Logistically, it requires a lot of energy and forward planning for both students and staff and also depends on workshop sign-up. However, running four to five sessions a year also shows that the local community take-up is consistently good. This is heartening evidence of how the impact of what our students and staff provide is valuable to our local communities.

Positive outcomes:

In terms of wider impact, after each outreach activity a feedback form is gathered from our students who take part. This gives us an indication of how engaged our students were and how we can improve our practice. We obtain outcome measures which enable us to feedback to the Societies who give us grants, as well as with the primary schools who help us to advertise the initiative. As a result, we help local schools adapt their current practices to implement more hands-on science in the classroom. Our students are key partners with school staff in the delivery of this initiative and as a consequence, they gain 'real-world' contexts of the knowledge and skills necessary for their future employment.

Finally, the project resulted in a Q1 REF paper that has been accepted for publication in the British Journal of Educational studies (Johnson et al. 2019)

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Additional Resources:

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Key words: FabLab, academic outreach, open college network, active learning.

5.2

Title: Embedding community and social responsibility across a three-year undergraduate course

Author: Marion Greenhalgh

Course: Tourism and Hospitality Management BA (Hons), CU Coventry

Introduction:

‘Community’ has a variety of meanings. Within Higher Education there is consensus that the community can both be internalised and externalised - is there, perhaps, opportunity for a symbiotic relationship that not only benefits the learners but the wider world?

As educators, we have a responsibility to promote and support shared knowledge. As active members of a knowledge society, we have the ability to help promote equality, diversity and community. Differentiation is important but empathy, emotional intelligence and community awareness are crucial to the development of independent learners who will leave university to take their place in a peaceful and productive society.

Enhancement of knowledge, skills and behaviours can be embedded into learning. In most cases, our undergraduates are learning away from home, away from their communities and away from the security of familiarity. Due to both the ‘home’ and ‘international’ nature of these cohorts there is huge potential for shared experiences and learning opportunities.

A sense of community and responsibility are not additional lessons to be added to the curriculum but need to be embedded into everyday interactions and learning opportunities. Lecturers have the ability to guide learners through the subject matter of their academic discipline. They can make the learners aware of the importance of tolerance, understanding and the lifelong learning potential that a new perspective can bring.

However, shared knowledge is not only used for the ‘greater good’. In recent years, the media has reported on numerous cases where shared ideologies have been distorted by radicalisation and violent intent. The very fabric of society is being shredded by increased ethnic and religious polarisation. As facilitation institutions, Higher Education has the opportunity and the duty to address this and work towards a solution.

Aims and rationale:

This case study applied a range of initiatives aimed at raising student awareness of community and social/professional responsibility. The activities involved all three year groups in the Tourism and Hospitality Management BA (Hons) course. These undergraduate groups were particularly interesting due to their diverse international origins. The subject matter has a natural orientation towards internationalisation and the varied backgrounds of the individuals studying the subject can add resonance to the topic.

Applying learning theories to such diverse cultural groups can be challenging but rewarding especially when there is so much to gain from collaboration and shared knowledge. In most cases, these students had a clear understanding of the nature of the sector they would eventually wish to work in. In many cases they had experienced varying amounts of voluntary and part-time work which could also be considered an asset to the course.

However, cultural and nationalistic barriers do exist. The students were made aware at the beginning of the course that the international nature of the subject and the global opportunities for employment made it critical that they were able to understand the importance of cultural diversity and community. These elements are not only fundamental to the nature of the industry they wish to work in but necessary for their individual development and learner autonomy.

Implementation :

The first-year cohort began their studies with an “Impact of Globalisation” module. This provided an excellent foundation for the topic. It looked at issues related to cultural diversity, homogenisation, communication and stereotypical views.

Students were encouraged to internally and externally analyse international organisations. They went on to critically examine “Marketing” and discovered how mass media communication can be used and sometimes manipulated, to sell. The cohort produced individual and group presentations to highlight these cultural differences and were able to share their own experiences and perspectives in a range of seminars and class debates.

These activities needed some guidance and direction but quickly allowed students to develop independent communication skills and confidence in sharing their ideas and beliefs in an acceptable, academic and respectful manner. Some topics were more controversial such as the media coverage of the boycotting of the Brunei owned hotels linked to the homophobic beliefs of the ownership. However, the students also gained from the experience of re-framing statements and questions into acceptable dialogue.

The second-year students utilised several business-related theories and in particular, looked at the impact of stakeholder analysis in a variety of global examples. Their “Sustainability” module provided insightful overviews of wide range of international destinations again shared in the class. The subject of “Greenwashing” was well presented and students considered the role of the local Brazilian communities during and post-Rio Olympics.

The third-year students built on previous learning and were able to apply a wide range of activities throughout the year. The collaborative project looked at the sensitive issue of dark tourism and the promotion of the Liverpool Slavery Museum. They further designed and ran a university-wide “Cultural Carnival” that celebrated not only their origins but the communities and beliefs they had learnt about.

Throughout the year all three groups were actively supported in fundraising and community projects. They produced cake sales for *Macmillan* Cancer Care, collected and donated over a hundred storybooks for an inner-city school, establishing an early reader library. The Cultural Carnival was supported by the international charity *OXFAM* and the two-day event was featured live on social media. Finally, all groups contributed to food parcels distributed by a number of local charities.

Feedback:

Students said they saw the teaching materials and assessments as challenging, but thought-provoking. The dark tourism topic encouraged several final year projects that embraced controversial areas such as Sex Tourism in Amsterdam, promotion of LGBT Tourism in the UK and the USA and Tourism in Chernobyl. The third-year students’ carried out market research to gain independent feedback for the Cultural Carnival that further supported individual and group development. The event was supported by the university as a wider opportunity for all learners to experience and celebrate international community.

Strengths and weaknesses:

Teaching materials are provided online before each taught module. Lecturers had to prepare several new activities to facilitate the project. Careful classroom management was necessary to ensure that ethical, moral and business etiquette was observed whilst still allowing organic debate to develop. This task was somewhat easier for the more experienced members of the teaching team but proved to be more challenging for the newer members. The modular daily delivery of teaching and assessment facilitated excellent student/tutor rapport and the smaller group sizes (average 28 students) allowed all students to be personally recognised by members of staff who were fully aware of individual personalities.

Learner autonomy was seen to develop and the teaching team reported much better understanding of the topic when evidenced in the assessment responses. The group activities helped break down barriers to learning and in many cases fostered friendship groups that went beyond the classroom.

The group indicated that the experience had not only been positive in terms of learning and achievement but as one student stated:

‘Coming onto this course was the best decision ever and has changed my whole view of the world.’

Positive outcomes:

The students provided feedback and overall twelve modules received very positive feedback with a 100% course satisfaction score. The course also received a 100% score in the NSS student satisfaction survey. Whilst these are worthy testament to the success of the initiatives, the greatest success will be measured in producing graduates who have a better understanding of the importance of community and a better developed empathetic emotional intellect.

As Course Leader, I am always proud of my students’ achievement but as a teacher I am also proud of our role in changing for the better. As Reynolds says: ‘Academic professionals are dignified by the fact that, if truly professional, they provide an essential service to society; a service requiring skills not easily acquired, indeed, secured only over a considerable period of time and at considerable expense; a basic service with a set of skills having a serious body of scholarship and research, knowing, and information behind them. And all of this - the service and the skills, the facts and their applications - are to be used carefully, for the betterment of society’ (Reynolds 1991: 121).

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About the author:

Marion Greenhalgh, BA (Hons) MA PgDip Ed FCMI FISM MCTH, is the Course Leader for the Tourism and Hospitality Management BA (Hons) course, CU Coventry. She possesses extensive industry experience and has been a lecturer for more than twenty years. Her teaching and research interests are in international business management, globalisation and staff training and development and she has been involved in the development of several Tourism related courses, ranging from certificate and diploma to the Tourism degree programme at Coventry. She has a special interest in local heritage (Coventry, Birmingham and the Midlands).

Key words: community, social responsibility, Tourism, Hospitality, intercultural awareness

5.3

Title: Telling our stories: migrants in Coventry

Authors: Rachel Matthews, Rachel Chapman, Lisa Perry, Una Murphy

Course: Journalism BA (Hons), School of Media and Performing Arts, Faculty of Arts and Humanities, Coventry University

Introduction:

'Telling Our Stories' was a community-based initiative bringing together undergraduate Journalism students and newly-arrived communities of refugees and migrants in Coventry. Together they worked on producing a series of short videos capturing stories, experiences and celebrating lives. The project tested and developed students' practical skills within a structured critical context which interrogated the impact of the media's approach to refugees. Students were introduced to the theoretical lens of 'Peace Journalism', which interrogates the normative standards by which news media presents information; they then worked with migrants to present their stories in a way which challenged those standards. The project embodies the value of reflective practice which underwrites the course approach to Journalism teaching (Moon 2004).

Students' learning was enhanced on two levels; firstly, they implemented the skills they had learned in the classroom in a real-world context; by working with real participants, the students' confidence in their knowledge and communication skills was reinforced and enhanced. However, the second, transformative level was the impact of the project on their intercultural awareness and competencies, and their motivations to critically engage with their chosen profession.

Aims and rationale:

The academic study of journalists' coverage of migration is well established (see, for instance, Philo, Briant and Donald 2013) and debated, gaining prominence in the wake of the coverage of the death of three-year-old Syrian refugee Alan Kurdi in 2015. Therefore, it is fitting that this key issue to our contemporary times is included in the Journalism BA (Hons) curriculum – particularly as this professionally accredited course has a focus on producing graduates who can contribute to the thoughtful development of Journalism practice. This project contributed to that process by embedding students in a live reporting situation which interrogated key values surrounding the production of journalism artefacts in relation to this high-profile story. As such, it extended the engagement of students with a traditional area of journalism practice in a new way. Being able to respect people from all sections of society is just one part of understanding how to relate to everyone in a fair, professional and ethical way.

The project was embedded into the module, Journalism Production and Storytelling 2, which aims to introduce students to audio-visual production for television and digital platforms. It was highly pertinent to the following learning outcomes:

- Demonstrate an understanding of key issues impacting society through their choices and treatment of themes to report and produce content on and through their ability to debate around these issues
- Produce content in a live production environment, making content on various platforms

Beyond the module context, the project also sought to build connections with the city of Coventry and in particular the migrant population, both newly arrived and more established. An initial aspiration was to extend student involvement into training so that the participants could be involved in the storytelling process as co-creators. This opened the potential for different conceptions of what journalism is and can be. In practice, language barriers meant that this section of the project was not possible.

We also saw this as an opportunity for team building between staff members within the School of Media and Performing Arts, including two new members of the Journalism lecturing team, drawing together their links and expertise.

Implementation:

Students were encouraged to think about how journalists could reframe the negative narrative in some media outlets and agenda-setting around refugees and immigration. A guest lecturer, Associate Professor Jake Lynch, from the University of Sydney Department of Peace and Conflict Studies (Lynch and McGoldrick 2005), emphasised to our students how journalists can make a difference by telling the stories of refugees and migrants in a positive way.

The project team built a strong network of contacts across the city by attending the Coventry Refugee Week Conference and working with the Coventry Refugee and Migrant Centre and the Arabian Bites Café, a social enterprise providing work opportunities for refugees. Students also met project participants by attending language and employment skills classes for refugees, and started to find out more about each other through

'get-to-know-you' lunches. This preliminary research phase was key to issues of trust between participant and student journalist. Community participants visited us at our university TV studio to become familiar with their interview surroundings, and to get a taste of how the cameras work and practise interview techniques.

Students were also supported with their initial approach to their work with refugees by a workshop session led by Martin, an employee at Arabian Bites Café. He was able to share his experiences of migration and life as a refugee so that students could reflect on the differences between his testimony and the prevailing media coverage of these issues. Martin also acted as an interviewee, which enabled these first-year students to enact their emergent practice in a supportive environment. This is key for confidence-building and addresses the fact that for many journalism students, interviewing is a daunting prospect and so is best supported in a controlled environment.

Filming was done on location, as well as in the TV studio. Participants were able to experience being in front of and behind the camera, a new experience for all of them. At all times, students ensured participants were in control of how their stories were captured. This included issues around identity and anonymity and the students were very aware of ethical considerations including occasions where filming angles ensured the participants were fully comfortable with how they were portrayed.

Feedback from students:

It is interesting when asking students to evaluate their experiences that a lot of how they feel depends on how positive their experience was. While the students were put in situations outside their comfort zone in terms of the skills to do this complex type of interviewing and post-production, the relationships they built with the participants gave them a real sense of how to communicate professionally and ethically. They were challenged in ways that they hadn't expected and as a result their learning journey was steep but very satisfying:

'I learned more about hidden wars, such as in Jordan and Cameroon, not just about Syria.'

'I learned about how hard the refugees had it before coming to England.'

'It reinforced my production skills and really helped with my confidence and in interviewing people I didn't know.'

'I liked learning about other people's backgrounds and their story and how they have settled and find England as their new home.'

'I've made new friends.'

Feedback from staff project team:

'The migrant project introduced our first-year students to the basic principles of journalism. The project involved students putting into practice what they learnt in class. They had to research interviewees and their backgrounds before an actual interview was recorded. Students also used techniques used in class to make their interviewees feel comfortable before filming and editing their stories. It brought our students into contact with a group of people who they otherwise would not have ordinarily met. It has made them aware of wider issues in the world and made them think about how they have to use different techniques when interviewing people from backgrounds very different to theirs, who may have been through traumatic experiences'.

'The project was extra-curriculum but added to the opportunities for students to film and interview participants on location including a family home, an artist studio, a cafe, as well as in the TV studio. It improved their skills in making interviewees feel at ease before being filmed. Jake Lynch's introductory lecture also helped the students to think more about how migrant's stories are covered in the media and why.'

'The organisations we have worked alongside, and the individual participants who have given us their trust, have told us how much they have enjoyed the warm welcome to CU that students and staff have offered, and our hopes to keep working together. Participants have told us how proud they are to be sharing their stories and the opportunity we have created to bring different groups of people together. Excitement at trying new things, and having doors opened for them into our own CU community, has been clearly apparent.'

Feedback from one of the participants:

'This project is focusing on migrants and their stories. So, I wanted to tell my story — especially my daughter's story of success — and her achievements as part of her integration process. And it was important to us because it was an opportunity to emphasise on the good and positive role that the migrants can play in the country. The migrants and refugees can do something meaningful and can support the community and the country in many different aspects.'

Feedback from one of the organisations we worked alongside:

'The project has allowed two very large communities within the city (migrants and students) to integrate, share their stories and see different life experiences. For students I believe it has provided more of an insight into the amazing culture the city has to offer and also educated them on the different paths people have taken to get to the UK and Coventry.

Regarding the participants of the project, I believe they have benefited most of all. Being able to tell their story, hopes and dreams to other people within the city helps them feel integrated, wanted and an important part of the community. It opens doors for them as they meet new people, it helps to improve their English and most of all it makes them feel loved and cared for when people want to hear about their experiences and are interested in how they can help them.'

Positive outcomes:

Whilst we didn't achieve the depth of practice in terms of quality of output, we did forge new and sustainable relationships that we are planning to spread further across the School of Media and Performing Arts. Most importantly, the students helped to develop a triangular relationship around trust. It cannot be underestimated how much this project has enhanced the students' understanding of using professional ethics, codes of conduct and social responsibility. It is a highly valuable example of positive civic engagement.

As an integral part of their learning, students were encouraged to tell these stories with empathy and ensure they did not re-traumatise interviewees when they outlined their journey from their home countries to Coventry. Through their work on this project, students have gained a unique dynamic and humanised connection with current wars and politics in a way they could not otherwise achieve, which has opened their eyes to situations they had previously considered hidden.

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Rachel Chapman is Associate Head of School (International) and Associate Professor, School of Media and Performing Arts, Faculty of Arts and Humanities, Coventry University. She has a background as a visual artist and has worked on many initiatives across the globe; she is actively engaged in the politics and social impact of migration following years working as a senior academic in the Middle East

Lisa Perry is Lecturer in Journalism, School of Media and Performing Arts, Faculty of Arts and Humanities, Coventry University. She is an award-winning former journalist working across the media for 15 years in newspapers; local, regional, national, press agencies and trade magazines, BBC local radio and ITV Regional News. She now works as a lecturer in Journalism at Coventry University and as a Media Trainer. She is also a Judge for the Media Trust and ITV Breaking Into News awards

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Key words: journalism, migrants, refugees, Coventry, storytelling, video

5.4

Title: Sustainable development student-led learning in Civil Engineering education

Author: Shervin Motamedi

Course: Civil Engineering (MSc) and Civil Engineering (BSc, BEng), School of Energy, Construction and Environment, Faculty of Engineering, Environment and Computing, Coventry University.

Introduction:

The Sustainable Development Goals (SDGs) (SDG Accord, 2019), based on widely-accepted definitions, are defined as the measures that help societies meet their needs without putting at risk the benefits of future generations (Kates et al. 2005). In recent years, the sustainable development goals form the core of the visions for many national and international institutions and organisations. As educators, we are responsible to ensure that sustainability concepts are embedded in the engineering education curriculum. This includes promoting awareness of the relevant sustainable development goals in terms of learning and assessment. This strategy is in line with the pillars of the Coventry University Education Strategy and also accreditation bodies such as the Joint Board of Moderators (2019) and The Institute of Civil Engineers (The Civil Engineering Exam 2019).

One of the challenges in today's education is to pay particular attention to the learners' problem-solving skills for the needs of industry. This would reflect on the need for strengthening the link between classroom theoretical knowledge and the real-life problem-solving skills that students need to demonstrate for creativity and to enhance their critical-thinking ability. Project-Based Learning (PBL) is one of the potential avenues that provides a platform to improve the engineering learning experience and help to build communities of reflective practitioners (Ayas and Zeniuk 2001). Using this approach, the learners develop graduate attributes that bridge their problem-solving abilities and knowledge of threshold concepts in their engineering education (Kolmos and de Graaff 2014). After successful implementation of a PBL approach in the curriculum, the academic citizenship of learners will blossom with the flowers of knowledge outside the campus, contributing to the employability of learners.

Aims and rationale:

This study had two main objectives. The first was to embed SDGs into the engineering curriculum and bring authenticity into the design of learning and assessment for this module. In this study we embedded goal 4 – quality education – particularly, target 4.7, indicator 4.7.1(b) and (d); and goal 9 – Industry and Innovation – targets 9.3 and 9.5, indicator 9.5.1 into the Civil Engineering (specifically, Geotechnics) curriculum.

The second objective was to qualitatively assess the adaptation of PBL strategy to improve the perception of Civil Engineering students in terms of sustainable development. The rationale was based on aligning the learning outcomes of the module with both sustainable goals and the pillars of the Coventry University education strategy.

Implementation:

The study was carried out in the academic year 2017-18, during the second semester. We implemented a PBL approach, particularly in the context of supporting student learning, emphasising the transfer of 'threshold concepts' (Coventry University 2018), and the learners' efforts with the 'know-how' support of their teacher. The main philosophy of this approach was based on student-led activities carried out by relying on their skills to complete the tasks. Also, through several phases of learning planning, the learning of fundamental concepts was assessed to ensure that knowledge transfer was correct in terms of technical details (Bell 2010).

The learning strategy in this study was designed as per the generally-accepted techniques of PBL implementation (Musa et al. 2011). The PBL approach was designed to align with the prescribed UN Sustainable Development Goals, and to enhance the sustainable development awareness of undergraduate students in Civil Engineering. The high volume of cement that is used in the construction industry is reported as one of the factors that increases global warming (Peters et al. 2012).

In the 'Research Dissertation' module, the undergraduate students were introduced to this problem and were encouraged to look into potential solutions to minimise the high volume of cement used in this industry.

Results:

In this study, the students completed their experiments with regards to finding sustainable solutions for decreasing the high volume of cement in the industry. Students were encouraged to look into materials that are eco-friendly and could be considered as a partial replacement for cement in the mix design for construction activities.

On the basis of the findings in this study, students could propose sustainable mixtures for the purpose of cement reduction in construction activities. The PBL approach, relying on teacher-assistance and student-driven activities, improved the learners' sustainable development awareness. Based on the results of this study, the average first assessor mark for the eight individual students was about 69% and the average second assessor mark for the same number of students was 67%. Thus, each dissertation was based on the academic opinion of two assessors (a total of seven different assessors). The average module mark was 67%; indicating that on account of the academic judgement of seven different subject experts, the learners achieved a very good knowledge on the subject. Furthermore, based on the solutions suggested by students, should further investigation be carried out, their results could potentially be beneficial to industrial practice. These findings are in close agreement for addressing the fundamental objectives of PBL (Bell 2010).

Feedback:

We received very positive and strong feedback from peers and students. We presented the method and implementation of the study to the Coventry University ESD working group. The feedback we received from academic colleagues across faculties and university senior managers was very encouraging. We have also presented the innovation in several workshops within Coventry University.

The following are examples of positive feedback we received following the implementation of this study:

- 'The door to Dr. Motamedi's office was always open whenever I [...] had a question about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right direction whenever he thought I needed it,' (Dissertation student)
- 'I [would] like to thank my supervisor Dr. Shervin Motamedi who devoted his time and knowledge throughout this project. Thank you for being a great mentor,' (Dissertation student)
- 'The soil mechanic lab scheme is a unique practice at CU with regards to social responsibility and education for sustainable development. This, I believe, is not only really good practice but can also be considered as demonstrating CU's commitment to social responsibility and ESD' (Dr Mojtaba Ammari-Allahyari, Senior Lecturer in Academic Development)

Strengths and weaknesses:

One of the most important strengths of this study was its simplicity and at the same time its deep effect on enhancing students' learning. This innovation by nature addressed four pillars of the CU Education Strategy and aligned those pillars with goals 4 and 9 of the SDGs.

To improve the implementation of the PBL approach, it would be useful to share the findings of this study with course directors and senior managers with a view to obtaining further resources and incorporating the findings in the context of other subject disciplines within the Civil Engineering curriculum.

Positive outcomes:

Overall, based on the statements in the acknowledgment part of the dissertations, it is clear that the learners had a very good learning experience in this module. In particular, students found the student-led activities were fully supported by the teacher-assisted learning style. This contributed to their overall learning experience, improved their self-confidence, and enhanced their problem-solving skills. Also, the PBL approach has been proved to be a successful method which can be adapted in the curriculum of undergraduate Civil Engineering.

Conclusions:

There is an essential and immediate need to address the UN sustainable development goals in the engineering education curriculum. This can be successfully implemented by utilising the PBL approaches, relying on the student-led learning activities and the know-how of teachers' support. Incorporation of PBL approaches improves the employability of the learners, and directly contributes to the establishment of the academic citizenship of learners. It is also expected to lead to enhancing students' problem-solving abilities and critical thinking skills.

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Key words: project-based learning, sustainable development, SDG, student experience

5.5

Title: Embracing Coventry University Alumni to enhance current students' employability

Author: Charlotte Collins

Course: BEng Aerospace Technology, School of Mechanical, Aerospace and Automotive Engineering, Faculty of Engineering, Environment and Computing, Coventry University

Introduction:

This module aims to develop students' skills to project manage a new research idea of an electric vertical take-off and landing aircraft (eVTOL) for product manufacturing.

Aims and rationale:

The research idea reviews business ethics and sustainability decisions within the design and business and project plan. The students review how to develop a business in the UK and Dubai and the development of a new product to market. The students' use a variety of software tools expected within the industry and create a video presentation to express their plans to the investors for their problem-based assignment. During the module, the students are visited by external speakers networking with industrial experts from the engineering community that are also Coventry University Alumni, allowing them to network and to understand how different businesses manage projects and manufacturing. Students were also able to create their own surveys to ask about working environments and processes within industry and disseminated the work and interviewed staff members to review processes.

The students' took a one-week field trip to Dubai to understand the international differences of law culture and business attitudes. The students' complete a site visit, have a guest talk from the head of procurement of *Emirates Airline*, and are able to network with fellow students at the partner institution also completing the same module. One of the aims of this module was to utilise input from relevant industries and it made sense to contact our alumni to see how they could enhance the employability skills of current student:

'Based on their experience, alumni can effectively assist Higher Education in determining what traditional values to retain and what innovative changes to implement to ensure that graduates are prepared for changing professional and labour market realities,' (Delaney 2000: 155)

Implementation:

The module is an evolving module that was designed to prepare students for industry. As module leader, I have been able to create the content and organise the module and it works well with due planning and organisation each year. Having worked at the university and on this Course for many years, I have personally developed an Alumni network through *LinkedIn* where the organisation of guest speakers each year is key to the delivery:

'While it is true that *LinkedIn* does have a strong pull for job seekers, it is smart for anyone that is seeking to advance their career in the long run trying to sell a product or idea, or seeking to connect with fellow experts to stay active on *LinkedIn*. *LinkedIn* is a networking site that opens a world of opportunity for anyone with both short- and long-term career goals.' (Schneiderman 2016: 32).

I have also been able to set up courses for Emirates Aviation University in Dubai and as a Faculty, we have strong connections with the institution to allow us to take students each year to visit and collaborate at the Emirates Engines Maintenance site. The visit is also dependent on a course team dedicating time to support the trip. Additionally, last year the students were able to take the Association of Project Management (APM) Project Fundamentals Certificate. The students were able to record videos as if on a *Skype* conference with investors, to express their decisions and research, including using project management software such as *MS Project*, *Excel*, and *Draw* for network diagrams and flow charts.

This module is a prime space for students to apply knowledge and skills of business and digital literacy, through a problem-based assignment. This year, the students developed an eVTOL aircraft, which is a highly topical research and development aerospace project.

Networking, developing confidence and signposting are not new teaching innovations but when they are effectively delivered, they can make a powerful impact on students' employment rates. If the work and networking opportunities are innovative and spark students creativity and motivation, students' attitudes and resilience can greatly improve. Students also are appreciative of what they have when visiting other institutions and can put into perspective their efforts and abilities in comparison to others that may also be applying for similar jobs.

Twitter was used as a way to connect our and our partner students' with alumni and offered a forum for communication that was conversational in tone. Less formal than *LinkedIn*, it was a professional networking device we used to 'tweet' when guest speakers were giving their presentations. As Brand and Arasteh suggest, *Twitter* serves the purpose of being, '...more like a mini-conference or informal social/professional networking event than a business meeting.' (2013: 34)

Student feedback:

'The guest lecturers are good and informative, hearing from the experiences of previous students.'

'Multiple sessions with people from industry in a range of subjects, which deepens our understanding and prospects.'

'Organised a field trip to our partner university in Dubai which offered opportunities for us to discuss topics with our partner students and leading people within aerospace industry.'

Staff feedback:

'This initiative offers a valuable and unique learning experience to all participants. To current students, they are being exposed to the world they will graduate into by learning from their recent predecessors. For alumni related to the course, the opportunity to share in that community of learning helps continue their learning journey,' Martin Lander, Associate Head of School of Mechanical, Aerospace and Automotive Engineering, Coventry University.

Strengths and weaknesses:

It was initially labour intensive for to set up the exercise; however, this is rewarding in the long run, as the planning and contacts can be reused and expanded or rotated each year and has been replicated numerous times.

The taught material is consistent and updated each year. The assignment is structured to any product or market, using activity-led learning/ problem-based learning and gives flexibility to the students' interests and a changing market each year and with each invited guest.

Keeping a network of alumni students through *LinkedIn* would not be possible without your own network, so maintaining relationships can be time-consuming, but also very rewarding for our students.

Positive outcomes:

The students are motivated within an engineering degree to apply business and project management skills to a complex project. The students are motivated to network, explore, and be confident to continue to develop and learn from peers as they try to make sense of the industrial market. Students are engaged when they can become creative and take control of their learning.

Through the various networking opportunities used here, students discussed employment opportunities with alumni and were less intimidated when the guests were of similar ages and still developing multiple skills.

Students were able to not only study with students in Dubai but also to explore the culture and industry there. They gained greater intercultural awareness through social events such as playing football and building aircraft together. They made friends with the partner institution students and have developed a course identity and collaborations that go beyond the main classroom group.

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Key words: networking, alumni, Twitter, LinkedIn, employability

5.6

Title: Community engagement for media production students

Author: Maninder Kaloti

Course: Media Production BA (Hons), Professional Development module, School of Media and Performing Arts, Faculty of Arts and Humanities, Coventry University

Introduction:

This case study outlines how Level 5 students on the undergraduate Media Production course engaged with the local Coventry Sikh community to enhance their filming and post-production skills. The initiative also helped to enhance intercultural skills between students and community members and gave students a greater awareness of employability opportunities.

Aims and rationale:

The aim of the project was two-fold. Firstly, there was an employability purpose which was to provide students with the vital work experience they required as part of their course assessment. The Professional Development module is designed to sharpen up the employability knowledge and skills students need to consider careers in the media production industries. While the module gives workshops and seminars on employment necessities, such as writing a *curriculum vitae* (CV or resume) and role-playing job interviews, the actual work experience the students undertake has the highest value. Not just for what it enables students to do, but also how they reflect subsequently on their experience (Moon 2004).

As a result, the module has a compulsory element whereby students must undertake a work placement for ten days during Level 5. This would normally conclude with an output or artefact to put into a portfolio to show a prospective employer at the interview stage. Media employers value graduates, but only if they have evidence that they have the skills and knowledge to be trained up quickly. So, any graduate would be expected to show on their CV that they have real-world experience, and then at their job interview that they can *evidence* the skills requirements of media production roles (Norton 2019).

For example, the BBC Careers website reminds students that, 'competition is fierce, but if you're prepared to work hard there are plenty of opportunities to be had,' (BBC Careers 2019). Of course, 'working hard' is something all students do, but if we unpick this collocation, the real message is that students need to actually evidence what they can do, rather than just talk about how hard they work conceptually.

This is where a challenge arises for students who haven't been able to find a work placement for the compulsory element of this module. For some students it may be that they haven't organised themselves early enough; for others it may be that they don't know where to find opportunities. So, this project aimed to find the students who had fallen through the gap of knowing where to start and where to find appropriate work placements. All are capable and enthusiastic, but they needed extra help for valid reasons.

This is where the second element of this project comes in. Communities around our localities will always have opportunities for students to become involved. As I am active within my own Sikh community in Coventry city, it made sense to see how I could bring together those students who had struggled to find work placements with those in our Sikh community who needed volunteer help, but did not have the necessary skills needed for what they required. While I work to provide professional help for my students, I also have my own social involvement in my local Sikh community and I knew that as an important Sikh celebration event was about to happen, I reflected on how I could bring both students and the community together to collaborate.

The Sikh population is thriving in Coventry and their presence makes an impact by raising money for local, national and international charities. But they needed to disseminate what they do, which would help them to integrate further into the wider community in Coventry. Therefore, as the Employment Personal Tutor for the School of Media and Performing Arts, I felt there was an opportunity to help my students gain the work experience they needed, while at the same time fulfilling a need in the Sikh community to record an important cultural celebration.

Implementation:

A major issue of implementing work placements for students comes as an unintended consequence of timetabled lessons, workshops and seminars. As students are expected to attend all sessions, difficulties are presented in trying to find a placement that works around their contact and study time at university. If a student manages to find a two-week work placement, they can negotiate this with their lecturers and this is normally accepted as part of the module requirement. But for those students whose ten-day placement comes in odd days here and there, this can affect university attendance imperatives. Employers have no need to consider university timetables when they are looking for potential work placement students and there can often be a disconnection between the employers' requirements and those of university timetables. Finding a 'happy medium' between study and work is often the biggest challenge that students face when trying to organise their work experience.

With the students who hadn't yet managed to find work placements, I contacted the Coventry Sikh Union to see how I could bring both together in a mutually beneficial collaboration. The Sikh Union is a registered charity which won a Queen's Award for voluntary service in 2016 (Sikh Union Coventry 2019). They help to raise money to provide eye camps for eye operations and an artificial limbs project in India; fund water borehole projects in Kenya; and support two orphanages in India. Locally, the Sikh community donate to various local charities including various cancer charities and Zoe's Place Baby Hospice in Coventry; they have also started an eco-tree planting project in Coventry.

For the students who needed work experience, an opportunity arose to use their skills and knowledge with filming a special celebration for Guru Nanak Dev Ji at the Coventry Gurudwara.

The Sikh Union wanted the event to be filmed to disseminate globally how the celebrations went, and the students were really enthusiastic about volunteering for this. I set expectations with the Union about the students' level of experience and this was received with enthusiasm.

The students came from China and mainland Europe with experience in filming, photography and post-production. They were keen to know more about this community of which they had no prior knowledge. Setting up the work placements was a fulfilling experience for them. They were mentored, and learned during their placement:

- Etiquette and culture in the Sikh community;
- The history of the Guru's celebration that they were filming;
- More practice in how to research, film, sequence, edit and do post-production;
- How to communicate with different generations of people, old and young; and
- Many different perspectives on Sikh lifestyles and values.

For the Sikh community who embraced our students, they gained knowledge by:

- Understanding more about the students' cultures in return;
- Realising their desire to build a relationship with Coventry University.

To achieve all this, the students spent one day being briefed, building a storyboard and planning the filming. They were mentored by a member of the Sikh community to help with facts and cultural etiquette and to ensure that during filming they didn't miss crucial aspects of the celebration that would be needed on the final video.

During filming they needed to respect cultural norms in a Gurudwara such as wearing a head covering, not wearing shoes upstairs where the Sikh Holy Book is situated, and also to ensure that when they filmed they did not present their back to the Sikh Holy Book. Having respect for the Sikh religion and culture was a vital part of their work experience because in their careers, they will always need to understand how culture, religion and ways of being are an important part of a client's brief.

The overall work experience opened the student's eyes to another religion and culture in Coventry and gave them an opportunity to work with a diverse group of people, enhancing their intercultural and communication skills.

Feedback:

From students:

'Thank you for the work experience opportunity, we really enjoyed the experience and getting to meet members of the Sikh community in Coventry'

'We really enjoyed being part of Guru Nanak Dev Ji's birthday celebrations and enjoyed the food and Sikh community spirit'

'Thank you for the opportunity and the chance to meet the Sikh people of Coventry. I really enjoyed my time with them and learnt a lot about who they are and the great work they do'

From the Coventry Sikh Union:

'We would just like to thank you and your students for the great job that they did on the video and photographs for Guru Nanak Dev Ji's birthday celebrations.

Having given them a whistle-stop tour on Sikhism and the etiquettes around being in the Sikh place of worship, the students showed utmost respect in their conduct.

It was lovely to meet and work with the diverse group of students and I hope they were able to take away their new found knowledge on Sikhism and the Sikh community within Coventry.

I look forward to working with you again and to the future collaborations with Coventry University.'

Strengths and weaknesses:

The collaboration with the Sikh Union worked really well as they were happy with the work that the students carried out for them and they were really excited about working with Coventry University again on other projects. From the students' perspective, they gained valuable experience that they could add to the minimum ten days' work experience requirement as part of the Professional Development module. As well as this, the students gained knowledge, insight and appreciation for another religion and culture, and embraced the differences in beliefs and values.

The challenges were, perhaps, around organising the students at the initial stage. Some students were hesitant due to their workload and others because they were unsure of their abilities. But the overwhelming response after the event was that the students were engaged, committed and appreciative of the opportunity to build relationships with a community they had not previously encountered. They were also highly delighted with their video artefact that they could show to prospective employers. In turn, the Sikh Union has a video of a very important celebration to disseminate to the wider community.

Positive outcomes:

Our students benefitted immensely, as they were able to gain crucial work experience in an area in which they were studying and looking to build a career in. They were also able to witness, and take part in, the cultural norms of Sikhism that they had not previously come across. They visited a Sikh place of worship, Gurudwara, and were given first-hand guidance of how to respect the religious necessities required on this occasion, which also embedded the need to consider all aspects of cultural etiquette in future filming opportunities.

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Key words: employability, community, Sikh, media, creative industries

Part 6: Innovation and digital fluency

6.1

Title: Augmented reality: virtual patients for clinical exercise prescription

Authors: Sean Lowton-Smith, Elizabeth Horton, and Timothy Matthews

Course: MSc Applied Sport and Exercise Science, School of Life Sciences, Faculty of Health and Life Sciences, Coventry University

Introduction:

Technology use in Higher Education can facilitate enhanced engagement and contribute towards a positive student experience (Lefever and Currant 2010). These authors present a comprehensive review of the literature, which goes beyond the scope of this case study, but clearly identifies a need for further research utilising technology in learning environments. Technology provides learners with an opportunity to obtain almost instantaneous feedback, which is frequently delivered via colourful graphics, animations and enriched with sound (Wishart and Blease 1999). This can result in a positive engaging experience, which may encourage learners to seek additional opportunities to utilise technology to enhance their learning.

Exploring new technologies links to the Innovation and Digital Fluency pillar in the Coventry University Education Strategy (2015-2021). Kulkulsa-Hulme et al. (2011) recommend using mobile device apps as they reflect existing student preferences and may therefore enhance the learning experience. These preferences may include social communication, watching video, listening to audio and reading short texts, all of which can be incorporated into augmented reality technology (Souza-Concillo and Pacheco 2013). Augmented reality comprises computer-generated content including video, animation, audio and text (Souza-Concillio and Pacheco 2013). The content is integrated with real life, making it appear through the screen of your mobile device is almost superimposed upon the environment you are in. The technology is used in computer games such as *Pokémon Go* (Zsila, et al. 2018). However, in this case, instead of *Pokémon Go* appearing in the user's world, they can see and hear a virtual patient. The purpose of the current study was to bridge the gap between practicing on each other and real-world practice.

Aims and rationale:

We wanted to find out:

- Whether augmented reality technology could be implemented in postgraduate clinical exercise prescription teaching
- How useful students perceive augmented reality technology to be
- What the usability of the technology chosen would be like
- To what extent students would feel the technology contributed towards their learning
- What modality would be the most suitable method of introducing case studies for the level of student

Implementation:

The educator initially animated four virtual patients for an undergraduate module using *Adobe After Effects*© software. This process required external animation training and it took two months (approximately 40 hours over the period) to develop each character. External support was initially provided to teach the educator basic animation skills, which enabled the initial cases to be animated. The learning technologist then uploaded the animations for use with *Aurasma*©, which is an augmented reality app available on *iOS* and *Android* operating systems. It was important to be compatible with multiple operating systems to reflect the different devices students may own, as highlighted by Souza-Concilio and Pacheco (2013). The learning technologist then created hot spot pictures linked to each animation. Using the *Aurasma*© technology, a student can hover their device over the hotspot image, which is used as a trigger to bring the animation to life. The main feedback, despite its perceived usefulness, was that the quality of the animations was poor, as they were too basic, and there was a lack of sound.

The technology was subsequently implemented with amendments for three consecutive years on the MSc module. The complexity of the cases was increased for the level of student. The learning technologist created the animations, using *Adobe Character Animator*© to capture movements and record the voices for each character, to improve the quality and add sound. Collaboration with the learning technologist throughout the process was vital to the success of the project and further developing it. It helped overcome the educators' lack of knowledge in utilising this technology, which is one of the main obstacles to engagement with technology in UK Higher Education (Walker et al. 2014). It was therefore essential to obtain expert knowledge, instruction and troubleshooting for successful implementation.

In addition, the support from the learning technologist in creating the animations saved the educators a considerable amount of time and provided much-improved results (some things are best left to the experts). This gave the educators greater time to further develop the cases, and write the scripts for the animation. The educators also provided the voice acting for the characters. This support helped overcome the leading barrier for implementing technology in UK Higher Education: lack of time (Walker et al. 2014). Line management support was also required to enable sufficient time for project development.

The learning technologist developed instructions for how to download and use the app. This was provided to students one week before the class. In addition, students were directed towards several review papers, each regarding clinical exercise prescription for people with multiple conditions, as pre-session reading. It was made clear that the students would work in pairs for inclusivity reasons. Despite high ownership reported in the literature, it remains possible that not all students have access to mobile devices (Kennedy et al. 2008; Margaryan, et al. 2011).

Kennedy et al. (2008) recommend utilising technology that is familiar to students, which they prefer to use and is accessible. This includes mobile devices with 95.6–100% ownership reported in the literature (Kennedy et al. 2008; Margaryan et al. 2011; Galanek et al. 2018). *EDUCAUSE* have tracked technology use in Higher Education over 15 years, most recently reporting less than 1% (n=65) of 64,536 students from nine countries did *not* have access to mobile devices (Galanek et al. 2018).

Given the potential that students did not have access to a mobile device, or in case their device ran out of battery or they had issues downloading the software, some additional departmental *i-Pads* were taken to the session as a back-up. It was also important to take paper copies of the case studies for the following reasons:

1. As a back-up in case the software did not work;
2. In case the Wi-Fi did not work;
3. For students who may have had difficulty hearing the audio.

The augmented reality was used to introduce the case studies. Students rotated around the room to each of the different case studies, where they hovered their mobile device over each hotspot using the *Aurasma*© application. The hotspots were intentionally spread out around the room to encourage an active learning environment. Students were then required to identify biological, psychological and social determinants of health, which would be important to consider in their needs analysis assessment, and discuss a plan of how to implement a screening and exercise prescription to meet individuals' needs and goals. The discussion was facilitated by the instructor and then students practiced their assessment and prescription skills.

Feedback:

Margaryan et al. (2011) suggest that evaluating the feedback of using technology to enhance learning is required to support its ongoing use and development, in addition to gaining an understanding of student preferences. Feedback was obtained using the Augmented Reality Technology Feedback Sheet. The questionnaire comprises both open answer sections and 5-point Likert scales. It should be noted that this was developed for pedagogic purposes specific to this process. For use in research, validity and reliability would need to be established, with adaptation where appropriate. Nine students were enrolled on the module in 2016/17 and six in 2017/18. Due to attendance, feedback was obtained from nine students across a two-year period. Please see Table 1 below for mean ratings for each question, and Table 2 for percentage distribution for each rating scale:

Table 1: Mean (standard deviation) rating for each 5 point Likert Scale (2016-18) (n=9)

1-----2-----3-----4-----5
 Very Poor Poor Acceptable Good Very Good

Scale	Mean (SD)	Median
Usability of technology	3.33+/-1.33	4
Contribution to Learning	3.78+/-0.79	4
Quality of Animation	3.67+/-0.82	3
Suitability in Introducing cases at MSc level	3.78+/-1.03	4

Table 2 – % distribution for each 5 point Likert Scale (2016-18) (n=9)

Scale	(1) Very Poor	(2) Poor	(3) Acceptable	(4) Good	(5) Very good
Usability of technology	n=1 (%)	n=2 (%)	n=1 (%)	n=3 (%)	n=2 (%)
Contribution to Learning	-	n=1 (%)	n=1 (%)	n=6 (%)	n=1 (%)
Quality of Animation	-	-	n=5 (%)	n=2 (%)	n=2 (%)
Suitability in Introducing cases at MSc Level	-	n=2 (%)	-	n=5 (%)	n=2 (%)

Feedback:

Examples of positive quotes:

‘Interactive, different to what we usually do, adds variety to the session.’

‘Very easy to use, a good and different way to learn’

‘Very smart app, makes you use your head to work out which problems each has. With more auras developed it could prove very beneficial to learning.’

‘Makes learning fun, challenge, new technology skill.’

‘Stimulating, cool, easy to use.’

‘I think that a different way of learning can be good for remembering. Better than looking at a paper; more interesting than just reading.’

Examples of ‘area to improve’ quotes:

‘Did not work properly on my device, could not hear sound once working.’

‘Why not just include videos of real people and we can just watch them in one place. Sound should be louder.’

‘I’m not very technology minded.’

‘Quite difficult to understand how to use images.’

‘Not everyone could download, slightly irrelevant.’

‘Don’t really understand the point in it. A little childish for master’s level, would be better to distribute paper cases to work with.’

Strengths and weaknesses:

Positive comments can be grouped into four themes using content analysis. Areas to improve can be grouped into two themes. Please see Table 3 for specific themes.

Strengths	Areas to Improve
Interest/engagement (6)	Difficult to use (4)
Being different (6)	Difficult to hear sound on phone devices (3)
Interactive (5)	
Ease of use (5)	

Contrast between ease and difficulty of use:

Interestingly the positive theme ('easy to use') conflicts with the most commented area to improve theme ('difficult to use'). Students who downloaded the app before the session found it easier to use as opposed to those who did not, which may be due to not accessing the instructions; difficulty following the instructions either due to the clarity or interpretation of them; not having time to access the instructions; not being interested in the technology; or apprehension about using a new technology for the first time, albeit on a device they are familiar with.

It appears that some students were frustrated ('Not everyone could download, slightly irrelevant'), which means they may not have had a positive first experience of this technology. This could potentially decrease their confidence, motivation, and make them less likely to explore this technology in the future. It is therefore important to ensure all students can access the software. They could already have low confidence in technology use ('I'm not very technology minded'). For those who found the technology difficult to use, possible solutions could include: a drop-in session for anyone having difficulties downloading, to provide additional support; video instruction to supplement the written instructions, which may benefit visual learners; demonstrating how to download at the start of the class; or using solely university devices, with the app already pre-downloaded. Future studies could explore why some students find this technology easy or difficult to use, to identify facilitators or barriers.

Generating interest and engagement, possibly by being different and interactive:

It appears that those who found the software beneficial may have done so because being different and interactive generated interest and engagement. This is reflected in the feedback: 'Interactive, different to what we usually do, adds variety to the session.'; 'A good and different way to learn'; and 'Very smart app'. The feedback suggests that it was a useful exercise to introduce case studies to develop problem-solving skills ('Very smart app, makes you use your head to work out which problems each has. With more auras developed it could prove very beneficial to learning'). Whilst some students could not see the point in it ('Don't really understand the point in it. A little childish for master's level, would be better to distribute paper cases to work with'), others felt it was stimulating, offered sufficient challenge and developed use of new technology ('Makes learning fun, challenge, new technology skill'; 'Stimulating, cool, easy to use').

Suggesting the use of paper cases and videos ('Why not just include videos of real people and we can just watch them in one place'), meanwhile, misses the point as these methods would discourage the active learning environment. The benefit of having multiple hotspots around the room is so that the students move around between each case. It is a little concerning that students from a cohort who are aiming to promote exercise for health are inclined to suggest that sitting in one place is more beneficial. Whilst it is acknowledged that videos of real people may offer more realism, and require less effort to implement, losing the active movement between hotspots would defeat part of the purpose of using this technology. Perhaps the use of both could be combined.

Positive outcomes:

Whilst not to everyone's taste, the majority of students benefited from this approach, as an introduction to each case study was useful as an adjunct to teaching. It required blending with other teaching theory in order to be implemented successfully. The sample size was small, so the results were non-generalisable to other populations. Studies investigating augmented reality use in Higher Education with greater sample sizes would be beneficial, before drawing more meaningful conclusions. What this case study does offer is some insight into the potential uses and limitations of using augmented reality technology in postgraduate education. It is hoped that this may help generate research questions and encourage more widespread exploration of a potentially useful educational tool.

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Key words: augmented reality, learning technology, clinical exercise prescription

6.2

Title: Facilitating learning in an ‘Open Space’

Author: Angela Bonehill

Course: Early Childhood BA (Hons), Learning and Development, CU Coventry

Introduction:

Learning can take place anywhere. So does the detail of the physical surroundings provided matter? Open-space learning includes any kind of learning in which the participants engage with their own physicality in a workshop environment.

The term ‘open-space learning’ is an umbrella term, which covers a ‘workshop model’ of teaching and learning. It includes – but is not limited to – one-to-one support, group activities, independent learning, enactive, kinaesthetic and experiential learning, simulation/role play, etc. Flexible learning is about providing learners with choices regarding where, when and how learning occurs. It helps to attract and meet the needs of an increasingly diverse range of students and includes making appropriate use of technology to support the learning process.

Aims and rationale:

The term ‘open classroom’ gained prevalence during the 1960’s and 1970’s although it can be traced back to Dewey (USA) and Freinet (Europe) in the early 20th century (Sivell 1994). Open space learning is generally referred to as ‘a style of teaching involving flexibility of space, student choice of activity, richness of learning materials, integration of curriculum areas and more individual or small group, rather than large group instruction’ (Horwitz 1979: 72-73). It is a shared, co-constructed approach that can be personal and give a real sense of a triangulated curriculum rather than didactic instruction.

Open-space learning avoids the ‘banking’ model of teaching where information is programmed into students by an ‘all-knowing’ lecturer (Freire 1970). Lecturer and student are empowered to create an atmosphere where learning takes place in the interactions with peers, lecturers, and, not least, their own and others’ physicality. This is identified by discovery through experiential learning (Kolb 1984). Open-space learning helps students to develop and enhance ‘soft skills’ in areas such as responsibility, sociability, self-esteem and self-management. It addresses intelligences other than the linguistic, and learning styles beyond the auditory (Gardner 1985). It enables a social constructivist approach to teaching and learning, introducing dialogic and experiential inquiry between lecturers and learners as the means of actively discovering rather than passively receiving knowledge.

Implementation:

The pedagogic assertion of open-space learning is that it bridges formal academic study with the practical, professional applications of theory in practice, therefore providing skills that can be used within the workplace environment. When planning teaching the first thing we need to understand is the pedagogical aims, as well as the availability and access to technology. This opens a range of resources including:

- *Adobe Spark*
- *Zoom*
- *Padlet*
- *Prezi*
- *Moodle*
- *Emaze*

However, it is possible to engage students with no presentational software and students can work on tasks or debates to investigate. This could then be summarised by the lecturer and the students encouraged to take notes of the key findings. The necessity to contribute in sessions is stressed whilst in a safe environment with the expectation that nobody can adopt a passive approach to sessions, thereby removing the bystander effect (Darley and Latane 1968).

The Open Plan learning space can be:

- *Dynamic* – the flexibility to change the layout to suit the individual or group learning
- *Engaging* – creating a learning space that can be diverse and inclusive, opening the way to deeper student learning
- *Participatory* – a learning space that can allow for flipped learning which accommodates both student and lecturer needs.

It allows for different pedagogical approaches that adapt to all types of learning styles such as:

- Practical experiments
- Informal and independent group activities
- Virtual learning
- Podcasting
- Flipped learning approach (Bergmann and Sams 2012)
- Jigsaw technique of teaching with groups (Aronson et al. 1978)

The space and environment can be developed to suit the group. In an open space the lecturer moves around and takes the focus away from the front of the class, they interact and become as one with the students. Pilloton (2009) discusses the project she developed in her rural school in North Carolina. She feels that 'design is education' and working on one project a year demonstrates how the whole community can come together and share skills which can be generalised and transferred into many career roles. Her project followed the following objectives:

1. Design through actions – observe the practices and needs of the students
2. Design with, not for – work with the students and give them ownership
3. Design systems, not stuff
4. Document, share, and measure

Horwitz (1979) clarified that open classrooms refer to a style of teaching involving flexibility of space, student choice of activity, richness of learning materials and integration of curriculum areas. The evidence from his studies clarified that there was no loss of academic proficiency in subjects and that, where any measures have been applied, there is a definite gain in terms of initiative and skill. He found an increase in the following traits:

Traits	Increase
Self Concept	25%
Attitude toward learning	40%
Creativity	36%
Independence and Conformity	78%
Curiosity	43%
Anxiety and Adjustment	26%
Locus of Control	25%
Cooperation	67%

Table.1: Findings from Horwitz (1979)

Of all the variables which have been investigated in open classroom evaluation studies, the one which has received the greatest amount of attention is academic achievement. The existing research by-and-large suggests that it does not hinder students' academic attainment

Siegler (1998 cited Didau 2016) discusses the overlapping wave theory. He explains that learning occurs gradually; the ebbs and flows of repeated activities enable us to grasp the mastery of a subject. Students generally learn differently and there are times when we do need to return to a concept and re-teach it or add to the understanding. This fits into an open space well, which is unstructured and free-flowing. Using the analogy of the beach, Siegler states that sandcastles are built and then washed away demonstrating that learning is gradual and needs continuous input to develop higher level of thinking. He continues to explain that we give students the tools to complete their assessments of exams; however, an A-to-Z book is better than a satellite navigations system. As lecturers, we need to offer tools for life, not just the exams.

Collaborative teaching: Advantages and challenges:

Teaching and learning in an open space presents a range of challenges that are not faced when teaching in a typical classroom. Teaching and learning and relationships, especially between peers and their lecturer, are affected by the design and the organisation of the environment (Woolner 2010). Nevertheless, it also presents a few advantages too and the case study by York-Barr, Ghore and Sommerness (2007) details them well. They identified that the inclusive and collaborative models of co-constructed learning were likely to have been a contributing factor in the positive academic growth in their study. As one of the teachers quoted in their study commented, 'Nothing we are going to say is as important as the conversations we are having' (2007: 325). This reflects the ground level learning processes required in complex social organisations. The learning conversations are the most substantial ingredient for success.

It is essential to begin collaborations with conversations about meaning and purpose as opposed to structure. The view is widely believed to be re-culturing rather than restructuring, changing mindsets (Dweck 2015) and embedded practices that have been the culture for many years in the educational environment. Improvement will only result from substantive changes in teaching and learning that emerge within a collaborative culture where continuous reflection for both lecturers and students — on and for practice — are encouraged.

To ensure collaborative teaching relationships are productive and rewarding with a substantial increase in student achievement there must be a significant emphasis placed on lecturer professional development and support with collaborative practice before the setting up of the collaborative teaching classes. Therefore the emphasis is on growth for lecturers as well as students.

There are perceived benefits of learning in less structured and open spaces:

- Flexible and creative learning
- Team working and communication
- Developing relationships with the students
- Greater shared ownership of students their learning
- Increased reflection on individual and collective teaching practices
- Shared learning with colleagues on teaching and learning
- Increased collective expertise
- Increased lecturer support
- Having more energy and greater enjoyment from teaching
- Develops student confidence
- Provides a platform for the passive and introvert student
- Development of social skills

Contemporary learning spaces through the design of large open plan buildings and the use of virtual learning space can be multifunctional and enabling, flexible places (Leiringer and Cardellio 2011). Pressey (1993: 582) clarified that 'learning together creates a shared mind that combines different perspectives and alternative ways to solve problems'. 'We can only improve the quality of the university education if we study its effects on students and look at the experience through their eyes' (Ramsden 2003: 20).

However, we still need to be aware that there are challenges, for both the students and the lecturer, which include;

- Loss of instructional and decision-making autonomy
- Decreased flexibility and creativity
- Changes in planning and communication
- A shift in roles and confusion about how to share instructional time
- Confusion of how to share responsibilities
- Interruptions
- Noise level
- Student exposure

However, this list can be a very good starting point to manage the change and explore collaborative teaching situations. Feelings of insecurity are one of the reluctances expressed by lecturers because they inevitably become 'public' and need to build experience in teaching more diverse student cohorts than they had in the past; as well as follow differing philosophies around instruction and professional practice. Some staff will embrace and motivate others in how open space could be utilized.

An open space allows students to move around groups, use technology, listen, and join in other conversations, prompting additional questions and then further questions. It also offer students the opportunity to discuss their project/topic in an environment beyond the traditional seminar room, being free of the confines of their desks.

Theorists of open-space teaching and learning note that open-space learning is transitional. While it takes place between clearly defined spaces it is nevertheless constantly forming and re-forming without the pressure to conform in traditional classrooms. Having no physical space or 'no place to own' can help to break down the lecturer-student, power-distance barrier. Timings will not go as planned as students will direct the learning rather than the lecturer following a schedule. Students will have ownership of learning and the view will be the 'student-as-producer' model. This enables students to retain a thorough knowledge of their own subject as a result of collaboration and sharing of presentations, which will be of use ahead of formative and summative assessments.

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Key words: pedagogy, open spaces, deep learning, innovative teaching, andragogy.

6.3

Title: *A Flying Start* for all undergraduate students

Authors: Val Cox, Phil Brabban, Dal Badesha

Courses: Undergraduate courses across Coventry University.

Introduction:

Since 2012, Coventry University's Flying Start scheme has provided a package of items to students at each stage of their undergraduate degree. The scheme is an important part of the University's transformative learning agenda, helping to ensure equity of access to a wide variety of items for students to support use of different technology, self-study and blended approaches, innovation and digital fluency.

Aims and rationale:

Like other educational institutions in England (HEFCE 2014, Jones 2017, Smith et al. 2017) Coventry University sees disparities of attainment when looking at factors such as gender, ethnicity, and between domicile and non-domicile students. A key aim of the Flying Start scheme is to support widening participation and equity of attainment by making sure that all students have access to the items. The items are selected by course teams to provide key things that are essential for students to complete their programme, for example art materials and protective clothing. Employability-related items such as professional body memberships can also be provided. Many programmes also issue software and/or hardware, which allows academics to develop digital fluency and technological skills without concerns that some students might otherwise not have access.

Implementation:

Most courses include some reading material and books/eBooks are the most common items. These allow staff to utilise these for flipped and blended approaches to learning by ensuring that all students have access to appropriate materials regardless of their financial status. We have supported staff to develop custom textbooks and readers aligned well to module/ course content to improve the student experience of working independently outside of class and to enable staff to integrate different types of materials and activities into these books. In the final year of undergraduate study, students are provided with vouchers that can be used to buy books so they can tailor titles to their project/dissertation. Extensive feedback (from 6,800 students in 2018-19) shows the scheme is generally very well received and valued by students. In this case study, we will discuss how we have used detailed feedback and data from several sources to help us to refine the existing scheme and to inform the design of a modified scheme starting in 2019-2020.

We have collected data to help us to understand how effectively the items were supporting the different groups, and all data collection and analysis had ethical approval from Coventry University. We aligned the variables collected with those being used by other extensive equity projects at the university. The following existing data sets were used:

- Demographic data from registry for students issued accounts for eBooks and/ or book vouchers
- Data from our eBook platform after end of teaching weeks for the year, including whether students had registered their accounts, total pages read, total number of searches. (n=2800 students)
- Data on the use of book vouchers for final year students at end of teaching weeks for the year [n=3481 students with vouchers of value about £800,000], including whether they registered their account, percentage of allowance spent and specific titles purchased

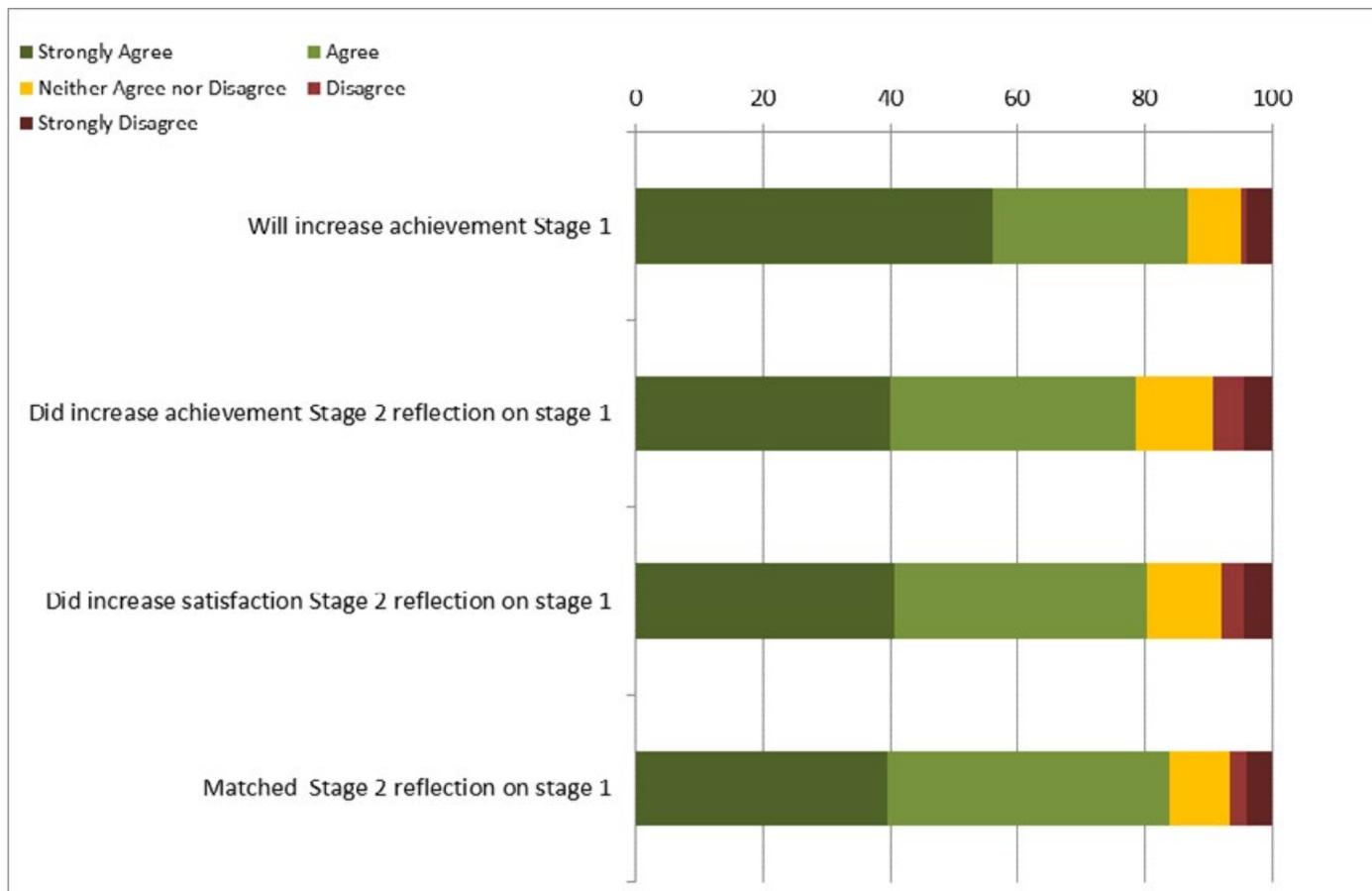
The following data was collected in 2014-15, 2016-17, 2017-18 and in 2018-2019 (only 300 students representing 5% of the sample, made comments, so we have not attempted any quantitative thematic evaluation of these):

- Questionnaire with Stage 1 students in induction about their knowledge of the scheme and how they thought items **would** help [N= 4519 in 2018-19]
- Questionnaire in first teaching week with Stage 2 students about how they had used items in year one, how their lecturers had used items and the impact they believed flying start had on their achievement and satisfaction [N =2119 in 2018-19]
- Focus group organised via the students' union with student representatives in April 2018
- Questionnaires were anonymous but collected key demographic information including gender, ethnicity, overseas or home fees. For students with a home postcode in England deprivation decile was derived using English Indices of Deprivation 2015 (<http://opendatacommunities.org/data/societal-wellbeing/imd/>)

Do students report that flying start increases their satisfaction and achievement?

Stage 1 students were asked if they thought items WOULD help their achievement and Stage 2 asked if items DID help their achievement the previous year when they were first-year students. In 2018 overall 87% of Stage 1 students agreed or strongly agreed that items would help their achievement (Figure 1) and 81% of Stage 2 students agreed or strongly agreed that the items helped to improve their satisfaction (Figure 1 below).

Figure 1. Student responses to questions about how Flying Start items improved their achievement/ satisfaction and if they matched the course needs well:



Although 75% of Stage 2 students reported that items did improve their achievement, the percentage of Stage 1 students who thought items would improve their achievement was higher (87%, Figure 1 above) and the difference in percentages of students who strongly agreed with the statements is even larger (56% Stage 1, 40% Stage 2). We have seen this same pattern in data from previous years and we are trying to understand why we have seen this discrepancy between how much impact the students think the items will have and the actual impact on achievement.

Are we selecting appropriate items?

How strongly students believe items improve achievement and how much they use items will be linked to how useful they believe the items are. 83% of students agree or strongly agree that items matched the course well (Figure 1 above), which shows that generally course teams are selecting appropriate items. We found a strong, significant relationship ($R=0.71$, $P<0.0005$), between how strongly students agreed that items matched their course needs well and how much they agreed items improved their achievement. This suggests that selecting appropriate items is important.

Figure 2 (below) shows the percentage of Stage 2 students reflecting on Stage 1 who strongly agreed the items matched their course needs well. We carried out the first large scale evaluation of the scheme in 2014-15 and at that time only 25% of students strongly agreed with this statement when reflecting on the 2013-14 academic year. In response to this data, the Faculty Deanery teams worked with all academic areas to improve this, especially in the two faculties with the lower scores (17% and 21%). In some cases, different items were selected, but in other areas the problem was tackled effectively by working with the students to make sure they did understand why the items were important and ensuring that academic staff were referring to and using the items more. As a result of these interventions, scores improved dramatically and in 2017 and 2018 we had 37% and 41% of students strongly agreeing items were appropriate. In 2018, our focus group study confirmed that students generally thought items were well chosen, with specific software, hardware items and custom texts particularly valued.

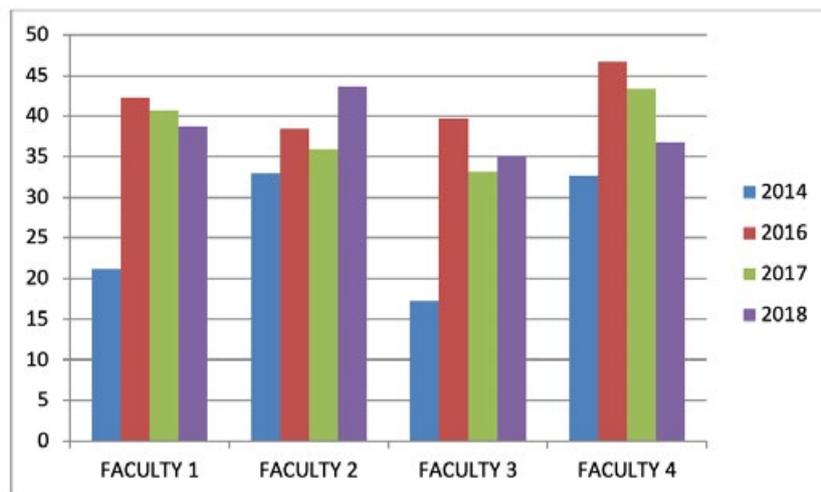


Figure 2. The percentage of stage 2 students reflecting on their stage 1 experience who strongly agreed that the items matched the course needs well:

Strengths and weaknesses:

Although the data above shows that *Flying Start* has been very successful in improving student satisfaction and that most students believe it contributes to their achievement, it was important to check if it worked equally well for all student groups.

Data from a range of sources is shown in Table 1 (below), including student beliefs about whether items will/did help achievement and how often they reported they used items and objective data from the eBook system and the online shop voucher system. This shows the difference between the mean percentage for the whole cohort and the value for the specific group. The colour coding allows us to see that some groups are showing clear patterns of being above (green) or below (red) the mean across most data sets.

The relationship between measures of deprivation and student achievement in Higher Education is complex. We have used deprivation decile (see above) but have not seen a consistent pattern when comparing responses and behaviour in students (Table 1, below).

Thirty-five per cent of Stage 1 students agree or strongly agree that they could not afford the items if they were not provided and there was a strong negative relationship between deprivation decile and the response to this question. Therefore, for Stage 1 students those in the most deprived deciles are most likely to say they cannot afford them. In Stage 2 the percentage of students who agree or strongly agree they could not afford to buy the items is much higher, at 60%. Here we do not see a relationship between deprivation decile and the answer given, so students from all deprivation deciles are equally likely to say they cannot afford them. Some universities who provide items do so only in the first year of a course. However, our findings support us issuing *Flying Start* items across the whole course. They also show that it is important to provide items for all students not just those who may appear to be most in financial need. Stage 2 students from the following groups had a greater than 3% lower percentage of respondents who strongly agreed that items helped their achievement (see Table 1 below):

- Males
- Overseas students
- Asian and Chinese students
- Students whose first language was not English

One reason why items might not help achievement is if the students did not think the items would be useful. However, males, Asian students and students whose first language is not English did not have a lower percentage of students who thought the items would help. However, Chinese and overseas Stage 1 students were considerably less likely to strongly agree the items would help them. Understanding why these students did not see as much value in the items would be useful. Discussions with the focus group suggested that academic staff should do more to help students understand how to use items well.

Do students use the items?

Table 1 (below) includes information about how often students reported they used the items. It also includes objective data from the eBook system and online voucher system, showing what percentage of students registered to use these and how much they were used.

We would expect to see a relationship between how much students agreed items improved their achievement and how frequently they reported they used items in private study, however, although statistically significant this relationship was weak ($R= 0.34$, $P<0.0005$). Males, overseas students, Asian students and Chinese students, who all had a lower percentage of students who strongly agree the items improved their achievement, had a lower percentage of students who said they used the items every week or most weeks.

Table 1. The variance in percentage of students from specific groups compared to the overall mean for the whole cohort. Values 3% or more above the mean are coloured green, values 3% or more below the mean are coloured red. Grey boxes indicate that the data is not available for that measure:

		Stage 1 2018- %	Stage 2 2018- reflecting on their 1st year in 2017-18 %		All applicable students in 2017-18			
		Strongly agree Items WILL help improve achievemen t	Strongly agree items DID help achievemen t	% used items in private study every/ most weeks	%registered for Kortext ebooks	mean pages read by those who did register	% registered for online shop	% spent by those who did register
Gender	Female	4	3	4	5	-2	8	1
	Male	-2	-4	-3	-8	7	-9	-1
Entry Quals	A Level	1	1	1				
	Access	6	5	13				
	BTEC	1	2	-1				
Fee Status	Home	1	3	2	1	0	3	2
	Overseas	-13	-10	-10	-8	-5	-7	-4
Ethnicity	Asian	1	-3	-4	-3	21	1	-2
	Black	9	1	1	-10	0	-1	-2
	Chinese	-15	-6	-10	-14	-38	-5	-6
	White	-1	3	4	7	-2	4	4
English as first Language	Yes	1	2	3				
	No	-1	-4	-2				
Deprivation decile	1 to 3	2	-1	2	2	-2	1	2
	4 to 6	2	3	-1	0	-16	3	2
	7 to 10	-4	0	3	13	-2	-1	2
Enrolment date	On time				2	-2	1	2
	1 week late				-23	0	-18	-12
	2 week late				-14	-50	-5	1

However, those who did not have English as their first language did not show the same pattern. Similar patterns in the data were seen for the percentage of students registered for eBooks and registering for the online shop, with the exception of Asian students, who were not less likely to do this. This suggests that for males, overseas students and Chinese students, part of the reason they are less likely to say items improved achievement may be because they are using them less. Understanding the reasons for this is important. We discussed this data with our focus group in 2018 and they suggested that having items that were easy to read, including short, summary texts and customised texts that followed the module content well was important. They also stressed the role of academic staff in setting specific tasks. The university has a parallel project that is trying to decolonise the curriculum, including greater author and content diversity in reading materials, which has also been shown to influence how accessible some items are to specific groups (Stevenson 2012).

Although some groups are less likely to register for the systems, once they are registered, they are not necessarily engaging less. For the eBook system, male and Chinese students did have a lower mean number of pages read but the overseas students had a value very close to the overall mean and the Asian students had the highest mean pages read of any group. For students who did register for the online shop, males and females had very similar mean percentage of funds spent but overseas and Chinese students did have lower spends. This data suggests that for some groups once they are engaging with a system they do use it as much as other students. This means we should focus on making sure students are aware of the system and encouraging and helping them to use it. It should be noted that students who enrol late were considerably less likely to register with the eBook and voucher system and less likely to use it once registered and we need to do more to help this group.

In 2017-18, only 61% of students registered for the eBook system. In response, we provided additional staff training sessions in the summer and additional resources for staff to use with their students, including one-page summary leaflets as well as the existing more extensive handbook. Because the importance of peer support and role models has been previously highlighted (Stevenson 2012) we also recruited student ambassadors, including some BME students, who had used the system the previous year to provide a drop-in help desk for staff and students during the first few weeks of the semester. These actions have resulted in a 12% increase in the percentage of students registering in 2018-19. For future development of the scheme we are trying to remove barriers to online systems by providing access via students' university login credentials and embedding links in our VLE.

Role of academic staff

Previous studies looking at ethnicity and attainment have shown while lower achievement is partly related to factors such as language and study skills, lower achievement is not inevitable (Jones 2017), but rather it can be influenced by factors relating to teaching and learning impact (Stevenson 2012). There were statistically significant, moderate correlations between students answers for how often students used items in private study and how often staff referred to items in class ($R=0.51$, $P<0.0005$) and staff set specific homework tasks using items ($R=0.51$, $P<0.0005$). This supports the idea that the behaviour of academic staff may be a factor in how often students use the items. There was also a significant, moderate ($R= 0.54$, $P<0.0005$) relationship between how often students said they used items in class and how often they used them in private study.

It is clear from the literature that BME students may have different study approaches (Jones 2017), be less likely to ask for help (Stevenson 2012), and feel they have a 'lack of preparedness' for Higher Education. But they also believe it is the role of academic staff to help them to develop skills to work independently (Stevenson 2012). Focus group meetings last year and student comments this year show that students particularly value having weekly tasks set and having 'custom books' that are well aligned to the module order and content. Some students made specific comments about this:

'I believe books should be referenced in lectures more often and lecturers should emphasize the importance of books.'

'Please make [books] relevant to lecture content.'

Our evaluations are considered at university level in our quality committee and this has given us strategic management level support for actions to increase the number of academic staff who are setting regular tasks with the items, including running training via Organisation Development and providing summary leaflets for staff about key data and actions needed. Each academic area also receives details of feedback from their own students, including comments, to help them prioritise actions needed. The quality committee has also incorporated questions about Flying Start items and their use in course development and evaluation processes.

Positive outcomes:

For 2019-20 we are applying our findings to making some changes to the scheme, with an eBook rental model. This will allow students access to many more books. However, it is clear from the information above that just providing a lot of items does not guarantee they will be used well by students. We have used key findings to provide training and resources for academic staff on how they can help their students get the most out of the scheme including:

Consider 'Custom books', which are well-aligned to module/course content:

- Select items that support students who do not have strong English language skills, or who have other problems reading long texts, including short summary texts and technical dictionaries etc.
- Set specific tasks with the items in the classroom to ensure students can access and use them
- Set specific tasks for students to work on out of class using the items

An analysis of the books students bought with vouchers for the online shop last year showed some buy the following types of titles:

- Books to support specific study skills
- Books to support mental health and wellness
- Books related to employability skills

For the new scheme we are working with welfare, employability and other areas of the university to include an appropriate set of resources that will be available to all students.

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Keywords: Flying Start, eBooks, library resources, attainment gap, widening participation, retention, degree outcomes, academic resources

6.4

Title: Creating an online learning experience using video

Author: Barry Hall

Course: Postgraduate Certificate in Academic Practice in Higher Education (PgCAPHE), Coventry University

Introduction:

In 2017, Coventry University continued its entrepreneurial approach to education with a move into the online degree market, aiming to make 50 degrees available over five years. Coventry University Online (CUOL) was established to work alongside academics to create engaging, media-rich, online content with a team of academics, learning designers and media specialists.

The Postgraduate Certificate in Academic Practice in Higher Education (PgCAPHE), traditionally a face-to-face course for staff at Coventry University with learning, teaching, assessment and/or support learning responsibilities, aims to help build staff capacity and capability around teaching and learning. The online experience now forms a key part of this. Aligning with the 'Digital Fluency and Innovation' pillar of the Coventry University Education Strategy, the course team in collaboration with CUOL transitioned the PgCAPHE into a blended course with a significant majority of the course moving to an online platform.

Aims and rationale:

The aim was to create an online learning experience that embodied Coventry University's Educational Strategy, to ensure equitable learning, development and attainment opportunities, and to also give an outstanding student experience. The course functions as an exemplar of online learning, providing a relevant, inclusive and engaging learning experience for our students, which allows social collaboration and peer-learning to take place.

This new, blended approach offers Coventry University academics (who need a teaching qualification), the chance to participate in online learning for themselves, developing their digital fluency skills to impact their own students' learning experiences both on campus and in future online courses. It also addresses the feedback of previous cohorts who requested more flexible, autonomous and personalised learning experiences. The aim of this case study is to show innovative ways in which videos can be used in online courses to not only enhance the existing content, but challenge learners in new ways, helping to promote social learning and the construction of new knowledge.

Implementation:

When creating an online course, it is easy to assume that simply putting the existing on-campus content online, in the form of lecture videos or handouts, would be adequate. In practice, videos of lectures are potentially very long and dry, and difficult to engage with. Guo, Kim and Robin (2014), showed that engagement significantly dropped with videos of more than nine minutes long. Video content within an online course must be carefully considered to be effective and engaging at a shorter duration running time. On-campus content is written with the face-to-face learner in mind. Those learners physically attend the lectures giving the lecturers the opportunity to engage with the learners directly, answering questions, promoting discussion and providing immediate feedback. In contrast, the online student can feel disconnected without these opportunities to interact with the academics and fellow learners in a physical space. Although forums for discussion can be created online, those conversations and interactions must be initiated and encouraged by stimulating and challenging content.

The aim of this project was to create engaging online content that met all these expectations and provided each student with an authentic and relevant learning journey which used video to complement the learning experience.

"Well-designed courses that incorporate intentional student-centred pedagogies such as active learning, online asynchronous learning can be as good as, and in many cases even better, than face-to-face instruction." (Riggs and Linder 2016: 9).

The PgCAPHE academic course team worked in collaboration with a learning designer, media producer and media assistant from CUOL to develop the online curriculum. The team worked closely for 16 months, designing the online content and supporting media elements, beginning with module outlines and then moving onto storyboards and individual online activities. The team had weekly face-to-face meetings whilst also collaborating online through email and shared documents.

The content is hosted on the FutureLearn digital education platform. Modules are separated into short courses, composed of connected learning sections, called activities. Khan (2017: 114) suggests some best practices for online course development, including “presenting information in a variety of ways, breaking information into appropriate segments”. On FutureLearn, each activity is broken down into a variety of steps, such as articles, videos, quizzes, discussions and peer review, providing several different ways for students to engage with the learning. Vily Papageorgiou, a CUOL learning designer who worked on the PgCAPHE course, participated in a video step, describing how online content is created for the Futurelearn platform.



Vily highlights the importance of a narrative through the course and this was a huge part of building engagement with students and helping them to link different learning activities.

Glynn suggests that “analogical reasoning has been shown to facilitate comprehension and problem-solving (Glynn 1989: 203). Analogies and metaphors were woven throughout activities to help students grasp theories and ideas. The concept of a journey was used to help explain Constructive Alignment (Biggs 1996) in the following video step:



The direct collaboration between the course developers and the media team ensured the video was not only of high-quality and engaging, but also of academic value to the students:

‘The metaphor of a journey is basic and, therefore, very effective.’ PgCAPHE learner

‘The example in the video is a very good one, no matter by cycling or driving, the destination leads the journey.’ PgCAPHE learner

‘The video is very clear and helpful - thank you!’ PgCAPHE learner

In this case, the video was used to support the learning. The theory of ‘Constructive Alignment’ (Biggs 1996) was also explained in text through a diagram, and further reading was provided for students who wanted to explore this in greater depth. This provided students with multiple different ways to connect with the learning:

‘Fascinating stuff highlighted in both video and text.’ PgCAPHE learner

The learners were encouraged to share their thoughts and questions with one another in the comments section at the bottom of each learning step. Meyer (2003: 63) argues that “students involved in threaded discussions are exhibiting higher-order thinking”. When designing the course, it was important that discussion was promoted at every opportunity to allow this learning to take place and also encouraged students to develop together in online communities. “Effective online courses are highly dependent on the success of online discussions” (Maddix 2012: 373). The discussions were facilitated by the course academics who helped to encourage conversations between learners.

Video was designed to promote these discussions by presenting content that was challenging, innovative, authentic and diverse. Case studies are presented from throughout the university with representation from all schools and faculties and it was also important to present a diverse range of perspectives from both staff and students. This built a sense of belonging among the learners, making the learning more relevant to the students' own practice. In one of the case studies, Dr Dan Zhang discusses his innovative method of using authentic assessment:



'Loved watching the example! It was a worthwhile project, which clearly prepared students for the world of work but allowed for professional, personal and academic development.' PgCAPHE learner.

Video was used at the beginning of each course to present the upcoming content and learning outcomes in an exciting and engaging way, posing a big question that encapsulated the learning journey the students would undertake. These videos would serve as a recognisable entry point into each course and help to start the discussions that would run throughout. They also provide orientation for the students in that, "learners are introduced to the purpose and structure of the course." (Quality Matters 2018). Coventry Graduate, John McCaughley, now a media producer at CUOL, introduces the upcoming learning for one of the short courses:



The media elements worked in collaboration with the course design to create a fluid, memorable learning experience. One example where the media and course design worked particularly well to promote discussion, and could be considered a good practice example of online learning, was an activity on how to provide good feedback to students. The activity consisted of four steps and centred around two pieces of feedback that had been given to students. One piece of feedback was detailed and constructive, the other handwritten, difficult to decipher and offered very little coherent advice for improvement.

Dixon (2014) suggests that three elements are required for successful online discussion: pre-assessment, relevance and assessment criteria. The first step of the activity presented a picture of both pieces of feedback to the students, offered no judgement, but prompted the learners to discuss the quality of each. This shows the pre-assessment to determine "what students already know about the subject" (Dixon 2014: 2). This puts the learners in the mindset of a student receiving feedback.

This video shows Coventry University students trying to decipher the handwritten feedback and discussing how they would react if they had received it:



This video was amusing, a great way to build engagement, and perfectly demonstrated the need for legible and constructive feedback for a diverse cohort of students. The online learners were asked to discuss the video and many were surprised by the different student responses to the feedback. Offering this student reaction is very powerful and important to remind teachers of their responsibility to student care. This step represented Dixon's second element, "relevance", showing "how the new material applies to them" (Dixon 2014: 2).

The third step was a video of the course development team analysing the feedback, showing the academics' response. This was presented, not as a definitive guide, but as an example and students were asked to offer their own thoughts on best practice in the discussion. This step is loosely based on Dixon's third element, "assessment criteria", guiding the learners to "know what is expected of them" in their professional practice.

The fourth step was a video of the same Coventry University students describing what they consider to be useful and effective feedback. This step serves to reinforce the previous learning and is also a valuable chance for learners to gain an honest and insightful view into the student perspective and the amount of comments and discussion on this step reflected how important this was:

'Key points I took from the video - students want feedback to be specific and linked constructively towards how they can improve outcomes to achieve future goals. They want the feedback to be the 3 C's: constructive, clear and concise'. PgCAPHE learner

The comments and discussion generated through these steps clearly demonstrate that social learning is taking place, driven by carefully designed content with ongoing narrative, and enhanced by the inclusion of engaging and challenging media.

Online learning is still a developing medium and the PgCAPHE team continues to refine the course for each new cohort of students, learning from the experiences, interactions and feedback of the online learners. The transition to online learning has been complex, but rewarding, and new ways to engage and challenge students are constantly being discovered. The social communities being built online and the response from those learners undertaking the course suggest the blended PgCAPHE course is providing a positive and rewarding learning experience.

Feedback:

The following feedback is taken from the learners' comments and discussions posted online whilst studying the PgCAPHE course:

'I have learned so much in terms of theory and practice... Overall, it has been a very good learning journey.'

'This is clear and makes complete sense. This notion of being able to act, then reflect, then act again is essential in how I engage in research practice, so it should be something that I am bringing into the classroom context with my students.'

'Thank you for providing an opportunity to listen to the students' views. It is a great idea to know and understand what students want and what they think about their learning experience.'

'A very useful video, narrative-social learning and activities are all in the basket that I'll 'purposefully' consider now.'

'Wow, I think this is a really inspired clip and have definitely taken note of this method. What a valuable way for students to engage as well as be inspired, develop their critical thinking/analysis.'

'This was a fantastic video and I loved hearing more about the integrated personal tutoring approach, as well as the move from Further Education to Higher Education.'

Strengths and weaknesses:

Initially the collaboration between the academic course team and the media team was challenging, with each lacking knowledge of the other's practice. This caused the initial progress to be slow and obfuscated at times. However, as this relationship developed, the academic course team came to understand how video could be used effectively to complement the written content and the media team came to understand how effective learning could be carried within video content. A consistent team approach really helped build an understanding over the course of the project.

The development of an online course requires time, organisation and resources to implement, with several different teams bringing together their expertise in order to create effective online content. This approach would be quite challenging for a small academic team without media support.

Positive outcomes:

The feedback received from learners clearly shows they benefitted from the online learning experience, and the exposure to new learning styles and digital tools will be a benefit to their own students, having a positive effect on their teaching and learning.

The PgCAPHE team have learned a huge amount about online learning: how to create engagement and also promote social discussion in an online environment. Our experiences will be vital in influencing future course creators and will ensure that our own future projects continue this positive work. The media team has learned a great deal about how to create effective video content for education, implementing new techniques to enhance learning and retention. Some good examples include:

“Signaling”, “Segmenting”, “Weeding” and “Matching Modality” (Brame 2015).

Short videos are not always effective for in-depth detail. It is far more useful to create video content that presents a new idea and explains things at a holistic level to promote intrigue. The videos do not have to “answer the question”; they can be far more effective if they are ambiguous. Present a challenging scenario to present discussion allows learners to develop their learning from your questions.

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Key words: Academic development, academic practice in Higher Education, online learning, video in education, engaging video

6.5

Title: Blogging as an assessment tool within Communities of Practice

Author: Jess Bishop

Course: BA in Counselling, Coaching and Mentoring; School of Psychological, Social and Behavioural Sciences; Faculty of Health and Life Sciences, Coventry University

Introduction:

This case study is about the implementation of the use of *WordPress* blogs to assess student practitioners' learning and professional voice in counselling, coaching and mentoring.

Aims and rationale:

Within the BA in Counselling, Coaching and Mentoring course, the concept of a Community of Practice (CoP) is woven through each year of the degree (Lave and Wenger 1991; Wenger 1998). As trainee practitioners in the 'helping' professions, the concept of shared learning through a CoP with a common *interest* (domain) as *practitioners* within a *community*, can be hard to generate beyond the classroom experience. The use of an online tool to capture group learning and allow students time to reflect and comment on each other's learning, was essential, especially within a relatively small cohort of students.

In the CoP thread, the first-year module used an online *Moodle* embedded discussion forum, but interactions seemed forced and lacked some creativity. The idea of a blog seemed a step beyond a forum, and applicable to practice where self-employed coaches, mentors and counsellors need to market themselves for business. This would prepare students well for employment and social media roles in their organisations. I hoped that each student would write their own blog site with regular posts (minimum 5) about an area of counselling, coaching and mentoring that they hoped to go into upon graduation. The posts were directly related to the learning outcomes of this second-year undergraduate module, and were designed to develop their own professional voice in the arena they hoped to work in.

Implementation:

The initial scoping for the use of blogging as an assessment tool was done in partnership with the Learning Technology team at Coventry University. Within the Faculty of Health and Life Sciences, there was some experience of using blogs to assess student's creative work, but in the main this was a new method. In order to create a private group blogging experience we used *WordPress*, a well-known webspace for people to connect with others using their own microsites. *WordPress* has a free template selection and is among the best-known sites across the globe. Students were able to set up a free *WordPress* account and design a simple blog site with a focus on their area of interest, e.g. 'Working with Challenging Behaviour', or the 'Use of Physical Activity in Stress Reduction'.

I booked a 'how to' session in the faculty computer lab with a learning technologist to take the students through the process of setting up their *WordPress* account, changing settings to private, inviting the group to view their page and then the basics of writing a blog post. The students then had the opportunity to ask further questions to the learning technologist via a blog forum within the *Moodle* page. The students had minimal knowledge of this software and as such, the process of setting up was supportive and allowed students to check-in each week during the teaching sessions with further questions. Once the logistics of blogging were covered, the concept of 'what makes a good blog?' was explored, and the assessment criteria was identified. The use of blogging did require a substantial amount of support, but no more than any other technology-enhanced learning. Once set up, the students were creative and engaged well with the idea of blogging about their practice, developing a blogging style, and sharing with each other in class.

The assessment was a summative 3000-word essay and detailed guidance was given in the module guide and in class. The essay guidance is below:

Considering your experience in the Community of Practice for this module (face-to-face and online), and your connections with an International organization/partner you need to submit:

- *Five of your blog posts (300-500 words), pasted into a word document*
- *Evidence of two of your comments on someone else's blog post that you found particularly relevant*
- *You must provide a narrative introducing and concluding the series of blog posts and comments. This should all read as one flowing document.*

Note to students: The five blog posts should cover learning outcomes 1 -3, and can also include reflections on journal articles, or the topic-based sessions within this module. They should be 300-500 words each (total 2500 words). The blog and narrative must include theory and should be correctly referenced (CUHR). The comments on other people's blogs do not need to include theory

Learning outcomes:

1. Identify, and justify engagement with, an online partner, individual, or organisation that can provide a learning experience for the Community of Practice.

2. Evaluate the use of Communities of Practice within an international dimension for professional learning and development.

3. Appraise their level of Intercultural Communication Competence and identify a Professional Development Plan

The assessment was marked in the same way as an essay but with an emphasis on blogging style and development of a professional voice. It was important that students continued to structure their work with an introduction and conclusion and they were guided to use references throughout.

Feedback:

Students gave feedback about this initiative via their Module Evaluation Questionnaire, which all students are expected to fill out during the module timeline:

'The blog training was a strength of this module.'

'Using a blog will help in my future career.'

Two students reflected about the experience of contacting an international organisation within their assessment:

'I found a useful blog that was written by one of my peers posted which was about overcoming the fear of collaborating with international partners. I found this blog useful because it encouraged me to get in touch with my international organisation - it gave me confidence to email them. Because of this blog I did email an organisation which was based in Stockholm and mentored youth.'

'This blog post was the one I was looking most forward to writing as I was overjoyed with what I had achieved, although it was not much it was a big thing for me to have communicated with a professional from a different country to me. I was pleased that the professional life coach was able to share her experiences with me and inform me on what to look out for in my career path. After speaking and exchanging information with one another I realised how excited I was for my future and where I wanted to be in several years from now. I would recommend this to anyone who is studying so that they can see things from a different dimension.'

Not all feedback was positive - one student didn't connect with the use of blogging and found it cumbersome and difficult to navigate.

Strengths and weaknesses:

The use of *WordPress* was beneficial as it is an industry standard piece of software and helps students directly to engage with blogging in whatever future path they choose.

Moodle has a blogging plug-in that was not available at the university and this might have integrated the students' interaction more smoothly when using *Moodle*, in a similar way to *Mahara* (e-portfolio and synergy learning) and may have reduced some anxiety in the initial stages of setting up the blogs. It would also improve the submission of a blog via *Moodle*, as students are used to using *Moodle* as the place they find module information, assessment briefs and discussion forums. In this case the blog was submitted as a Word document with screenshots of the blogs, and links to the blog posts itself.

Positive outcomes:

Using *Wordpress* helped to increase student's digital fluency in a professional field that often involves an awareness of self-branding and self-promotion to generate a client base. The use of blogging is a helpful, reflective learning tool for students as they capture their learning experiences. This module required students to make a connection with an international partner that delivers an area of counselling, coaching or mentoring interesting to them. Giving students the confidence to explore their professional global identity through blogging has been a privilege in this module.

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Key words: Blogging, Community of Practice, Digital Fluency

6.6

Title: Managing ‘tutor team-teaching’ with groups of 300+ students

Author: Xue Zhou

Course: Internal Management Principles module, Business Management BA (Hons), Faculty of Business and Law, Coventry University

Introduction:

Teaching large groups of students is challenging in many ways and a good student learning journey lies with successfully managing a team of tutors allocated to large cohorts. Good administration and organisation are key skills for module leaders who are tasked with ensuring team tutors give students a consistent experience in both teaching delivery and assessment (Lantz, Smith and Branney 2008). Allocating seminar and workshop groups outside large lectures requires close management and this case study considers how using digital technologies can improve the student experience by improving communication and consistent working practices for team tutors. Whilst it is well-established that students need to engage with various digital platforms to have graduate attributes expected in employment (Kärkkäinen and Vincent-Lancrin 2013), this can only happen if the Higher Education lecturers who are tasked with instilling digital fluency as part of teaching and learning, are competent themselves. It is usual for most lecturers to have a fair level of technological competency in some areas and it makes sense, then, to use digital techniques in managing a team of tutors for the delivery and assessment of large student cohorts. This helps to train the tutor team into using the same digital arenas as the students, and is an efficient communication tool when tutors are not able to meet face-to-face.

Aims and rationale:

The aim of this case study is to share ways to engage tutor teams which are made up of part-time, full-time, established and new staff. The rationale of what was undertaken was to achieve consistency across the teaching, learning and assessment experience for the students and also to achieve consistency in moderation and evaluation for quality assurance purposes (QAA 2019).

Implementation:

While lead lectures involve the whole student cohort, there are opportunities for developing a relationship with students once they are divided into smaller seminar groups with a dedicated tutor who meets them each week. So, organising 300+ students into tutor groups is the first stage of the process. Once each tutor has been allocated their 30+ student cohort, the students stay with their tutor for all seminars throughout the semester. This allows tutors and students to get to know each other and this aids consistency of process and evaluation.

The innovation here comes with how the module leader has used digital technologies to manage seven tutors, each with 35+ students, whilst maintaining quality assurance for the moderation process. This is pertinent for many module leaders across all disciplines as it is not unusual for a large tutor team to change mid-semester due to resourcing issues such as illness, for example.

A good module leader needs to organise staff who may be part-time hourly paid and only available for three hours a week. Other staff on the module may be new and unused to the institution’s systems and processes, whilst experienced staff will have their own inherent working styles that have proved efficient for them in the past. Leading a module with this natural ebb and flow of staff, with all the ideas they bring, is a normal challenge many module leaders face.

This case study presents ways to ensure the staff team work together effectively to ensure consistency for the student experience. In this example, after dividing the 300+ students into manageable seminar cohorts of 35+, each tutor needed to be consistent in the delivery of learning outcomes, implementation of assignments and also in moderation. The diverse nature of the tutor team led to the design of several videos for them as it was very difficult to get all of them to meet at the same time. Therefore, the module leader made ‘How to...’ videos of:

- using Moodle (the institution’s VLE) to upload information materials;
- guidance on managing student cohorts for tutorials and seminar dates;
- how to deliver the required content for each session so that all students had consistent teaching;
- using digital technologies for student use such as *Padlet*, *Socrative* and *Kahoot*;
- feeding forward to students so that they could improve on their work;
- using the rubric on assessment to ensure consistency of feedback
- functional usage of the marking system on Moodle

The videos were produced and emailed to tutors weekly. Staff could engage with the videos at a time to suit them, and as many times as they needed. The module leader was available via email for any queries, as face-to-face meetings were not possible for the whole tutor team. The module leader carried out benchmarking at several formative activity stages to ensure the team feedback was consistent before the summative marking of assessments began. This way, any queries about inconsistency of feedback or marks were highlighted and could be addressed before the summative stage of student assignments began.

Feedback:

Staff gave feedback on this style of module leadership:

'Xue, you are very well organized and provide clear explanations of what we need to do. By recording your guide to marking, for example, you support flexible working and you deal with queries quickly and clearly. You seek our views and are open to suggestions. You have encountered numerous challenges on this module, but you have dealt with them very effectively.'

'I attended your lecture and was inspired; your teaching style and approach is admirable. I like the seminar activities - very good as they encourage students' active participation and engagement. They also give us the opportunity to monitor our students' progress in learning the various concepts and to give them progressive/informative feedback (which is what I like most). As we already discussed upon reflecting on the assessment mode, we all learned from the just ended one, and will surely improve on the future ones. Thanks Xue, your support is great and your persona is awesome.'

'Its been a joy working with you, Xue - you are organised, understanding and your

videos help seminar delivery. All the lecture material was of high-quality and useful to students. Your strengths are providing clear communication, being clear about the objectives and details of assessment. You have always listened and have a very good collegial approach.'

The student feedback gave verification to the module organisation, content and moderation:

'My teacher, Mrs Xue, is the best teacher I have ever had. She stimulates me and helps me when I need it. The subject is extremely interesting and relevant and applicable for my course of study. I've learned to speak in public and to apply theory to practice.'

'Good effort to include and interact with students.'

Strengths and weaknesses:

The module leader set expectations with the tutoring team with 'rules of engagement' around what their role encompassed from the outset. Tutors liked the module leader's introduction of what was, and what was not, acceptable behaviour from the students, e.g. cut-off dates for students to get into their own groups for a presentation.

The module leader set staff expectations for the overall student experience which offered:

- seminar dates and content material on Moodle;
- allocated second markers at the start of the module to smooth communication channels between team tutors;
- benchmarking by the module leader at various formative stages gave quality assurance to CU internal moderation and external examiners;
- rubrics designed by the module leader helped to balance consistency in feedback to students for both assignments on the module;
- exemplars were provided for tutors to see the standard required for assessment grades and feedback;
- videos on how to use the systems and processes gave confidence to team tutors, especially to new and part-time hourly paid staff;
- videos on how to use the digital technologies with students included *Padlet*, *Socrative*, *Kahoot* and *TopHat*;
- enhanced practice for this module with established staff who had not previously accessed some of the digital applications
- the module leader organised the bulk loan of digital devices for all staff (in this case, *iPads*) so they could access the university's *OneDrive* for materials, information and the training videos

The unintended consequences came from variances in student engagement, which is not unusual for such large module cohorts. As staff were assessing group presentations, dealing with student absence and subsequent issues from that led to increased commitment needed from staff to 'mop up' group presentations requiring extra time and room availability, or online submissions. For future cohorts, time will be made available for managing students who are less engaged (e.g. attendance, late to group tasks, late submission).

Staff had different technical abilities, which is why the videos were created, and more were identified for following iterations (e.g. how to use *Turnitin*). The module leader needed to manage new teaching cover if the usual tutor staff were unable to do sessions and embedding contingency plans for this is something needed in the future. Student absence also created the need for more online submissions for those not allocated to groups and this increased the moderation management for tutors at short notice.

Positive outcomes:

The students' benefitted from the streamlined tutor team initiatives by:

- having a more consistent experience in both teaching and assessment
- having greater confidence in the moderation process

The team tutors benefitted from the initiatives by:

- being given clear instructions from the outset on how the large group lectures would be managed as well as how the seminar/workshop cohorts were allocated
- being given clarity on teaching materials provided through lesson plans and including 'how to' videos on digital technologies
- being given help with systems and processes for marking and feedback via videos, assessment rubrics, formative benchmarking and module tutor guidance

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Key words: Video explanation, digital fluency, tutor management, large group teaching

Conclusion

By Professor Christine Broughan and Iffat Jahangir

Over the past decade, the Higher Education sector has expanded enormously to accommodate the wide spectrum of learners who want a university education, yet there has been a limited corresponding shift in the pedagogic paradigm. Instead, it has been largely left to enthusiastic individuals to develop their teaching and learning practice and to challenge the legacy of a model based on knowledge transfer through lectures. Millennials and Generation Z students are adept at seeking out knowledge and challenging content and this should be reflected in our practices.

This collection provides a highly useful and inspiring handbook of great and innovative practice highlighting the talent and creativity of Coventry University Group staff. Their shared commitment to provide students with high-quality opportunities to learn and develop indicates a willingness to explore new pedagogies. There are many other staff members, not mentioned in this book, who are also incorporating innovative ways of teaching and learning into their educational practice and all deserve to be recognised in this ambition at an institutional level.

At Coventry, we have an enviable position in the Higher Education sector and are described by The Times and Sunday Times Good University Guide as 'one of the most innovative of UK universities' (2018). To hold onto this position, we think constantly about how we might best support our staff to the advantage of our students, which is why Coventry University Group is committed to a major facilitation project - Curriculum 2025 – to give all staff the tools and support to re-examine and re-design pedagogical paradigms in their teaching.

Many of the examples featured in this eBook evidence new paradigms. Some embrace students as co-creators and in doing so, recognise their backgrounds and experiences; essential if we are to truly embrace a decolonised inclusive curriculum. This approach is used by S M A Moin, who investigates the power of storytelling (1.2). He builds on research which found storytelling is 22 times more memorable than 'dry' facts and a useful vehicle through which to explain theories. Storytelling is infinitely flexible and gives students the opportunity to reflect on their own identities and tell their own stories. Giving journalism students the chance to tell other people's stories in a community-based project was a clever way to embed professional skills, while broadening cultural awareness and challenging media narratives around immigration, (5.3). The module was devised by a multi-disciplinary group of academics: Rachel Matthews, Rachel Chapman, Lisa Perry and Una Murphy, who brought together journalism undergraduates and newly arrived communities of refugees and migrants. They also found the collaboration strengthened staff relationships between departments.

Finding similar ways of active and authentic learning will be key to graduate development. Weaning students off PowerPoint was the subject of research by Peter Wolstencroft (1.3). He challenges the orthodoxy of learning theories that stress the importance of 'information presentation' and instead cites the disadvantage of creating passive learners. An over-reliance on PowerPoint is a concern to many academics, but it is an easy fallback unless staff are supported to use a wider range of teaching and learning tools. Any new Coventry paradigm will need to prioritise active learning, which is far more likely to produce graduates with the skills to communicate effectively.

A genuine way to foster a global mindset in our students is to give them opportunities to engage with the United Nations' Sustainable Development Goals (SDGs), which are one of the themes of Curriculum 2025. These are recognised internationally by many professional bodies and would therefore help our graduates be familiar with the challenges of their chosen profession. Shervin Motamedi, (5.4) designed a module for civil engineering undergraduates to address the real-world problem of how to reduce the high volume of cement used in their industry, as it contributes to global warming. Motamedi reported a deep effect on enhancing student learning, evidenced by strong average module marks. Students reported improved self-confidence and heightened problem-solving skills.

Employability is a key pillar in both the corporate strategy, education strategy and within Curriculum 2025's remit. We know employers also prize good literacy skills in graduates and while all Coventry University Group campuses have excellent face-to-face academic writing support services, it is unrealistic that 36,000 students can access these simultaneously. Therefore, there is huge capacity to 'scaffold' students' learning by using digital platforms. Chelle Oldham sets out how Turnitin (software often feared by students), can actually be used to improve literacy, (1.5). Chelle quite rightly points out that putting in a little effort in 'upfront' to learn how to use Turnitin as a tool, will save time in the long run.

We all know the theory behind putting in effort upfront, and also that the university offers a huge range of software tools. However, getting to grips with these tools is often undermined by lack of time, or knowing where to start in accessing appropriate support. Working out how to use these resources is either driven by individual curiosity, or panic, as deadlines loom. This needs to change. Therefore, mapping services and staff development is part of a wider project to make sure all are fully supported and clear about where to find services and software and how to use them. This is one of several areas we will need to review in order to facilitate staff to meet the criteria of Curriculum 2025.

Embracing technology is a vital part of any 21st-century vision, but it is important we use it as a result of sound pedagogy. Using new toys simply because they are available is not likely to contribute to any significant improvements in producing confident critical thinkers. Playful spaces, such as the Digital Media Learning Lab (DMLL) are important for us to explore and push the boundaries of learning but when a decision is made to adopt a particular technology, for example Kahoot, Lynda.com or digital badges, then the systems and processes need to be in place so that we can make the most of these opportunities. The developing digital strategy for teaching and learning will help make sense in this confused and emerging space.

In order to maximise our assets we need to find new ways to communicate effectively across the Group. The motivation behind this eBook is to share innovative practice and dissemination of such work is critical to working smarter. Coventry University Group is committed to the concept of 'open source', demonstrated recently by the sponsorship of a Wikimedian in Residence - Andy Mabbett (Coventry University 2019). Inducting students into the practice of creating content for the various Wiki platforms will offer an exciting way to engage students to write concisely and offers authentic assessment. While the University Group has begun the process of gaining access to vast external banks of digital 'learning objects' and educational resources, there is huge potential to build better sharing frameworks within the Group too. These should be open to staff and students and they can help foster a more collective mindset in the creation of resources, to reduce the duplication of effort across the institution. These are easy words to throw on a piece of paper but realising the potential of the vast resources available to us is a real challenge for the 21st-century university.

Perhaps the most vital element in an academic's repertoire, which transcends place, time and policy, is passion. The passion conveyed by individual academics is much prized by students; indeed 50% of students mentioned this when completing an evaluation for Jane Gill's module on children's literature, (1.1). Passion is why we are attracted to education in the first place but can often be a casualty when placed under pressure to deliver in a competitive Higher Education environment. We hope that through innovative practices, Curriculum 2025 will help create breathing spaces for staff to retain, and in some places regain, passion for their subject, as they are supported to find new and exciting ways to engage students. Students are the most important element in our ability to succeed. As such, the Curriculum 2025 team comprises student interns to help us co-create courses that meet the needs of our future graduates.

Looking after staff and considering their health and well-being in designing and delivering curricula is key to the success of any ambitious project. Staff are the greatest asset of any university, and most valued by students. Change does not happen overnight, which is why the Curriculum 2025 project has a six-year lifespan. As mentioned earlier, this is a facilitation project in which the voice, expertise and passion of staff will be utilised to create engaging curricula for students. Working together to achieve this will deliver inquisitive, thoughtful and engaged graduates, capable of taking on the most challenging problems in society.

This four-minute video shares the vision and rationale for curriculum change at Coventry University:



References:

Coventry University (2019) The Disruptive Media Learning Lab [online] available from dml.org.uk

The Times and Sunday Times Good University Guide (2018) Coventry University [online] available from www.thetimes.co.uk