

LTC12D167 / LTC12A006

## **Collation of all Interim Reports of 2011-12 Teaching Fellowship**

**(compiled 14 May 2013)**

### **Teaching Fellowship Interim Report 2012**

**Sarah Yeates, Kay Yeoman, Veronica Sekules, Domenic Sergi and Richard Bowater**

This teaching fellowship is funding a training course that will prepare students for delivering a workshop during an Art and Biodiversity Summer School for 8-12 year olds that will take place in and around the Sainsbury Centre for Visual Arts (SCVA) 24 – 27 July 2012. We have contributed a description of this partnership and the summer school for the next SCVA's brochure.

Positions for student tutors for the Summer School have now been advertised. An email call has been sent out to undergraduate and postgraduate science and humanities students. The advertisement specifies that, if their application is successful, it is compulsory to attend the training course that this teaching fellowship is funding. In the application students are requested to propose their own ideas for activities that explore the relationship between Art and Biodiversity in a meaningful, creative and entertaining way. We have already had a number of good quality applicants, both undergraduate and postgraduate, from a variety of disciplines. The deadline for applications has been set as 20 April and interviews will take place in early May. Selected candidate will be notified by Friday 18 May.

A four day training program has been scheduled for 18 – 21 June 2012. Successful candidates will attend this training course where they will be supported in developing their own ideas for delivery during the summer school in July. The training course will consist of talks and workshops run by both SCVA's staff and School of Biological Sciences Staff. The student tutors will be introduced to various aspects of running a workshop within the summer school including learning styles, linking art and biodiversity, communication skills, performance and working with children. Throughout the course students will be engaging in workshops while developing their own ideas for a session that links art and biodiversity to run with the children during the summer school. Artists and scientists will be working together throughout the training program to develop multidisciplinary sessions and exchange of ideas.

Two external trainers have been booked for the course. Tim Holt Wilson specialises in geoconservation in the East of England, environmental impact assessment, and guided walks. He will talk to the students about local habitats and their environmental concerns and will also lead students in an exploration of the local terrain. Ken Farquhar (Inspirational Science Theatre Company) is a scientist and a circus performer and runs science shows for schools as well as performance training. He will spend a day helping the students to develop their ideas into a workable session and will train them in the performance aspect of delivering their session during the summer school.

An outline of the draft itinerary for the training course is included below:

**Day 1: Monday 18th June:**

9.00 am Registration, Tea and coffee

9.30 am Introductions

10.00 am **Dom:** Introduce SCVA involvement; discuss what is required for the summer school

10.30 am Group discussion to start formulating ideas for running activity

11.00 am Tea/coffee break

11.15 am **Sarah:** Biodiversity in Norfolk and beyond.

11.45 am Activity to help develop ideas in relation to biodiversity

12.30 pm Lunch

1.30 pm **Kay:** Introduction to schools and curriculum, learning styles questionnaire.

Includes group discussion on how all learning styles can be incorporated into one activity

2.30 **Kay:** What is action learning?

**Kay and Veronica:** Action learning sets in tow groups

5.00pm Round table discussion to reflect on the day

5.30pm Finish

**Day 2: Tuesday 19th June:**

Morning: Exploring local biodiversity with Tim Holt-Wilson

Afternoon: Workshops: Students will have an opportunity to develop their proposed activities, working together as well as individually and with help from artists and scientists.

**Day 3 Wednesday 20th June**

All day: Student will work with Ken Farquhar to develop their skills in performance, communicating science, and using the arts to present a scientific concept. They will work with Ken to develop the presentation of their proposed activities.

**Day 4 Thursday 21st June**

9.00 am: Revisit action learning - round table discussion

11.00am Tea/coffee break

11.15am Workshop to create a 10-15 minute activity based on an object(s) that reflects the biodiversity theme of their planned activity. This activity should deliver a biodiversity/scientific concept in 10-15 minutes in a fun way with children.

2/3.00pm Round table discussion allowing the students to think about and summarise the message that their workshop is getting across and how they can use artistic methods to deliver a scientific concept.

4.00pm Practice run - children arrive and attend activities prepared by the students

5.00pm Reflection

6.00pm Course conclusions

## **UEA Teaching Fellowship 2011/12 – Interim Report**

### ***Exploring ways to enhance Foundation students' success in their final degree studies.***

***John Winpenny, Laura Bowater, Sandra Gibson & Liz Phillips***

The aim of the above teaching fellowship is to investigate how we can enhance the student experience and support successful progression for students coming through the Foundation programmes. The project will use a mixed methods approach using a literature review, a questionnaire, focus groups and analysis of module and programme statistics.

The original project timescale for the initial part of the project was:

#### *January to February 2012*

- *A thorough literature review of widening participation and student support will be undertaken*
- *Module and programme data will be analysed to inform students to be approached for questionnaire and focus groups*
- *A protocol will be written that outlines the project and seeks approval from the EDU ethics committee*

The literature review is still on-going; we hope to complete this in the next 2 months. This will initially feed into the protocol that will be submitted to the Ethics committee. To date we have identified students from the present cohort of Foundation students (both SCI and MED) and Foundation students who are currently on other degree programmes. We have overcome the challenges associated with compiling a mailing list (identifying students across different programmes in the SCI family) to allow the questionnaire to be sent to the appropriate students.

#### *February to April 2012*

- *Development and distribution of Questionnaire*
- *Students to be approached to take part in focus groups*
- *Ethics approval from EDU ethics committee will be sought*

We have developed and finalised an on-line questionnaire to be sent to Foundation students. Currently, we are in the process of writing the protocol. The next stage is to send this questionnaire and a protocol of the project to EDU ethics committee to get ethical approval. Once this has been approved we will send out the questionnaire electronically with the on-line link to the students we have identified. Students will be reminded to complete the questionnaire in a subsequent e-mail. We hope to have the questionnaire returned by the end of April/middle of May and then we can start to analyse the findings which will inform the semi-structured interview schedule for the focus groups.

At present we are slightly behind our original timescale, but this has been due to teaching commitments from the staff involved and the initial difficulties of compiling the e-mail distribution list to be used to invite students to attend the subsequent focus groups through an attached e-mail link. The project will gain momentum over the next few months as teaching commitments reduce and we can spend more dedicated time on the project.

**UEA Teaching Fellowship  
Interim Report 31.3.12  
Andy Vassallo**

**1 Project Title**

*“Design and development of learning activities to develop foundation academic skills required for both undergraduate and Post graduate programmes. The programme will utilise interactive learning technologies to increase engagement and learning”.*

**2 Scope**

The fellowship proposal bid included for development at school (NBS) and Faculty level (SSF) dependant on the award of funding requested ( 5K & 10K). The funding awarded matches school level project development (5K) and will therefore be the focus of this project.

**3 Activities**

Meetings have been held with Faculty management and the Academic Director to establish understanding of -

- The strategic direction of academic development at University Level.
- Current issues and priorities at faculty and school level.
- Identify potential resources to be utilised on the project.

**3.1**

3.1.1 The main outcomes of the meetings were the increasing support demand of first year students -

- Not having adequate foundation skills in Literacy, Numeracy.
- Not understanding the importance of referencing, with consequential implications of increased cases of plagiarism.

3.1.2 In addition, consideration of UEA’s ambition to improve numbers of “Good Honours” students and the positive impact this will have on student results, University ranking and future student intake.

**3.2 Resource Planning -**

A Gantt chart has been developed to evaluate the required resources (Time, Human, Finance) against the project funding (appendix 1). The Gantt chart includes all activities relating to the original project proposal –

- Harvard Referencing,
- Understanding Plagiarism
- Report writing
- Analytical and critical evaluative writing
- Using literature
- Coursework assessment strategies, planning and delivery.
- Exam technique
- Numeracy
- Business English

The analysis identifies a project deficit in available funded capacity which has led to further review of project scope to enable effective delivery of self-contained learning and diagnostic test packages which are explained in the remainder of this report.

### 3.3. Internal / External Audit

Information has been requested from internal colleagues within student support service (DOSS), Library services and the Learning technology team to determine any ongoing projects (external and internal) which may provide existing resources or opportunities. 3

Informal discussions have also been held with subject specialists within NBS, DOSS and EDU to establish an advisory support network for the identification of suitable learning objects and development of the diagnostic tests. Two post graduate students have been approached to undertake research investigations into existing learning objects which will be funded by the project.

Notable external projects (JISC, Southampton University) have been contacted to establish scope of work undertaken and identify any gaps in existing project methodologies. Internal projects ongoing within UEA include Literature searching (Library services) and improving numeracy for medical students (DOSS).

A comprehensive list of the most notable sources of external resources (learning objects) has been compiled in preparation for future project activities. A twitter request has been sent by the Learning technology department to the HE/FE learning technology community to establish any existing similar projects. The use of learning objects is now common place amongst other University, but the idea of diagnostic testing and data capture / analysis ( CRM philosophy) was extremely limited (one university uses self-written blackboard test at induction for numeracy and literacy).

### 3.4 Automated data capture / analysis.

Discussions are currently ongoing with technical specialists to identify options (adapting commercially available software /bespoke design) and assess viability, associated costs and benefits; and compatibility with existing UEA systems ( Blackboard / UEA ICT systems).

## 4. Concluding Statements

On consideration of the project priorities (3.1) and capacity constraints (3.2), the scope of the project will focus on the development of learning packages, including the identification and adoption of existing learning objects and authoring of diagnostic tests to address needs identified in 3.1.1. 4

- Literacy
- Numeracy
- Referencing
- Plagiarism

To address needs identified in 3.1.2

- Critical Evaluative writing
- Exam Technique

Development work associated with other areas of skills development will not be included in this project due to capacity constraints and priority justifications as noted above (3.1, 3.2).

- Report writing
- Using literature
- Coursework assessment strategies, planning and delivery.

Further exploratory investigations will take place to evaluate the viability / feasibility of purchase of custom software to automate student data collection, analysis and distribution.

#### **Additional Notes**

Due to the timing of assessments, exam technique has been identified as a priority in the 2nd semester 2011-12. A video has therefore been developed by a number of academic staff from NBS entitled “the one thing you need to know to be successful in exams” and is due for release on Blackboard 23.4.12.

Agreement has been reached with Southampton University to trial a programme of 114 learning objects they have available for licence. The one week trial will involve NBS, DOSS and learning technologists with a view to joint purchase of a one year licence by NBS and DOSS if the outcome of the trial is positive.

## **The Impact of Mental Health Issues on Pharmacy Students Learning Experiences and the Development of Improved Inclusive Teaching Approaches**

Teaching Fellowship Interim report

By Sheng Qi, School of Pharmacy

The aim of this project is to determine what the school of pharmacy can do improve the mental health and general wellbeing of pharmacy students. The project started in Feb 2012. The project is divided into two stages as stated in the proposal. The first stage is collection of information on the general wellbeing and mental health conditions of pharmacy students. The second stage is based on establishing the current student needs to enable development of methods/changes to the pharmacy course to help enhance our student's mental health and overall learning experience.

Since February, I have been mainly preparing the first stage of the project. I have received support from the mental health team at the DoS. The surveys for the collecting information on the current state of the wellbeing of Pharmacy students have been developed in collaboration with DoS. The objectives of the surveys are:

- To detect student awareness of the symptoms of stress and anxiety and the services available (i.e. DoS mental health and wellbeing team, senior advisor, academic advisor, GP) for dealing with these problems.
- To identify the different levels of stress and anxiety during the academic year
- To identify what changes students feel would be helpful to enhance their wellbeing.

The surveys along with the other required documentation for ethical approval were submitted to the Faculty of Health and Medical Sciences Research Ethical Committee on the 26<sup>th</sup> March for approval. The Committee indicated that they required additional supporting information regarding the application. Since then, I have been working closely with Prof. D Wright who has considerable experience of applying for ethical approval and the amended application will be re-submitted to the Committee shortly.

The surveys will be in the format of online survey. Once I receive the ethical approval, it will be available for all pharmacy students to anticipate for a fixed period (over the summer for year 2-4 and in Nov 2012 for year 1). From the results, interactive workshops on special topics (i.e. sleeping problems) and exchanging study tips with Pharmacy alumni to minimise stress will be organised. The findings from the survey will also be fed back to the school teaching committee in order to identify any possible changes to the course and whether specific teaching exercises can be created to improve the student learning experience. Examples of workshops that might be developed are:

**Workshop 1:** Raise awareness of mental health and available support (Level 1, Oct 2012)

**Workshop 2:** Sleep (lifestyle habit and work-life balance) (Level 1-4, Nov 2012)

**Workshop 3:** Question time (invited senior year and alumni pharmacy students to share their study tips with current students) (Level 1-4, Nov-Dec 2012)

Two summer projects have been planned. Two summer students will be recruited to help organise and collect information for the coming workshops.

Signature:



Date:

30.03.2012

# UEA TEACHING FELLOWSHIP INTERIM REPORT

## PROJECT: Feedback: What students get; what students want; what students need to achieve to excellence

Dr Victoria Scaife (PI) and Dr Neil Cooper (CO-I)

School of Social Work and Psychology

This 12month research project has been funded to a value of £9059. The project commenced in February 2012, and is due to complete on 31<sup>st</sup> January 2013. This report reviews progress to date, highlights emerging issues, and provides an overview of future work

The **project aims** are to investigate:

- the social and psychological mechanisms through which a range of formative feedback strategies exert their influence.
- the specific impacts of different categories of formative feedback on student engagement
- the impacts of different categories of formative feedback on the generation and implementation of students' study planning for summative assessment

The work has been scheduled to take place in a series of phases, linked to milestones; the current phase and date is reported below.

### Scoping exercise

A scoping exercise reviewing feedback mechanisms across the SSF Faculty has made good progress to date. PI and Co-I are both members of the SSF New Academic Model (NAM) working group and are extremely well placed to track progress within this Faculty. A wide range of formative feedback techniques are being used across SSF Schools (SWP, EDU, ECO, NBS, LAW) (or being piloted) as part of the NAM for implementation in the Academic Year 2012-2013). Key examples include written and oral individual feedback; peer feedback; written and oral feedback to small groups; test based feedback (i.e. simple scoring) and provision of model answers for learner clarification purposes. It is clear from scoping to date that formative feedback type is varied and linked to a range of formative task types. Such diversity, while desired and creating multiple learning opportunities, may not fully fulfill student expectations of formative feedback. Extension of scoping through further engagement with NAM officers across all UEA Faculties will help the research clarify the extent to which formative task and feedback is systematic or more arbitrary. Completion of focus group interviews will enable specification of the extent to which students are sensitive to task-type+feedback