**2016-17 Vacation Teaching Development Assistantship Scheme outputs**

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| **Institute** | **Lead** | **Student** | **Title** | **Outputs** |
| ISES | Paul Golz | Sophie Woolveridge | Developing OneNote as a portfolio tool for co-learning in dance | Coherent OneNote class notebook with a mixture of learning resources, student activities and collaborative work.  Short guide to get started with OneNote for all new learners at UW.  Data to be collected from questionnaire around layout of course content, use of collaboration, use of OneNote and general digital literacy.  Best practice identified in practical use of OneNote (to be shared more widely with academic staff).  Outputs are potentially transferable to other courses – please contact the project lead to discuss |
| WBS | Oran Devilly | Nicholas Harrold | Learning Nodes | The outputs from the project included a fully working web based tutorial system which is ready for deployment on a web server. The tutorial system is easy to use, has the facility to upload additional tutorials and allow for all tutorials to be interlinked (nodes) and searchable. A fully realised tutorial for Separating Axis Theorem was also an output and deployed on the system as a pilot for its use. This tutorial is ready to use by students right away as a stand-alone PDF and also available on the web based tutorial system. The stand-alone tutorial can be found via [Separating Axis Theorem Tutorial](https://uniworcac-my.sharepoint.com/personal/o_devilly_worc_ac_uk/_layouts/15/guestaccess.aspx?guestaccesstoken=Y0GdOU1TFSfdEzrQZxOD0w1f%2bgy3EFfyrMiE9CIVN60%3d&docid=2_0f45f8e250c54427c9cd9d24324f2a44b&rev=1).  As the ethos for the project was to develop a tool that could be staff led but student driven to ensure quality of content but allow students to participate in the development of educational content for their peers, the system includes different access levels, such as a contributor (student) or a tutor. Contributors can upload tutorials for review before approval where tutors can review content that has been uploaded and approve it as appropriate content for the system which would then allow all users to search for those tutorials based on key words. |
| IH&S | Janina Iwaszko and Yvonne Thomas | Victoria Ansah | Integration of Technology Enhanced Content on Research Methods and Evidence Based Practice | A new community Blackboard page called AHASS Research Methods has been designed and developed. The aim of the project was to provide a common AHASS research resource site accessible to all staff and students.  The site covers students studying at all levels of programme from Foundation degrees to PostGraduate. Inclusion of different types of resources, including PowerPoints, videos, workbook, quizzes, readings, and links to library resources. |
| IH&S | Jo Augustus | Danielle Morgan | The flipped classroom: Developing course material to enhance both learning and experience across the Foundation Degree programmes | To date the following outputs have been produced or are in production:  • Glossary of key terms  • Key take home messages have been produced in Camtasia to be used alongside existing PowerPoint/lecture material.  • Quizzes have been produced for each lecture and posted on Blackboard.  • Padlet is available during the 12 weeks for students to pose questions or make suggestions.  • Talking heads have been embedded in module and assessment information  • Polls and surveys have been created on the values exchange to encourage students to engage in active research relevant to each lecture. |
| WBS | Vessela Warren | Mihaela Getzova-Aleksandrova | Developing a Digital Platform for Employability Skills | Three tools have been provided for the students to use on the platform. The first two tools are both diagnostic and developmental.  • My Employability Journey: a log book in which the students can record what they have done as a part of their course, work experience and extra-curricular activities. Their notes can be downloaded and kept as a part of the student’s records.  • Audit Your Employability: a survey like tool which allows the students to evaluate at what level of ability their skills are. The results are automatically sent to the student’s email and can be kept. The audit can be done multiple times (eg at the beginning of the year and at the end of the year).  • CV Builder: after the students have recorded their progress and have audited their skills they can create their own CV within the platform. The CV itself is skills based which will better suit a recent graduate or a current student which are less likely to have a lot of work experience. |