

University of Worcester Teaching Award Scheme 2019/20

Vignettes of Practice



Table of Contents

Foreword from the Editor	3
‘Include Me’: A Move towards Inclusive Teaching and Assessment By Jo Augustus, School Quality Coordinator and Course Leader for FdSc Mental Health; School of Allied Health and Community .	4
Tackling ‘Group-Hate’: Design and Delivery of Authentic and Collaborative Learning for GAMA3004 Group Game Development module By Jacqui Edwards, Senior Lecturer & Course Leader for Game Art; School of the Arts.	6
‘How to get an A Grade’ By Dawn Goodall, Senior Lecturer in the Department of Health and Wellbeing and Learning and Teaching Coordinator; School of Allied Health and Community.....	8
Cultivating Change for Inclusive Practice: Creating a Community of Learners By Lisa Mauro-Bracken, Head of Department Health and Well-being; School of Allied Health and Community ..	10
Building Confidence to Present: Innovative Assessment Preparation for an Inspiring Poster Conference within the Foundation Degree Programme. By Lisa Mauro-Bracken, Dawn Goodall, Lisa Porter and Rebecca Weston, School of Allied Health and Community.	12
Universal Design for Learning (UDL): The Benefits of Implementation By Lisa Porter, Senior Lecturer and Admissions Tutor – FdSc; School of Allied Health and Community.....	14
Developing Innovative ‘Extended’ Communities of Practice (CoP) which Enable Students to Produce Inspiring Projects in their Practice Settings By Lisa Porter, Lisa Mauro-Bracken, Dawn Goodall, and Rebecca Weston, School of Allied Health and Community.....	16
Using Workbooks to Create Effective Learning Environments By Gavin Thomas, Teaching Fellow in Sport & Exercise Science; School of Sport and Exercise Science	18
Innovative Development of a Placement-Based Module to Enhance the Authentic Learner Experience and Student Satisfaction. By Karen Williams, Senior Lecturer (Teaching) in Physical Education; School of Sport and Exercise Science	20
The Design and Technology Road Map – A Tool to Support Planning for Future Primary Teachers and Improve Module Formative and Summative Assessment By Lorna Williams, PGCE Early Years cohort lead; School of Education	22

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Realising teaching excellence at the University of Worcester blog
<https://rteworcester.wp.worc.ac.uk/>

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Foreword from the Editor

The University of Worcester Teaching Award Scheme (UWTAS) invites applicants from University of Worcester staff and associates to demonstrate evidence of impact of their innovative, inspiring and excellent practice to enhance student learning. The UWTAS aligns with the UK Professional Standards Framework (UKPSF).

The Scheme has seen a fourth highly successful year with submissions from each category (Teaching Award, Team Teaching Award and Leading Teaching Award) and from several Schools. Submissions have evidenced a wide range of innovative, inspiring and excellent practice that has led to positive impact upon student engagement, outcomes and experience. Case study themes have demonstrated innovation and inspiration in the areas of; inclusive practice; authentic learning; innovative group work; improving grades; work-based learning; assessment; active learning strategies and developing professional employability skills. Furthermore, Leading Teaching Award submissions have demonstrated successful co-ordination, support, supervision and mentoring of others in relation to teaching and learning innovation and excellence.

The Scheme has been disseminated national and internationally at:

HEA Annual Conference (July 2017)

Beijing Sports University (May 2017)

Palma EDULEARN Conference (July 2018)

The [2017](#), [2018](#) and [2019](#) 'Vignettes of Practice' booklets appear on the Realising Teaching Excellence at University of Worcester blog <https://rteworcester.wp.worc.ac.uk/>

We look forward to building upon 2018/2019 successes into 2019/2020, the fifth year of the Scheme. We welcome enquiries and submissions for this next round of the Scheme.

Dr Kerry Whitehouse

UW Teaching Award Scheme
Director (and Editor)

2020



'Include Me': A Move towards Inclusive Teaching and Assessment

By Jo Augustus, School Quality Coordinator and Course Leader for FdSc Mental Health; School of Allied Health and Community

On reflection my style of teaching is underpinned by two attitudes I hold; commitment to others around me and collaborative working. Through my roles in Higher Education I have focused on leading others in activities such as; course development, teaching and scholarly activity (QAA 2017) (K2; K6). I promote the sense of working alongside as an expert or beginner, thus leading from the front, centre and behind with both students and colleagues. At times I have found this challenging and unnatural as I am an introvert, gaining inspiration from working with others once I have worked independently. This case study will outline a variety of innovative, inclusive teaching and assessment initiatives I have led, demonstrating my passion for working with colleagues and students in line with the University Strategy (2019) and Inclusive Assessment (2016).

Widening participation is a central function and aligned to my values specifically in social inclusion, which provides a framework to my approach to learning and teaching (V2; V4) (Kieran and Anderson 2018). Attending training in Universal Design for Learning (UDL) highlighted the importance of personalising learning to improve the student journey, including approaches to scaffold students into assessments (A1; A4; V1; V2) (Waitoller and King Thorius 2016). I introduced formative assessments enabling students to prepare for their summative assessment. I encouraged student peer learning through reflective practice exercises in class, designed to develop the student's confidence in realising their own ability. I also offered students choice in their summative assessment. For example, enabling students to voice record their presentation directly into PowerPoint as an alternative to completing it in person (Dean, Lee-Post and Hapke 2017). This led to a 20% increase in students attaining a grade C or above. The grades from this assignment and module satisfaction therefore increased with failure rates decreasing from c20% to c10% (FDMH 1210). I have communicated this during away days, team meetings and chairing the Course Leaders forum and, subsequently supported colleagues across the School (K5; K6). In addition, the majority of courses now have electronic submission of assignments. I lead by example to inspire sustainable change (Thaler and Sunstein, 2008).

In order to ensure UDL is effectively managed I have supported the implementation of robust assessment processes, ensuring parity between markers (A3; A4; K2; K5). For example, ensuring that there is only one moderator per module at UW and across five partner FE Colleges (K5; K6).

I led communication on this, chairing the partner away day where I used effective communication skills, encouraging a growth mindset. I recognise partner colleges as colleagues, fostering a sense of walking alongside colleagues in equal partnership, irrespective of the geographical location of course delivery (A5; K6; V4). This approach was commended as part of our Departmental Periodic Review (DPR). 'Students are supported in their learning, progression and attainment through personal tutoring and peer-assisted learning' (DPR, 2019).

To conclude, this brief case study has explored the theme of UDL as a way to inspire engagement with teaching and assessment. From a personal development perspective, I recognise the need to be vulnerable through acknowledging a position of not knowing, in order to access ways to support the development of self and others.

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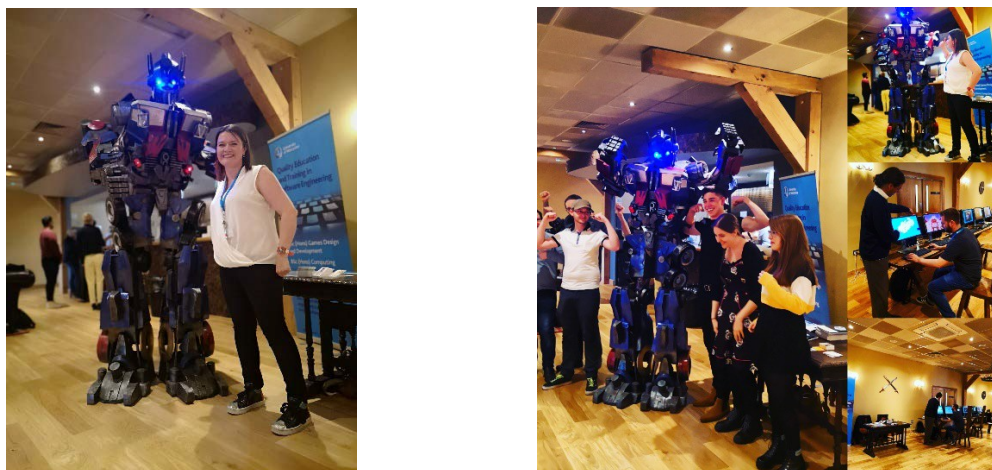
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Tackling 'Group-Hate': Design and Delivery of Authentic and Collaborative Learning for GAMA3004 Group Game Development module

By Jacqui Edwards, Senior Lecturer & Course Leader for Game Art; School of the Arts.



'Great Things' Event, June 2019.

This case study reflects on the design and delivery of a year-long level 6 module, for BA Hons Game Art, with a focus on embedding authentic learning and an innovative group work experience involving live briefs and collaborative, interdisciplinary practice (A1).

In game development teamwork is essential, however, it is commonly an area that students find problematic. Indeed, the negative reactions to group work even has its own term, "Group-Hate" (Sorenson, 1981 cited in Burke, 2011). In designing the module, I set out to overcome issues with group work that students had previously experienced and to engage them via high impact learning (Kuh, 2008). Acknowledging and reflecting upon past experience was essential, as well as reassuring learners through a carefully designed summative assessment pattern. Written work (unusually for art students) formed 50% of the grade, incorporating a mandatory peer assessed report appended to a larger reflective journal. This signposted that it was a 'safe' group work, with individual assessment based on group experience.

The games industry requires graduates who are not only highly skilled and creative but work effectively with others and understand reciprocal relationships between code, art and design. Collaboration with the pre-existing BSc Computer Game Design and Development course seemed an obvious step but the key was to make this mirror industry practice. Students taking COMP3351 Advanced Game Design and Engineering had a live brief to develop games for the Infirmary Museum, however their games had previously been restricted by a lack of artwork. This seemed a perfect opportunity for authentic collaboration (A1). Students had a year-long cycle that built an appreciation of industry workflows, with game artists acting as an outsource studio to the coders, and the Infirmary Museum as their client (A4; K3). It also allowed students to experience problem-based learning, overcoming challenges such as lack of client feedback which gave them confidence in their group-working abilities (A4; K2).

The impact was evident when marking students' reflective journals, with many evidencing that deep learning had taken place. One student commented that she did not realise she had taken on the leadership role in her team until she received positive feedback in the formal peer assessment. The use of written reflection on her experience was transformative, with the student realising she now had the confidence to take on this role in future employment (K3; A4). The pass rate was 93.3% overall, with a third of students achieving A grades. Module evaluation provided strong evidence that the intended aims of the module design had been successful.

The most encouraging aspect of this student experience is that teams have continued to work together. One team formed a start-up studio and demonstrated work at the 'Great Things' event in June 2019 (Worcestershire Innovation Network). This proves that cross disciplinary collaboration in this module has been innovative in allowing both sets of students to work independently on their respective module learning outcomes, whilst benefiting beyond the module through a supported learning experience that allowed problem solving and soft skills to develop and, confidence in those skills to be recognised by individual learners (A4).

The impact of embedding an authentic and collaborative approach to group work has further influenced the team's approach to L5 group work. I am also exploring ways to support our graduate game developers, which I hope will inspire current students to do the same in future and may impact on further programme development.

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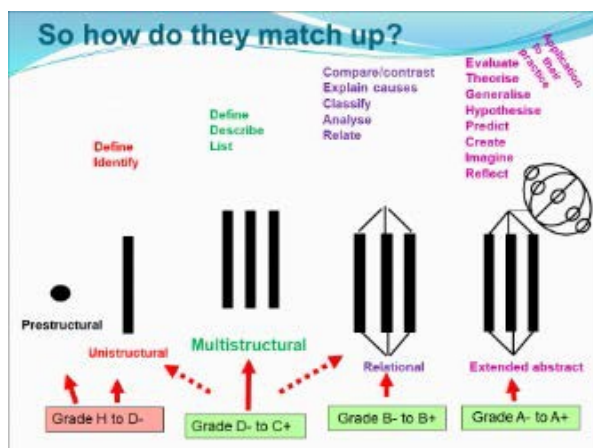
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'How to get an A Grade'

By Dawn Goodall, Senior Lecturer in the Department of Health and Wellbeing and Learning and Teaching Coordinator; School of Allied Health and Community

As part of the Post Graduate Certificate in Higher Education we were introduced to the university's Generic Undergraduate Grading Criteria (UW, 2016) [K6] and a fellow student commented if he had known this he would have 'got a First'. This stuck in my head

and after exploring Structure of Observed Learning Outcomes (SOLO) (Biggs and Collis, 1982; Biggs and Tang, 2007), I decided to design a session for students on assessment grading (A2). I explored grade differences using key vocabulary/ideas in the descriptors', sporting analogies, physical demonstrations with books and hypothetical authorship. This addressed different learning styles (A4) by providing multiple means of representation (BrackenandNovak,2019) [V3] while avoiding rigid classification (Cranton,2006) (V1; V2).

Initially designed as a student item, it became clear to me that some staff lacked confidence to articulate grade development, especially as assessment can be intimidating when staff feel "exposed in every judgement you make" (Becker and Denicolo, 2013; p137). I came to believe that effective and accurate assessment of a student's ability to meet SOLO was both a 'science' and an 'art'. Therefore, I redeveloped my teaching tool to demonstrate how marking can be visualised using these same representations (K3). Once staff grasp the 'science' of the structure under observation, then they can apply the "art" of subject knowledge and skill (K1).

Initially, staff delivery was for collaborative partnerships (V4), the impact of this on a new partner illustrates the importance of this tool in developing excellence. [It] *"Helped with my marking of assessments to a greater degree and most importantly my students ... seemed to have that 'awh!' moment...grades were improving"* (V1; A4).

Similarly, an established collaborative marker stated, *"Grading decisions become almost instinctive. ...I use the diagram and your explanations particularly with teachers who are new to our team ... remind me of what I should be looking for. ... invaluable and because of the very visual nature of the diagrams and the generic example used it is so relatable"*.

I now use the tool for staff training across the School to support new markers (A5). I also deliver this to Level 5 and 6 students from other Schools, getting regular feedback 'this is something that we should have known from the start'.

I led a Share and Inspire session: "De-mystifying the University Generic Grading Criteria: How to get an A grade" (RLO) (K4; A1) to create a student-facing Reusable Learning Object (RLO), and received positive feedback *"...I have just treated myself to watching your seminar on Uniview (UW,2019). I would say this is one of the best ways I have spent 45 minutes ever! ... particularly useful for new members of staff"*.

The RLO has been Tweeted as advice for staff seeking sources to develop assessment success

(Twitter,14.5.2019) and suggested by staff for inclusion in their induction to support confident marking. The Academic Liaison Librarians commented that I have provided them with language tools and accessible ideas (A4; K3) *"I will refer to your words again in future ... wonderful way you paraphrased the awful academic jargon of learning outcomes etc.) ... helps to provide a context ... to use references effectively"*.

I have recognised my ability to make complex ideas more accessible and gaining validation of this from my peers has enhanced my sense of professional identity and I plan to develop additional work in this area going forward.

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Cultivating Change for Inclusive Practice: Creating a Community of Learners

By Lisa Mauro-Bracken, Head of Department Health and Well-being; School of Allied Health and Community

This case study illustrates an innovative, department-wide approach to learning and professional development of staff. Higher Education encounters increasing numbers of students from diverse linguistic, cultural and ethnic backgrounds requiring personalised learning (V1; V2). To cultivate a 'new' inclusive culture within the Department of Health and Well-being, I organised a workshop introducing Universal Design for Learning (UDL) as part of a team away day (K5).

UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2019). The UDL framework supports inclusive practice and relies on multiple means of: 'engagement,' 'representation' and 'action and expression.' In other words, a focus on personalised learning and meaningful choice to ensure all students can access the curriculum in a way that develops their strengths.

To embed this approach within the department, I delivered workshops on implementing University of Worcester's Inclusive Assessment Policy. This was implemented using Technology Enhanced Learning and Blackboard in an inclusive way and auditing module resources using de Montfort University's UDL self-assessment checklist. This proved to be an effective reflective tool to further inform learning, teaching and assessment (Bracken, 2019; Moriarty and Scarffe, 2019). The values underpinning our department are student-focused and this was reflected in our approach of implementing new ideas, as it required staff and student involvement and regular consultation with students about inclusive design for learning. Staff enthusiasm for the innovative approach was balanced against accepting a response of hesitancy and fear of change (Dasborough, Lamb and Suseno, 2015). However, one colleague stated 'UDL allows me... [to] reflect, listen, change my pedagogical approach...getting input from colleagues and feel safe[ty] in questioning.'

The needs of two visually impaired students increased the immediacy of implementing UDL/inclusive practices to meet accessible changes advised by Disability and Dyslexia Services entitlements (V1; V2). Alternative formats and activities were designed which benefitted all students while highlighting the importance of identifying the learning strengths of individuals (Entwistle, 2009; UDLonCampus, 2019) (K4; V1; K6). Student engagement and experiences improved, 'resources clear... accessible... able to use learning in practice.' (FDHS student, 2018). For example, one student with SpLD who chose inclusive assessment options moved from a high C range to achieving a UW Academic Scholarship. Our departmental periodic review also commended our practice. Successful outcomes empowered staff with the confidence to ensure new developments start from UDL/inclusive principles (A5). The ongoing student voice is important when anticipating diverse needs and creating meaningful, inclusive activities (Meyer, Rose and Gordan, 2014) (V1; V2; K5). Therefore, UDL provides students with a safe place to share insights with staff and peers by embedding on-line software such as Padlet, surveys and check in sessions at the end of the day to feedback on their learning (A4).

Having a better understanding of students' expectations of Higher Education generates innovative approaches to academic skills development, transition and progression (A1; K3; V1; V2). The Team away days focussed on supporting knowledge, skills and capacity building in inclusive practice (A1; A5;

K6). Our partner college attendees reported a 'better understanding of student learning and engagement... anticipating what to include each year' through using UDL framework to reflect on practice (Moriarty and Scarffe, 2019). The team commented that they had been 'given opportunity... focused on my development... time to learn from colleagues... to share the information for team development [A4].' UDL has helped us to become a strong community of professional practitioners and the idea of inclusivity to become a reality. Enhanced professional collegiality is a hallmark of our practice commended in the DPR (A5; A4; K2; K3; V1; V4). For staff, this has been 'a supportive challenge... not an edict to obey.... eager to learn more' as we aim to create inclusive opportunities to problem solve, make sense of complex concepts and focus on safe learning (CAST, 2019) (A1; A5).'

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Building Confidence to Present: Innovative Assessment Preparation for an Inspiring Poster Conference within the Foundation Degree Programme.

By Lisa Mauro-Bracken, Dawn Goodall, Lisa Porter and Rebecca Weston, School of Allied Health and Community.

This case study focuses upon innovative and inspiring practice within the Level 5 Work-based Learning (WBL) module that consolidates learning across both years. It engages students through the planning, implementation and evaluation of a setting-based project (K1-3) assessed at a poster conference.

Using the framework of an academic conference, this assessment fostered peer engagement and appreciation of a diverse range of projects. Poster sessions, keynote speakers and networking lunch formed the structure of the day with all students leaving with provisional grades and feedback as “being able to get feedback from staff and peers...made it more of a celebration” (Student, 2014) (A3).

Since inauguration, which was attended by School Quality Committee members to witness the robustness of the assessment activity, the conference has continued to develop, reflecting the growth of the department. The introduction of Work-based Learning Tutors allowed them to take organisation of the conference in 2015. This leadership helped build upon relationships between university and placements, with placement speakers invited to join keynote speakers (V4).

In 2018, staff became aware that tutorials were becoming increasingly focussed on mitigating performance anxiety rather than project guidance (Nash et al, 2016) which was confirmed by students sharing similar concerns and asking if staff would demonstrate how to present at conference: the innovative response was to develop a mock conference with staff presenting to help reduce this anxiety.

The staff team presented posters replicating conference conditions. Posters were presented including one designed to fail the brief and learning outcomes. Each presentation was marked by students using the actual rubric which helped to mitigate performance anxiety: “[this] helped me understand what I may expect from the actual conference and was great for illustrating differing ideas and approaches in posters (Student, 2018)”.

The following year, bespoke posters were created, placing exemplars of good work alongside poor poster design and a failed project (To and Liu, 2018). This gave a more authentic sense to the poster conference, with students experiencing the robustness of the assessment process, including difficult marking decisions: *“I recognised that one poster may not have been up to the pass standard...and how that feels when your work is being graded”* (Student, 2019).

Impact:

This innovation has resulted in a noticeable shift in student achievement, with the number of D grades reducing from 31% to 11% and, during the same timeframe, the number of C grades and B grades have steadily increased in line with a normal distribution. This shift is also reflected in consistently high student satisfaction rates in module evaluations (K5; 6).

Reflection:

As the FD continues to attract students with a diverse range of age and experience, with individualised goals and ambitions (V1; V2), their projects demonstrate a growing ability to plan, implement and evaluate interventions that ultimately have a positive impact upon people's lives. Therefore, the conference remains an important celebratory forum in which students can defend their innovative work in placement.

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Universal Design for Learning (UDL): The Benefits of Implementation

By Lisa Porter, Senior Lecturer and Admissions Tutor – FdSc; School of Allied Health and Community



This case study demonstrates innovative and excellent practice: UDL was applied to a module, resulting in significantly increased student satisfaction, achievement and engagement.

UDL is a framework which reduces barriers to learning, recognises the diversity of individual learning styles and provides equality of opportunity for all learners (Capp, 2017). It provides a 'buffet' of learning rather than a single 'fixed menu' approach and contains three core principles: 'Flexible methods of learning'; 'Flexible resources to support learning'; 'Flexible assessments' (DeMontfort University, 2019).

I applied the 'UDL Self-Assessment and Development Tool' (DeMontfort University, 2019) to review how 'universal' my module was and how to improve its accessibility (A4; V1-3; K3). The subsequent UDL actions I implemented included a new 'authentic' written assessment, based on 'real-world' health and social care from my own practice (A1; K1; K2; V4). Student's employability skills were developed by creating a quality improvement action plan unique to their individual placement settings. Students were able to identify themselves, their practice and the relevance to their future careers within this assessment. Student feedback in class was positive, with students discussing the action plan with their practice mentors, and some being asked to implement the action plans in real life (K1; K2; V4). This increased the student's confidence in the quality of their work, underpinned their practice identity and supported the authenticity of the assessment.

I developed Blackboard to maximise the benefits of Technology Enhanced Learning (HEA, 2019; A1; V1; K4), providing resources in multiple formats (PDFs', modifiable Word documents, videos, images and infographics); creating short online learning capsules of self-directed learning activities to support students learning and facilitating the use of the 'flipped' classroom and blended learning; developed self-help guides of information supporting assessments; created an embedded platform (using 'Padlet') to host anonymous summative assignment Q and A's which was accessible from any location '24-7', and from which all students benefited from seeing other students questions and tutors answers (A1; A3; K3; V1; V2). In order to keep the TEL resources present, I regularly used and demonstrated the resources in class (K3; V2).

The impact of this initiative has been significant. Average student engagement with the Blackboard resources increased from two hours (2016/17) to 11.5 hours (2018/19) per student. The Module Evaluation achieved 94% overall satisfaction (2018/19), compared to 75% (2017/18). Specifically, the question relating to Blackboard achieved 92% satisfaction (2018/19) compared to 73% (2017/18). Module Evaluation comments from students praised Blackboard with accessibility being acknowledged. Finally, comparison of module grades for the same period demonstrated an improvement in student grades. In 2016/17 most students achieved lower grades of C/D's, however in more recent iterations of the module the higher grades (A/B's) have increased (notably in the B's) and the lower grades (C/D's) have decreased I will involve student's in the next UDL reviewing process to include their perspectives on further improvements. This project will also be disseminated to

partner colleges and I hope to undertake research in UDL, presenting at the Learning and Teaching conference next year.

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Developing Innovative 'Extended' Communities of Practice (CoP) which Enable Students to Produce Inspiring Projects in their Practice Settings

By Lisa Porter, Lisa Mauro-Bracken, Dawn Goodall, and Rebecca Weston, School of Allied Health and Community.



The Work-Based Learning (WBL) level 5 module is premised on students 'giving back' to the wider community through the development and implementation of successful projects in their practice settings (A5), to bring about practice improvements which benefit staff and service users (K3; V4). This reflects the values of the University of Worcester's Strategic Plan (2019) to positively impact the world around us and enhance our relationships with the local community (V4). Through experiential learning (Scott, 2015), (V3; A5) students also develop project leadership skills enhancing their graduate employability.

To create a successful WBL environment, students, mentors and the University must form a three-way partnership (ASET, 2013), reflecting the University of Worcester's 'Golden Triangle of Professional Education' (2019). Within the WBL module, each element of the 'Golden Triangle' brings and shares their experience, knowledge, insight, resources and support for the student projects ('practice'), learning from each other and building relationships ('community'). This is for the shared purpose of supporting the development and implementation of the student projects in the workplace ('domain') (A4; K2; V4). The combination of 'domain', 'community' and 'practice' evolved in parallel and fostered the essential elements of a CoP (Wenger- Trayner and Wenger-Trayner 2015). However, within the WBL Module the Communities of Practice has been extended beyond these three elements to include other stakeholder perspectives. Involvement of the Universities 'Experts by Experience' service user and carer group enhanced students' awareness of the wider context within which their projects sat (A4; V4). Class groupwork stimulated peer feedback and discussions on the projects. Teaching facilitated students to discuss and involve other placement staff within their projects and gain their colleagues feedback. This extended CoP built effective and supportive relationships with student's peers (other university students in class as well as practice colleagues), families and informal carers as well as service users, traditionally lacking in 'voice'. The team have fostered and become a crucial element of a rich extended CoP which supports and facilitates students to deliver their projects in practice.

Feedback from module evaluations and student workbooks demonstrated a highly effective CoP and, could be applied to the 'Golden Triangle'. Mentors recognised the students developing skills and commended the positive impact the projects had in their settings; students demonstrated motivation and recognised the support of university staff team. Feedback also evidenced strong relationships with service users, practice colleagues and student peers which indicated the CoP had extended beyond that of the traditional model, for example "my project allowed me to build strong rapport and build a partnership with service users" (Student, 2019).

The impact has been recognition by staff, students and mentors of the extended CoP embedded within the WBL module that transcends boundaries and includes those traditionally lacking a voice. Staff have further stimulated the ECoP by raising student's awareness and guiding them on how to foster and harness their extended CoP into their projects. These combined factors motivated the team in our own practice as they align with our values around respect, student-centredness and inclusivity (V1; V2).

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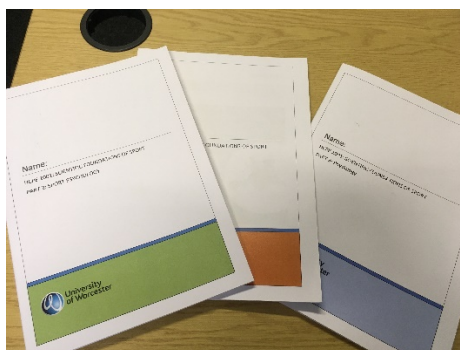
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Using Workbooks to Create Effective Learning Environments

By Gavin Thomas, Teaching Fellow in Sport & Exercise Science; School of Sport and Exercise Science

This case study documents the use of workbooks for students studying scientific modules on the Sports, Coaching and Physical Education HND, and its positive impact on supporting (A2) and creating effective learning environments (A4). The rationale was to provide an interactive resource in order to enhance engagement and support understanding of complex topics associated within the subject area.



Having been module leader for several years, I had acquired a comprehensive understanding of the learning outcomes, module syllabus and assessment requirements. This enabled me to create a workbook that integrated the elements of learning from weekly lectures/seminars as well as incorporating essential assessment information (V1). Information about the module content and the structure of the workbook was included in the opening sections, alongside the School of Sport's 5 principles for successful learning. This is a whole School strategy which aims to foster positive engagement with learning and set clear expectations to promote positive attitudes, behaviours and achievements for all School of Sport and Exercise Science students.



It was made clear in week one to students that the 5 principles should underpin their approach to their studies and attitude on the module. Students were asked to reflect and identify what they could do to ensure these principles were met and, to outline their expectations from their tutor. This initial task embedded in their workbook helped to develop ownership and create well-motivated students (V2). Each week the content delivered in the lecture/seminar would be supplemented through use of the workbook. For example, the workbook contained a series of questions for students to discuss, debate and answer at the start of each session. This helped to increase interaction and collaborative learning from the start and resonates with the work of Revell and Wainwright (2009).

To accommodate the range of learners a hard copy or e-copy of the workbook was available (via Blackboard). The workbook also contained various tasks and visual aids, such as reflecting on prior knowledge, questions, problems to solve collaboratively, diagrams and YouTube video links related to the topic area. After each taught session the section concluded by offering further reading and space to write down key learning and application to the assessment tasks. One student stated that the workbook “really helped to focus note taking and revising when using for assessments”. Another commented that “the workbooks were useful when writing assessments as the book acted as a checklist for what to include. Also, the workbook assisted in independent learning as it included further reading into different topics”. During module evaluations for all my modules with workbooks, when asked the question ‘Overall I am satisfied with the quality of this module’ 100% of students agreed.

Since the HND was established in 2013, the use of workbooks was implemented in 2017 and has contributed to the maintenance of excellent levels of course satisfaction. Using workbooks as an innovative form of practice contributed to achieving 100% overall course satisfaction for four consecutive years (2014-2018). Students were asked to feedback on the effectiveness of workbooks via a questionnaire and results were highly positive (from 22 students out of 48) with 77.3% strongly agreeing and 9.1% agreeing that they would recommend the use of workbooks in other modules. 63.65% strongly agree and 18.2% agree that the workbooks contained detailed information which enabled understanding of assessment tasks.

Research suggests that students using workbooks helps to reduce the mismatch in teaching and learning styles and offers increased interaction that helps to enhance the effectiveness of teaching (Demirel, 2004) (V3). From my experience it was evident that the use of workbooks not only increased the students ‘confidence going into the sessions’ but also increased my own confidence to experiment with new and innovative ways of teaching.

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Innovative Development of a Placement-Based Module to Enhance the Authentic Learner Experience and Student Satisfaction.

By Karen Williams, Senior Lecturer (Teaching) in Physical Education; School of Sport and Exercise Science



This case study highlights examples of teaching excellence where the innovative development of a level 6, school placement module has led to exceptional outcomes and enhanced student satisfaction. The study linked clearly to the UKPSF (2011) as it focuses on designing and planning learning activities and/or programmes of study (A1) and teaching and/or supporting learning (A2). The module developments have related to K2, utilising appropriate methods for teaching, learning and assessing in the subject area at the level of the academic programme. It also reflects professional values, specifically V2 for promoting participation in Higher Education and equality of opportunity for learners.

After analysing module evaluations, an issue affecting student satisfaction was identified as the sourcing and organisation of school placements whilst attending lectures, seminars and completing assessments (end of module evaluations 2017/18). To combat this, a significant change was put in place which involved the allocation of placements by the module leader, rather than students having to initiate contact with schools and finding a placement for themselves. To support this, an innovative concept of hosting Partnership Events at the University was set up to create a network of support from schools across the entire county. This resulted in an ease of finding and allocating the students placements; improved communication between schools and the University; in addition to new and enhanced relationships and collaboration with a multitude of placement providers. Additionally, students received 2 hours of lecture contact time per week, based on the university student-led timetable approach, and this enabled time to complete placements within the student's weekly schedule. Although there were concerns that students might feel short-changed in this current consumer style climate, we were delighted with comments from students on the level of support they received throughout the module. *"Staff extremely helpful...good guidance...one of the best modules!", "help with placement throughout was very good and support always available"* (end of module evaluations 2018/19).

In addition, there were modifications to the assessments, this included conducting two lesson observations which informed an early assignment and had relevance to the requirements of teaching practice. Furthermore, the opportunity to plan, teach, and evaluate a range of solo lessons in the second semester was offered, with reflection on Teacher Standards embedded in the design to align learning with Initial Teacher Education requirements. The lesson observations in the school environment offered a way to integrate further authentic learning experiences, which is a theme that is prevalent across the entire Physical Education degree pathway.

High levels of satisfaction resulted from the embedded elements of authentic learning, these were reflected in module evaluation feedback, degree outcomes and also employability... *“it really helped strengthen my knowledge about students and how to teach, which strengthened my PGCE application”, “the placement element was useful for employability and personal development”, “relevant to what I wanted from my degree”, “the placement set me up for future employment in teaching”* (end of module evaluation comments 2018/19). 100% of students agreed or strongly agreed that, *“the module enabled me to develop skills that will help my employability or career development”* (end of module evaluation data 2018/19), (V2). The result of these changes is a significant increase in student’s satisfaction and is evident in the attainment statistics for this module where the number of students with a D grade or lower dropped significantly from 22% to 9%.

The impact on my personal professional development has been an increased commitment to embedding authentic experiences for students in both teaching experiences and assessment. I have also recognised the impact of thoughtful consideration on student feedback and the benefits that an effective response through adaptation of for example; teaching methods or assessment can have. I have also had opportunity to disseminate these initiatives more widely to the School and University as a whole, sharing good practice.

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The Design and Technology Road Map – A Tool to Support Planning for Future Primary Teachers and Improve Module Formative and Summative Assessment

By Lorna Williams, PGCE Early Years cohort lead; School of Education

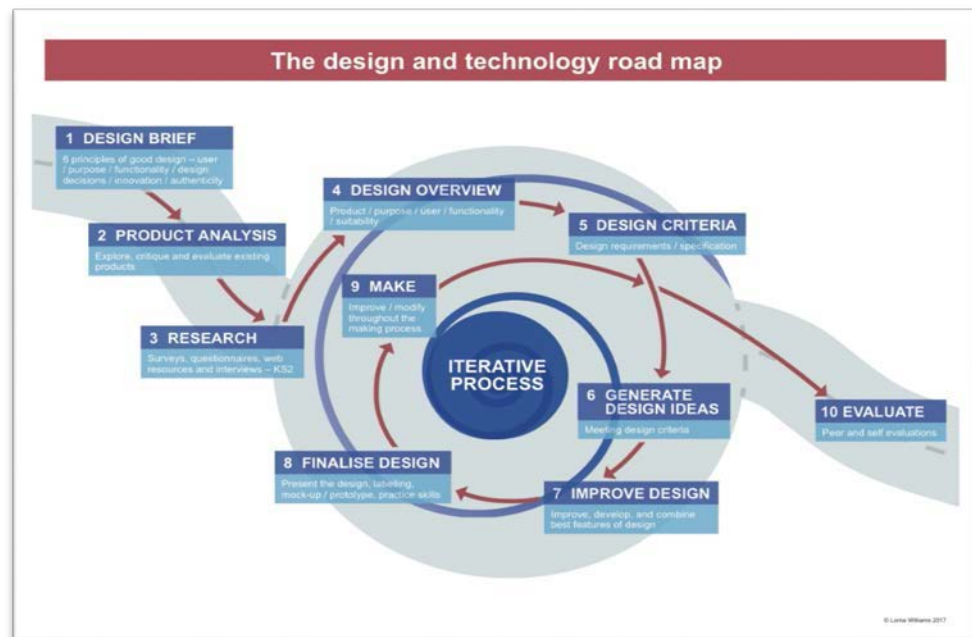


Figure 1: The Design and Technology road map

This case study evaluates excellent practice, linking the UK Professional Standards Framework (2011), aligning to: assessing and providing feedback to learners (A3); developing effective approaches to student support and guidance (A4); and methods for teaching, learning and assessing (K2).

Following the PITE2007 Design and Technology (DT) successes in 2017-18, I sought to add further strength to the module by developing the formative and summative assessment.

I focussed upon the importance of the constructive alignment system whereby intended learning outcomes, learning and teaching activities and assessment tasks should be carefully calibrated, supporting acquisition of knowledge and skills (Lea, 2015). Meyer et al's (2010) description of the 'sandwich model' helped me to visualise the intended learning outcomes and assessment tasks as the outer layers, with learning and teaching activities forming the centre. With this in mind, I set about designing the module to enhance the summative and formative assessment.

A common problematic area for students within the assessment was planning a high-quality DT sequence of learning. This needed scaffolding in small steps to strategically support students. The creation of a visual 'DT planning road map' specific to the subject, led students through ten generic steps integral in any quality medium-term plan for any age range (Figure 1). Students used this to create a medium-term plan collaboratively. A student commented on its usefulness, 'the plans were really helpful on seeing how a DT sequence of learning is structured.'

Summative assessment involved groups presenting plans with an accompanying interactive mini lesson. Student feedback was positive with comments, 'I found the assessment task useful in creating a medium-term plan and teaching it to the class. By doing this we got the chance to hear other peoples' and gained confidence in teaching DT ourselves'. To share good practice, these plans were uploaded to Blackboard. Tutor and peer feedback fed forward into the summative assessment - to create an

individual DT medium-term plan, complementary prototype resource to demonstrate DT skills and a written justification.

Black and Wiliam (1998) concur that formative assessment must be used not only to feedback, but also to support the students to self-evaluate and self-improve. Gibbs (cited in Bryan and Clegg, 2006) asserts that students are strategic in focussing upon what they believe will be assessed. Therefore, assessment needs to frame the learning, with purposeful formative assessments feeding into the summative.

The success within formative assessment saw an increase in students taking the DT assignment, with 55% of students selecting this option from a choice of three subjects in 2018-19. Assignments demonstrated a good level of detail, innovation, clear justification and criticality. Achievement by students was consistently strong with 64% of students achieving grades B or above.

A comparison of student evaluation data between 2017-18 and 2018-19 illuminated the success of the development of assessment. In 2017-18, the statement: 'The assessment requirements and marking criteria were clear' had a 97% positive response of which 68% students strongly agreed. Feedback in 2018-19 saw a rise to 100% of which 97% students strongly agreed. Again, this positive trend could be demonstrated through the statement: 'feedback throughout the module has helped me develop and improve my learning'.

Most notably the impact on my professional practice has been an elevated understanding of module design. Successes of this module have been recognised and I am now transferring this knowledge to lead a larger Foundation Subjects module in the new revalidated primary undergraduate pathway.

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