

**“Stories of digital success - look how far we've travelled”**

**12th May 2021**

Live Sessions

[Can't get to your lab? Assessing skills including group work is still possible and can lead to unexpected benefits.](#)

Michael Loughlin

Many assessments based on labs include reflection on teamwork as it is straightforward to ask students to reflect on how well they worked together to solve the challenges set. When no-one is permitted in the labs, assessing such a learning outcome can be achieved with a little flexibility. In the two examples presented, students working with peers in the areas of formative feedback for aspects of a summative assessment was used successfully, with the safety net of the module lead being available to provide such feedback if needed. The additional activity required reflection upon the feedback received and clear description of how it was incorporated into the finished submission. Students engaged well with the activities with only a minority requesting feedback from the module lead and lead to examples of peer led learning which is likely to lead to the activities continued including in the assessment going forward.

[Distance Learning Students. How MS teams has enhanced student engagement and built an online community in the Covid-19 pandemic.](#)

Elyse Wakelin

The GDL Distance learning course is a post-graduate law conversion course. It is taught over 2 academic years with 4 teaching weekends in each year. Traditionally, students on this course are required to balance busy lives away from the course with many juggling working full time and family commitments. This often results in lack of engagement in the course between the teaching weekends and isolation from fellow students. With the increased use of MS teams thrust upon us all in light of the pandemic, it was decided to use this technology to pilot evening consolidation seminars between teaching weekends to improve how we support students and reduce student isolation. This presentation will outline how these sessions have worked, student feedback and reflections on how to take these sessions forward to use digital technology to keep distance learning students engaged and feeling part of a community.

[Developing Enterprise Skills in an Online Environment: Challenges and Successes!](#)

Lorraine Young

This year I redeveloped a long-standing Business and Enterprise Module taught to a mixed class of 70 students from MSc Biology degrees. The intention was to heavily bias the content to enterprise skills development through demonstration (weekly interactive seminars) and “Learning by Doing” (weekly workshops with small -group, collaborative activities). Asynchronous videos were provided to flip the background learning. Running this module entirely online January-April 2021 was a lesson in agile delivery that generated considerable data, insights, fun and challenges as we collaboratively

navigated the module. The insights will certainly lead me to modify and develop new practices for ongoing blended/online delivery and I welcome the opportunity to gain feedback and shared experiences from my wider NTU colleagues.

### [How We Travelled to Bulgaria "Virtually" for a Week Long Student Study Tour](#)

Sarah Ward

For the BA(Hons) Business Management (In Company) Course the student cohort undertake a one week study tour in the September before starting their final year. In 2020 the tour was planned to University of Economics, Varna in Bulgaria. Unfortunately the COVID situation meant that we were unable to travel there physically so, rather than completely lose the experience for the students, we decided to travel there virtually instead. Working with our colleagues in Varna we managed to recreate our study tour online, including lectures, company visits, time with Bulgarian students, group working and even a tour of the city. We learned a lot throughout the process and are happy to report that the end result was successful and enjoyed by all involved!

### [Replicating live broadcasting experience using emerging digital technologies](#)

Gail Mellors

The biggest challenge facing the BA Broadcast Journalism degree this year was how we would replicate the live broadcasting experience for our students during remote learning. Live broadcasting, from our professional radio and TV studios within CBJ, is fundamental to the course and an essential part of our accreditation with the BJTC. It gives students the skills, experience and confidence they need to work in industry. We knew we needed to replicate the facilities and their functions online in order to provide students the learning experience they rightfully needed and expected from the course, despite being unable to work with them on campus during lockdown. Therefore, using my industry contacts and the CBJ technicians' technical knowledge, we worked together to research and adapt new digital platforms to replicate an integrated play-out system for live transmission; namely Streamyard and Rundown Creator, which combined together provided a virtual studio and gallery for students to collaborate and upload their radio and TV content, produced remotely, for live transmission. We believe we have been one of the first broadcast courses to achieve this across the sector and we have earned recognition and praise for our new system from our accrediting body and from our industry partners. Students have also valued the experience and have produced excellent work using these new workflows and technologies.

### [Building a sense of community via interactive learning technology](#)

Anthony Ogbuokiri

This presentation highlights very simply things that can be achieved using interactive learning technology to achieve positive learning experience for students. It is based on the use of padlet in my modules whereby students are encouraged to interact and learn together. Some of the added benefits include: Building a sense of community, ensuring diversity & inclusion, flexibility, adaptability, healthy competition, active participation, cementing learning, formative assessment, scaffolding and sustained student engagement & satisfaction. By employing simple easy to set up strategies, the learning space is awakened, and the loneliness, boredom and other effects of online learning reduced. Students are enabled to share ideas comfortably and learn at own pace.

### [‘Extreme E-Service Learning’ – success in online community engaged learning](#)

Andrea Lyons-lewis

This academic year on our BA Criminology module ‘Criminology in the Real World’, we have moved to ‘extreme e-service learning’ (Waldner, Widener and McGorry, 2012) meaning both the classroom component and the service component have gone online. Service-learning engages students live projects connected to their discipline, usually with local not for profit organisations. Mutual benefit is at the heart of this practice: students benefitting in terms of their learning, and the organisation benefits from a needed product or project. I am Module Leader for this core second year module with around 300 students enrolled. I am a reluctant adopter of new technologies and would never have chosen to do online T&L, yet I believe that this year has been a success. In this short presentation I will outline the elements of online working that have encouraged staff-student contact, co-operation and group work among students and active learning. Waldner, L S, Widener M C, and McGorry, S Y, 2012, E-Service Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population, The Journal of Higher Education Outreach & Engagement, 16:2

### [Online Practical Delivery - The use of various technologies to augment student experience, through immersion](#)

Ken Liston

Rob Baldock and I, will deliver a session on technologies that can be used to augment the student experience online, through the sense of immersion and a closer sense to being in the practical session. The focus will be on delivering practical/technical content, but this could be used for any session type. We will discuss the camera, microphones and resources we use, as well as our approach and tips to delivering sessions in this format. We will likely prerecord a short example, then be live using the equipment to demonstrate further and take any questions. This may also suit the 30 minute roundtable discussion/workshop. Rob is Course Leader for BSc Live and Technical Events and I am Course Leader for BSc Audio and Music Technology. We have over 15 years each as Industry and Educational Practitioners.

### [A birds eye view from a garment factory](#)

Caroline Travell

Developing an online video teaching tool to enable all students to experience visiting a garment manufacturer in China from the comfort of NTU teaching rooms. Through the aid of AI and a series of video's students can walk through a full production process, explore and examine a variety of production methods and machinery types. This series of video's will deepen students knowledge and understanding of manufacturing process to enable them to be more employable and skilled when applying for work experience/placement opportunities. Working with international partners in China to develop the video's, students will gain cross culture and global experience.

### [Rhinoceros 3D online taught sessions](#)

Eva Fernandez-martos

Teaching Rhinoceros 3D online to decorative arts students. With the help of Bonington IT technicians and ITS support, the computers in bon201 and Bon 202 were made accessible for remote access.

NTU virtual PC was suggested, however, it is not adequate to teach a group of students since the running of the software slows down considerably. The students were given instructions and support on how to install the required software. Additionally, NTU computers were provided to those without the required devices. The Rhino sessions was the taught online using teams and sharing the remote pc screen. The students were able to share screens as well and upload screenshots to show progress during the sessions.

### [Online Student Induction to PEAP \(Pre-Sessional English for Academic Purposes\) Courses](#)

Sarah Khan

In this brief presentation, Walter Nowlan (Course Leader for PEAP) and Sarah Khan (Coordinator of longer PEAP courses) share their first-hand experience of planning and conducting online student induction. The Pre-sessional English for Academic Purposes (PEAP) course was among the first courses at NTU that were offered fully online. Between the announcement of a full national lockdown in March 2020 and the start date of PEAP, we had one week to move our course fully online. We had to plan induction sessions to remotely enrol and welcome new international students and familiarize them to PEAP. Our induction plan comprised: 1) pre-induction guidance, recorded presentations and tasks, 2) synchronous online induction sessions, and 3) post-induction activities to bond with the students further. Since then, we have offered online induction five other times, and each time we have learned new tricks that we would like to share with you in our presentation.

### [Finding ways to be “present” in online learning and teaching: examples from the School of Arts and Humanities](#)

Rosemary Pearce

This presentation will showcase some of the creative and student-focussed ideas that teaching staff in the School of Arts and Humanities have been implementing with support from the School’s Learning and Teaching Support Unit (LTSU). The LTSU will highlight examples where staff are innovating to help mitigate the challenges of creating a sense of “presence” in online learning and teaching, whether that be how students perceive their instructor’s presence or enhancing the sense of a student community. The examples span real-time collaborative student work, opportunities for asynchronous activities that help students to better engage with synchronous online sessions, and finding ways to give students detailed, personalised feedback as you might if you were in the room together.

### [The Virtual Shoe Salon: An interactive and interdisciplinary approach towards the co-creation of knowledge](#)

Naomi Braithwaite

Utilising Padlet the Virtual Shoe Salon is a digital space for student led discussion and the co-creation of knowledge. Drawing from a theoretical foundation of material culture, combined with an adaptation of the photo voice and photo elicitation approaches, the salon takes the ordinary, but expressive objects of shoes to engage students in research and analysis focused on the complex subject of identity. The presentation discusses the rationale for the Virtual Shoe Salon, the process and the findings from its implementation with 250 students from varying subject areas. Evaluation and reflection with students and staff have evidenced the positive role of the Virtual Shoe Salon in

active and collaborative learning around research, analysis and for deepening discussions around identity. While it encourages a dynamic and collaborative learning environment, the Virtual Shoe Salon has created a student focused dataset of photographs and narratives that enables opportunities for future research led collaborations.

#### [Advantages in marking and screen-casting with a stylus pen](#)

Gabriele Paleari

Nowadays it is possible to give students video, audio, and written feedback on their writing assignments and, at the same time work less and more efficiently with a stylus pen. I provided a sense of my presence when giving feedback with my voice and my annotations by using Panopto. This allows for the voice, potentially also the webcam, and the screen to be recorded simultaneously. The students can see the work being annotated and benefit from listening to the tutor speaking in the target language. Work was marked a stylus pen directly in the dropbox, with no need to download or upload files. I used my approach on handwritten Italian language submissions that I annotated digitally on my recordings, although it could potentially work for well for any type of submission. To ensure privacy, each student could only view the video, or screen-cast, that related to their own work.

#### [Methods for enhancing student engagement during online PowerPoint presentations](#)

Heather Cameron-Whytock

Online teaching can pose challenges in the context of student engagement. It is often the case that a small number of students will consistently engage and be forthcoming with contributions to lectures; whereas the other portion of the cohort will almost never contribute, verbally or otherwise (e.g. chat box). To resolve this issue, a number of straightforward methods for enhancing class engagement during online PowerPoint presentations has been established. These methods focus on increasing engagement and accountability of the entire class and not just those students whom are already confident and pro-active in engaging. External software can be an excellent resource, but the methods proposed here may be preferred by those staff who are not as confident with external software or may be seeking a more streamlined, simple solution to enhance engagement. The methods proposed have proven successful; with full cohort engagement during sessions and positive feedback on MySay.

#### [Creating timely checkpoints and open discussion between students, academics and technical communities within MS Teams ?](#)

Kerry Truman

Creating timely checkpoints and open discussion between students, academics and technical communities within MS Teams ? A co-presented session by Dr Luke Siena [Lecturer in Product Design (ADBE)] and Kerry Truman [Technical Team Leader (ADBE)] reflecting on embedding technical teaching and review checkpoints within online learning settings. A brief introduction to session hosts and context within the session topic. The session will look to discuss recent initiatives developed within ADBE between academic and technical staff and look to share/discuss the clear benefits of 'communities of conversation' both analogue and digital spaces. Feedback/Learning gained from recent academic/technical feedback sessions will be shared with the group and an open and honest discussion encouraged. Topics include technical team panels and project review sessions

where students present to different audiences and gain feedback. We are actively looking to include the student voice within this presentation and are seeking volunteers from across the initiative to support this session allowing 1st and 2nd year product design students to reflect on their experience.

### [The NOW assessment tool, once tamed, a brilliant tool for evidence-based assessment decision making.](#)

Emily Hall

Thanks to our professional accrediting body, our students have been subjected to time-constrained, closed book, online proctored written examinations throughout this pandemic, and will continue to be for some time. As a result, we had to make a rapid shift to on-line exam delivery at the start of the academic year and as such have become intimately familiar with the NOW assessment tool. Whilst a beast to initially tame and gentle, the potential benefits the assessment metrics and formative opportunities offer to staff and students alike have won us over. This session will share our experiences, lessons learned and plans for the future to enhance evidence-based assessment decisions, and student assessment literacy within a vocational course.

### [Teaching Possibilities using H5P](#)

Rachel Phillips

I propose presenting of a range of teaching tools made possible using H5P. This would include interactive timelines, branching decision tools and drag and drop image exercises. My aim would be to take the fear out of using these new tools and to demonstrate how the tools can enrich the students' learning experiences.

### [Delivered a 'real world' experience of running a newsroom and producing news content.](#)

Tracy Powell

Presentation on how we engaged and delivered a 'real world' experience of running a newsroom and producing news content for three platforms - print, digital and social - totally remotely via Teams with over 50 Level 6 journalism students. Using industry standard software students produced two 24-page newspapers (printed as a keepsake for the students), as well as videos and stills pictures for digital and social platforms including our outward-facing website, Facebook, Twitter and Instagram. By using channels within our Team we replicated departments within a newsroom and used MS Forms to offer students choice of roles, so personalising their experience. Peer to peer engagement working in small teams with team editors gave the students ownership, and 13 industry guests across the two-week project gave students valuable interaction with the sector. During week two MA News Journalism students joined us enabling a cross course collaboration between students and tutors.

### [Undergraduate Final Year Projects online from registration to Showcase and beyond.](#)

Andrew Pierson

Computer Science currently use an online system for managing our Final Year Projects. With nearly 300 students in the final year and over 40 supervisors, managing the progress of the projects using traditional tools such as spreadsheets and NOW is challenging. Using this online tool we are able to

follow the student's progress from registration, through various review points to their submissions, the assessments and our Showcase event. It was originally developed by our team to support the process of students registering their projects with a supervisor in the Autumn term. With submissions moving to online in 2019 and with the subsequent Covid lock-down the system was rapidly developed to include support for monitoring progress, managing the assessments and delivering the Showcase event. This session will show how this system supports the work of staff and students and the potential for using the system across other project based modules.

### [University Transition Week: creating meaningful encounters for progression students in a virtual space](#)

Chloe Bridges

Every year, NTU Global organises a University Transition Week for international students studying at Nottingham Trent International College (NTIC). The aims of the week are to increase students' preparedness by giving them an insight into what it's like to study at NTU, and to create a sense of belonging by helping them put a friendly face to their chosen NTU School. We've recently held our first virtual University Transition Week using a specially designed SharePoint Space. This provided students with an immersive, engaging online experience where they could discover their NTU School and their chosen course. As well as redirecting students to 90 live Teams sessions, the site allowed them to 'visit' different campuses, watch pre-recorded videos and access online resources. During our session, we will discuss our experience of delivering a week-long virtual event. We will also give a live demonstration of our SharePoint Space and share student feedback.

### [Moving a 'Residential' online: Supporting BTEC Student Transition in a Covid-Age](#)

James Rowland

In this workshop, we will outline how we used MS Teams to deliver NTU Prepare: a variety of interactive activities designed to support transition and engagement, as well as what we learnt about supporting student readiness for online learning. You can expect a tour of how the Teams site was set up, and an insight into some of the extra and co-curricular activities that formed the programme. After this, there will be an opportunity to discuss what we as an institution can do to further support students from a BTEC background, and how the NTU Prepare provision might best be able to support those learners in overcoming any barriers to successful transition to HE.

### [Welcome Workshops: Connections, Cameras and Course Communities](#)

Sarah Hadlow

Welcome Workshops are delivered to all incoming first-year students as part of induction. Workshops use psychosocial activities to help build community and sense of belonging. These are delivered by University Staff and Student Mentors, and were co-created with internationally recognised charity, Grit. The Collaborative Engagement and Retention Team worked with stakeholders to adapt practice to deliver over 200 sessions online during Welcome 2020. This workshop will give participants the opportunity to experience aspects of the Welcome Workshops and identify how they may embed this in their own practice. We will highlight challenges and successes in adapting to online delivery and explore the positive impact workshops have had on sense of community and agency, particularly amongst under-represented groups. We will conclude by offering the audience the opportunity to pose questions and explain how staff can get

involved in delivering these workshops, joining a supportive community from Professional Services and Academic Schools.

### Evaluating the Effectiveness of Online Onboarding for Postgraduate Business and Management Students

Alex Hiller

This session will present a reflective overview of Nottingham Business School's approach to online orientation / onboarding for its full-time postgraduate students, which included the development of pre-study modules in study skills, career preparation and subject-level introductory courses in finance and marketing for conversion students. Whilst other studies have highlighted the need for effective postgraduate orientation, the benefits of supplementary online modules in technical disciplines and the need for effective online careers onboarding for 'Generation Z', few studies have considered these issues in the context of pre-experience Master's students in business and management-related fields. The session will consider:

- Our motivations for developing these courses
  - Our approach to development and course details
  - Reflections on the use of third parties and alternative platforms
  - Positive outcomes, opportunities and challenges
  - Directions for future research in this area.
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[Resource Contributions \(these contributions will be available via the event site and later transferred into the NTU Flex website\)](#)

### Learning and Teaching Team 60 Second Support videos: improving skills development a minute at a time!

Sarah Johnson

The Library Learning and Teaching Team, including a Team of Library Student Mentors, offer support to NTU students in a range of formats, to meet both the Library Personalisation Agenda and the wider Success for All. The most recent addition to our suite of resources, in response to lockdown and the ensuing focus on a fully online presence, is our student-facing 60 Second Support, also known as the 1 Minute CPD video. We would like here to showcase an example of our work, which promotes the Team and signposts to other resources in NOW Student Help; it'll only take a minute of your time!

### Conversations on Design: a digital guest lecture series

Rebecca Gamble

Conversations on Design is an annual guest lecture series in the Product Design department, within the School of Architecture, Design and the Built Environment. We invite prominent creative professionals from across the design industry to share their career journeys and industry insights; to inspire our students ahead of placement year or graduation. This academic year we have moved our Conversations on Design guest lecture series online. We have invited our industry guests to give live

Q+A's via Teams, or to take part in pre-recorded online interviews, studio/workshop video tours and lectures. This has enabled us to invite guests from outside of the UK, to host panel debates open to all students and staff in the School and to test ways to best engage students through different modes of digital delivery. Though successful, it also raises questions on IP and future engagement as students wish to have more on campus experience.

### [Supporting Students' Skill Development During Their Final-Year Research Project Through Omnibus Online Surveys](#)

Juliet Wakefield

The move to online teaching and data-collection has created challenges for Psychology undergraduates as they complete their final-year research project, so I investigated ways to address these. NTU Psychology's recent move to the use of Project Labs (where students with a shared interest in a particular topic, theory, or methodology are supervised collectively by lecturers who also share that interest) has given rise to the possibility of students collaborating on aspects of their projects. Within my Lab, I capitalised on this by getting my students to engage in omnibus survey research. This involved each student designing one section of an online survey in order to address their specific research question. Students collaborated on aspects (ethics form writing, data collection) whilst also developing independent skills (data analysis, report-writing). In this talk I reflect on my experiences of using omnibus surveys with my students, as well as presenting feedback from students themselves.

### [Virtual Experience of Living and Working Abroad Conference](#)

Rachel Welton

Living Working and Studying Abroad 2020, the first digital virtual event was developed in collaboration with Digital Services. Using a virtual 360 degree Sharepoint, final year BAIB students worked in groups to provide information on over 100 global partners, tips and guidance on making the most of studying and working abroad. A footfall of 479 first and second year students attended the event and finding out about opportunities to work and study abroad. LWSA aims to enhance a sense BAIB community amongst all its constituents and LWSA 2020 virtual did fulfil that with students and alumni participating from many different countries. Alumni remarked 'The whole virtual experience is really in tune with the rate of digital transformation and the students are acquiring great skills for the business world today'. The presentation will showcase the use of technology to provide a 'work like' learning experience and develop student digital skills.

### [Using Audio Feedback](#)

Kevin Silber

In this short talk I will explain why I think audio feedback (and feedforward) on assessments is a better way to engage students. Whilst by no means a novel methodology, it is taken up by few staff. Audio feedback is a versatile means for providing feedback for all types of assessment and is more readily engaged with by students. Since it is less effortful to engage with, it offers easier access to the all-important feedforward material that will enhance future work. Furthermore, the ability to use intonation can lead to a clearer understanding of the marker's intentions and remove ambiguity (an example of this will be provided). Audio feedback is also a more time efficient method for staff and the differences between speaking speeds and typing speeds means more feedback/feedforward can be provided to the students. This feedback method is received well by most (though not all) students.

## Developing Staff Digital Skills: Reflections from Psychology

Sarah Buglass

Over the past year, Higher Education has undergone a rapid digital transformation. To facilitate the delivery of online and blended approaches to teaching and learning, the development and application of a myriad of digital skills has fast become a ubiquitous requirement for staff. NTU Psychology responded to the digital development needs of our staff by creating the “Psychology Digital Guidance and Support” site on Microsoft Teams. A space where staff can learn from the experiences and reflections of others and be guided by general principles of good online practice. Launched in June 2020, the site currently plays host to a community of ~190 members who actively share resources and digital tips and offer a collaborative approach to day-to-day digital troubleshooting. This presentation will offer a reflective overview of the site and the guiding principles that framed its development.

## Enriching the Curriculum with Industry Virtually

Lucy Stewart

The Fashion Buying & Merchandising module has been taught nearly 100% online this year and we wanted to bring it to life providing global industry insight as much as possible. The presentation shows how we are achieving this through a variety of digital methods including using video content from industry selection meeting, using content and effectively interviewing guests based in other locations and live streaming face to face seminars for students in isolation at home.

## Facilitating digital assessment participation: A case study of Twitter application across sport management students

Seth Kirby

This video explains how Twitter was embedded as an assessment and teaching tool for two sport management modules delivered to 2nd and 3rd year students. Twitter was incorporated firstly into the group assessments and introduced to students in the first week of teaching. Students were expected to engage with the weekly updates disseminated by the module leader as well as interact with other students’ activity. To support students digital skills learning, students’ experience online was facilitated through a digital platform, shaping their online skills and enhancing their learning through industry relevant content, co-creation and timely feedback offered. Additionally, this presentation will outline tips and techniques for effective student engagement online.

## Using MS Teams to expose students to graduates of their degree course

Georgia Stone

This presentation will examine how remote learning and teaching has made access to our graduates easier than ever. I have taken advantage of this for a 3rd year Media module. I propose to talk about 3 specific sessions on that module: • A presentation and interview with two recent graduates about the experience of graduating into the pandemic. • A ‘student takeover’ of a Q&A with an Industry Fellow talking about working in digital marketing. • A relay of 10 plus graduates from the degree course over 3 decades giving 5-minute presentations about where they are at on their career journey. This will be followed by some suggestions about applying this to one’s own module, including advice on sourcing the graduates, recording and making the sessions accessible more widely and incorporating it into coursework briefs.

## Bringing Task Specific Grading Criteria in to UMark

Tom Hughes

UMark is an excel-based grading and feedback tool that has been used by some academics within SADBE for a number of years. With the roll-out of Task Specific Grading Criteria tables I realised that these could be integrated with UMark to 'close the feedback loop' for staff and students. By auto-filling the standard feedback the tutor is free to use the bespoke comments section for individualised and specific feedback rather than feeling they have to first justify the grade by paraphrasing the TSGC.

## Using video to teach presentation openings (structure and language)

Stella Bunnag

The session will share experience of using authentic video and digital platforms to engage and teach students how to structure presentation openings and the language associated with different functions. In a digital environment, engagement is key and using presentations given by previous students has both interested and helped learners with their assessed presentations later in the term. The focus will be on software and short activities used to get students to predict, notice and practice the structure and language of presentation introductions.

## Beyond the MCQ

Sue Pears/Dan Scott

Do the quizzes and assessments you give your students consist mainly of MCQs? This presentation aims to provide you with ideas and inspiration on how you can mix things up in NOW and H5P by using different question types and by adding multi-media to your quizzes using.

## Using custom Turnitin QuickMarks supported by common mistake video mini-tutorials in Panopto to speed up and improve marking

Jonny Greatrex

Each year students on my practical journalism module make the same mistakes when learning to write news copy. Year after year, assessment after assessment, I write the same comments over and over again. But not anymore after I started using custom Turnitin QuickMarks supported by Panopto tutorials which explain how to avoid making the same common mistake in the future. Quicker for me and more useful for the students. In this talk I will explain the process.

## Not a whodunnit but a howdunnit- Forensic Science team approach to virtual practicals.

Emma Rixon

Forensic Science is a practical based course which uses laboratories, crime scenes and other hands on based activities to aid learning. This year our technicians, more used to setting laboratories and crime scenes have had to learn skills in recording applications and video editing, the academics have had to reinterpret labs for online delivery and our students have successfully engaged with their learning via these new materials. Through this presentation the team will review their investigations into this form of delivery and share the evidence of our approach.

## Creating a rapport with individuals aka minimising the opportunity to hide

Jane Vickers

In a F2F learning environment, there are visual and physical clues that give us a sense of how individual learners are feeling and engaging with our courses. Online, these clues are much reduced and there is the sense that it is easier for some learners to 'hide'. When delivering a high stakes course to international learners, it is essential to encourage and maximise each individual's engagement and to build the confidence to seek guidance from staff when needed. I would like to share a series of practical tips that helped me to create a positive rapport with the individuals on our recent online PEAP (Pre-sessional English for Academic Purposes) course. The tips I will share, gave me confidence in the engagement of each learner and facilitated a rapport that provided the opportunity to support on an individual level when requested or when it became apparent support was needed.

## Providing effective learning that meets learners' needs and enhanced by the flexibility of the online settings

Jumana Ghannam

The aim of this participation is to share the tangible benefits, agility and flexibility of the online and hybrid learning settings demonstrated by the enhancement of the University established tools, such as H5P to create and develop effective learning activities informed by the needs in the wider HE.

## The Psychology Community Hub: Building Links

Rebecca Larkin

Developing a sense of community within a department of over 2000 students is a challenge, especially given that we may all have different ideas what a 'community' might look and feel like. We formed the psychology community hub on MS Teams as a way of offering students the chance to meet, connect and engage with one another outside of their academic modules. The emphasis was on shared interests and developing a sense of belonging. The focus involved offering a range of activities that might enhance wellbeing, from a book club to coffee mornings to online gaming opportunities. Some activities generated more interest than others – the online gaming initiative was one of the most successful, alongside our wellbeing challenge for charity. Key to this approach was the student voice and we encouraged students to take ownership of the hub and lead events that captured their interest. Specific mentor led support for level four students was also embedded into the hub model. In this presentation we reflect on 'what worked' in building a virtual community and how we can develop this initiative in the future.

## Students' perspective on current instructional design

Dave Mann

Student responses to current instructional design approaches including synchronous and asynchronous delivery. This presentation will feature feedback from students and their experiences of studying throughout this period. The students are NBS undergraduates.

## Looking For Like-minded People To Talk To: The Formation of Peer Communities via MS Teams

Sarah Hadlow

Student Mentors are recruited in each of our nine academic schools to develop interventions that enhance community and belonging for first-year students. This session will outline how practice has been adapted to online delivery, highlighting case studies and key challenges. We will share top tips for designing and facilitating community-building opportunities for students as well as things to avoid. Honouring the aims of the Student Mentoring scheme, virtual communities were created in September for all first-year students in partnership with the Mentors themselves. These launched pre-arrival and provided a platform for Mentors to connect with their Mentees. Working with Mentors, the Collaborative Engagement and Retention team have designed and delivered over 80 online events this academic year. This includes innovative new events hosted by students such as developing online confidence, study support sessions, journaling, and online escape rooms. The virtual communities also encourage opportunities to create connections based on interest or shared experience.

## Creating an Online Visual Glossary Using H5P Interactive Videos

Hetti Moore

A short interactive video presentation detailing a small pilot project from the Academic English department, where a Visual Online Glossary (VOG) (asynchronous resource) for BA Fashion Design students was created using H5P, to supplement CAD workshops and support international and home students' language development.

## Engaging students with Blended Learning: Reflections for Post-Pandemic HE

Nick Prior

This video will outline examples of engaging blended learning pedagogies used in civil engineering, that are transferrable to other subjects, with reflections on their efficacy. As with other colleagues at NTU, our initial approach to blended learning in our module design was based on guidance provided by the NTU Flex Team, encompassing the 6 learning types described within the 'ABC Learning Design' (method by Young & Perovic, learning types by Laurillard). As we reach the end of this first cycle of blended learning delivery, the video will reflect on the approach we took, how students have engaged with it and which parts we plan to build on as we move forward. The model chosen for this review is that proposed by Mayes and de Freitas (2014), who suggest three categories for complementary 'perspectives' covering learning theories: associationist, cognitive and situative.

## Supporting students; supporting professionals- Our experience of supporting social workers and students in practice during COVID

Paul Blakeman

Social work students spend 170 days on placement over two years. In Parallel to that, NTU also educates qualified social workers to become Practice Educators to assess our students in placement. This year, we were faced with the challenge of supporting both groups under very complex conditions and we would like to share our learning from this with you all. We looked at several ways of undertaking this before deciding on a method that met several objectives but did not fare so well

in others. We hope our learning acts as a short cut for others should this situation occur in the future.

#### [Providing an accessible baseline in NOW](#)

Adam Elce

With the introduction of Blackboard Ally in September 2020, we now not only have the ability to ensure our materials are accessible but also provide opportunities for students to engage with our content in new ways. Ally enables users to download alternative formats of the materials available on NOW to better suit their requirements, preferences, devices and situations. On top of this, the new Module Learning Room templates that were produced over the summer were built not only to support academics in meeting key criteria within the newly adopted Quality Matters framework, but also provided an accessible starting point for Module teams to deliver their teaching. This template and the introduction of Ally has led to NTU enhancing the overall accessibility of content from an average of 53% between 2008-2019, to around 84% as it stands now, a remarkable achievement!

#### ["Play the examiner" using video to provide on-demand, online peer assessment opportunities to support assessment literacy and subject knowledge in veterinary nursing students.](#)

Emily Hall

As a hands on, practical, vocational course, the veterinary nursing delivery has by necessity continued in person throughout this academic year. However, the challenges of reduced room capacity, social distancing, and numerous lockdowns have reduced the quantity of practical learning time we could offer our students. We have used the Panopto video quiz tool, to create "play the examiner" learning objects, that allow the student to assess an OSCE station in order to facilitate on-demand peer assessment learning opportunities. Students get to experience the assessment from the examiner perspective, improving their assessment literacy and understanding of the clinical skills being assessed, to help prepare them for their end point clinical assessments.

#### [So tell me more about Teams...](#)

Marcus Elliott

From the panic at the beginning of Lockdown 1 to the fatigue and ennui of Lockdown 3, the Organisational Development team have been there to support your move to digital learning and teaching. In this presentation, we will examine what we did, why we did it, and lift the covers to show what went on behind the scenes.

#### [Product Design Online Degree Show](#)

Rebecca Gamble

The annual Degree Show is an integral event to celebrate and promote the outstanding work of our final year students across our Product Design courses, towards graduate employment and to attract future applicants to the courses. Each year, with support from tutors and technicians, a dedicated committee of final year students shape their brand and degree show. In 2020, in under 12 weeks, we adapted to an exclusively Online Degree Show. This included a curated virtual exhibition, a design process film, digital course brochures, individual student profiles on our

www.ntudesignindustries.com website and an IGTV series on our @ntudi Instagram. Over the week-long online event we gained a global audience of 3,660. This Petcha Kutcha presentation from staff and students will share how we are building on these digital platforms to showcase the work of our current final year students in their 2021 Online Degree Show.

### [CBJ Technicians: technical training in the world of COVID.](#)

Paul Argyle

How we adapted CBJ's technical training using a wide variety of online platforms and resources.

### [Students as Partners: Module Development through the Use of Continuous Feedback](#)

Samantha Read

This digital hotspot image details the application of continuous feedback to develop a Level 5 marketing module in real time for online delivery. Students and the staff module team were provided with multiple opportunities to provide feedback, utilising a number of digital tools, as part of the module leader taking a collaborative approach to on-going module development. This included the integration of asynchronous weekly feedback via Microsoft Forms, and the implementation of continuous synchronous feedback opportunities through digital tools such as Mentimeter and Kahoot!, and use of the polls and the MS Teams chat function to gauge current understanding and feelings towards the module content and assessments. As a result of this, the module was continuously and dynamically adapted in response to student feedback. This led to greater student satisfaction and enabled the module to organically evolve in response to changing student needs.

### [Miro whiteboard- ideas and examples](#)

Tom Hughes

We tested a number of different whiteboarding systems before settling on Miro for its versatility and ease of use. In a Miro whiteboard I will assemble a number of different ways in which the software has been used by the Architecture team for exhibitions, research, group teaching, codesign, peer feedback etc. An introduction/tour will be provided with a video embedded in the whiteboard itself, viewers will also be free to pan/zoom around and leave comments/questions.

### [Assessing Oral Presentations with a Research Proposal Podcast](#)

Lydia Harkin

Using an example taken from a new assessment utilised on an MSc Cyberpsychology module, this digital resource will explore the benefits and challenges of using podcast submissions as a form of online presentation assessment. This will explore how a podcast assessment can be supported in a blended learning setting, technological guidance that can be provided to students, and skills a podcast can support and assess. This resource will also provide a reflection on the new challenges posed by this assessment such as avoiding plagiarism and accessibility.

## Supporting NTU staff to develop digital capabilities during the pandemic

Elena Khabarova

This digital resource will offer an overview of the support provided by the Organisational Development during the pandemic to develop staff's digital capabilities, confidence and digital innovation. We worked with academic and professional colleagues, helping them to get familiar with NTU's technologies for remote working and teaching & assessment; and assisting them on their journey to contextualise new digital skills and to get creative with their new learning. We would like to show colleagues how much they grew and developed through the last year, to celebrate their perseverance during a difficult time and their personal and professional achievements.

## Caught 'Red-Handed' in the lab - online fingerprint development labs in Lockdown.

William Morris

There can be few teaching experiences that are more 'hands-on' than a fingerprint development lab. Literally 'hands-on', because the lab was about processing crime scene exhibits to see if anyone has left their fingerprints on a bloody knife or on a threatening hand-written note. Turning this practical experience into a digital online lab was a challenge, but one that was successfully overcome by teamwork. Forensic academics and external subject matter experts turned strategy labs into an online interactive lab. Forensic technicians created high definition videos of the lab processes to give students close to reality experiences for their notes. Students interacted with the materials through online polling on Mentimeter and facilitated discussions. All materials were available as open access afterwards. Engagement was high and feedback was good. Some digital aspects will be retained beyond the end of lockdown. This made us think beyond what we thought was typical or achievable.

## Embedding Employability Using Online Games

Rosemary Pearce

<https://sway.office.com/jRGt7Sms02bOikAj?ref=Link>

## A Quasi-Experimental Investigation into the Impact of Lecture Chunking Format on Student Vigilance.

Andrew Harris

Consistent with capacity theories of attention, attention can be sustained to the extent that spare mental resources remain available. The traditional lecture in higher education has received criticism for being too long to hold a student's attention. This is based on several author's claims that there is a measurable decrement in student attention after approximately 10-15 minutes of sustained content delivery. The present research aimed to investigate if providing small, separate units of an asynchronous lecture is able to enhance motivation for task engagement through perceived achievability of the learning outcomes, and consequently, enhance sustained attention amongst postgraduate university students. Fifty-one postgraduate psychology students were given the option to watch either a long, single-video version of a lecture, or the same lecture delivered as smaller separate video chunks. Key findings indicate that presenting the material as smaller separate video units increased the perceived achievability of the learning outcomes and reduced the number of

attention lapses experienced, but not the duration of those lapses. The shorter separate videos condition also saw greater levels of brake taking compliance. Looking at the sample as a whole, whilst controlling for student mind wandering tendencies, taking brakes was a significant negative predictor of attention lapses. Taken together, this suggests taking brakes is an integral part of sustained attention, and that chunking lectures into separate video units increases brake taking compliance.

[A staff-student partnership - being productive throughout the pandemic](#)

Emma Reith-Hall

A staff-student partnership - being productive throughout the pandemic.