Exeter Education Incubator Café

Session 2

Monday 26th June, 2023.

The Digital Maker Space, Streatham Campus.

EduExe Festival Event, 2023.

Table 1: Making Accessibility Guidance Accessible

Gurbangozel Charyyeva, Ellie Cook, Becky Ellis, Rachel Griffiths, Jodie Hall, Dr Caitlin Kight, Sean Porter, James Stewart, Dr George Tarling.

The aim of this project is to understand and improve staff experience of the current socio-digital ecosystem of accessibility support – thereby improving the help offered to students.

Methods: We have used surveys, focus groups, and a resource mapping exercise to explore the existing socio-digital ecosystem.

Outcomes:
Preliminary results indicate:
- Staff feel they need better access to information on a wide range of accessibility needs
- Educators find it difficult to locate the information they want
- Written guidance (including checklists) is desirable, but, overwhelmingly, staff want to discuss these issues with a colleague – and it is often colleagues who provide the final answer to accessibility questions
- Overall, staff feel frustrated by existing guidance, describing it as 'hidden' and 'inadequate' – which leaves them feeling 'unsupported'

Next Steps:
Once data collection is finished, we will design and beta-test an accessibility portal that responds to the feedback provided by study participants.

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Table 2: Student and staff perspectives on the representation of diversity and inclusion in the University of Exeter medicine curriculum

Professor Vrinda Nayak, Dr Jo Seale and Dr Eleanor Townsend

The medical curriculum requires adequate representation of diversity and inclusion to enable our future doctors to develop the knowledge, competence and skills required to care for patients from diverse backgrounds. At the University of Exeter Medical School students spend the majority of the first 2 years being taught by numerous activities such as pre-recorded lectures and small group sessions. However, whether this teaching content is considered by those involved in the medical programme to be reflective of inclusivity is unclear. To address this, we conducted a review of the year 1 and 2 medical curriculum to determine the extent to which each teaching resource represents six predefined equality, diversity and inclusivity (EDI) themes: Race/ethnicity, Religion/beliefs, Disability, Gender identity, Sexual orientation and Socioeconomic status. We also used a questionnaire and a focus group to explore the views of year 1 and 2 BMBS students and their academic staff in relation to the representation of EDI in the early years of the medical programme.

Outcomes:
- The curriculum review was completed by ten year 3 and 4 BMBS students
- A total of 231 year 1 and 2 students and 11 staff members have currently completed the questionnaire
- A focus group of four year 1 and 2 students has been conducted

Next Steps:
- Analyse the results of the curriculum review to identify current representation of the study themes.
- Analyse questionnaire data to gain the perspective of year 1 and 2 students and staff about the inclusivity of the current curriculum.
- Conduct thematic analysis on the focus group transcripts and open questions from the questionnaire to determine key themes.
- Identify actions that can be taken to further enhance the inclusivity of year 1 and 2 of the medical curriculum.

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Table 3: Modern perspectives on ancient languages: Reimagining Latin teaching through dyslexic thinking skills

Professor Sharon Marshall and Dr Giacomo Fedeli

Our project seeks to explore the impact of dyslexia on the learning of Latin and to reimagine what Latin learning and teaching might look like when we put dyslexic thinking skills front and centre. We are working with students to explore how we can harness power of dyslexic thinking to enhance and challenge traditional models of teaching and learning the Latin language. We anticipate that such an approach will enhance the learning experience not just of dyslexic students, but all our language learners. As we move away from a deficit model of thinking about dyslexia, we hope that the project will additionally empower dyslexic students by challenging their own perceptions of their dyslexia.

Outcomes:
- Rich quantitative and qualitative data gathered through a large-scale survey of learners and teachers
- A study skills guide for students on effective language learning strategies
- A best practice guide for educators to be shared with all staff who teach the ancient languages at Exeter
- A new set of SpLD guidelines for markers of language assignments, especially translations

Next Steps:
- Evaluation of tools and strategies in focus groups
- Project workshop on dyslexia and the ancient languages with current and potential future collaborators
- Dissemination of findings via the *Bulletin of the Council of University Classical Departments* and *Journal of Classics Teaching*
- Development of research network on dyslexia and the ancient languages

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Table 4: A network for sharing best practice at Exeter University to promote positive maths self-concept and prevent maths anxiety
Dr Julie Pepper

My education incubator grant (with Dr Kat Ashbullby, Kate Nechyporenko) is to develop research-inspired mindfulness and resilience sessions with the aim of improving maths self-concept, reducing maths anxiety, and making students feel like mathematics is for "people like them." The sessions help students critically reflect on how they approach maths and maths learning.

Outcomes:
- Received ethical approval for project
- Developed and run sessions on maths anxiety
- Presented project at School of Education Conference
- Won ESE pedagogy grant to work with Exeter Science Centre
- Submitted application to Centre for Social Mobility to work with colleague in maths

Next Steps:
- Build content on maths anxiety into UEBS inductions
- Pilot with Finance Degree Apprenticeship students where measure maths anxiety, offer sessions, measure again
- Work with Exeter Science Centre (funded by ESE pedagogy grant)
- Looking to include content in education toolkit
- Workshops for staff
- Link to adventurous play (Professor Helen Dodds)
- Link to computer science – coding anxiety

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Table 5: Building integrity and good academic practice in the context of cultural and social diversity: learning from Masters' Level Students

Dr Leila Dawney, Dr Sharon Strawbridge and Dr Annabel Watson

Data from the University's student cases team indicates that international students are much more likely than UK students to be referred to Academic Conduct panels, particularly for plagiarism. This is particularly true at Masters' level. The experience of going through these processes are often highly stressful. We know that many of our international students have only had experience of written examinations and are unaware of the rules regarding good academic practice related to coursework assignments. This project aims to listen to, and learn from, the experiences of international postgraduate taught students, and understand more about their experiences of academic practice prior to studying at Exeter. We aim to understanding students' different cultural and educational understandings of academic integrity, so that we can develop and co-create meaningful educational resources on academic honesty and integrity, with the aim of reducing the number of learners referred for poor academic practice and academic misconduct.

You can read more about this project in the Fellows' Education Incubator blog post by scanning the QR code below:

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Table 6

Student-centred co-creation of high-quality digital resources and learning opportunities using the Digital Maker Space

Two newly developed Digital Maker Spaces in Exeter and Penryn host a collection of digital resources and technology, including Cameras, Microphone kits, Gimbals, Tripods and Clamps. Our project was to organise, streamline and document how these spaces and equipment can be used, and increase engagement from the wider university body.

The outcomes of this project have been both successful and rewarding.

- Social media accounts to promote the spaces and equipment
- Centralised booking system for equipment loans
- Case studies for the technology available
- Weekly drop-in sessions for people to come and play with the kit
- A showcase where we invited staff and students to come and explore the space, equipment, and case studies

Next steps:

- make the case studies more accessible to the public
- Initiated conversations about taking the Digital Maker Spaces support into Business as Usual, and this now falls under the purview of TEL

Contact:

SharePoint: https://universityofexeteruk.sharepoint.com/sites/DigitalMakerSpaces/
Facebook: Exeter Digital Maker Space
Instagram: @exedigitalmakerspace
Twitter: @exemakerspace

Students experiencing the Streatham Digital Maker Space

Guidance for Attendees

1. Find the table of the project you're interested in.
2. When the bell rings, move to the next table of the project that you would like to listen to.
3. Build connections! Share email addresses, Twitter handles and comments at the tables you visit.
4. Join the conversation on Twitter @UoEEduInc.

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