

**JISC CURRICULUM DELIVERY PROJECT**  
**Integrative Technologies in the University of Exeter Business School**  
**November 2008 – October 2010**

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**STUDENTS AS CHANGE AGENTS IN TECHNOLOGY**

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**Project blog for students as change agents:** <http://blogs.exeter.ac.uk/studentprojects/>

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**STUDENT-LED PROJECTS**

Students have been given opportunities to work in partnership with university staff in order to address the challenges of using technology with large and diverse cohorts. They have undertaken research on student views and perceptions, provided recommendations and solutions for practice, and have supported staff in bringing about wide-scale changes in teaching. They have also explored activities to promote a community of learners by developing awareness of the richness and diversity of cultural backgrounds within the Business School. Six major projects are outlined below.

Two frameworks have been developed from this work. The first is a model that grew from the wider scale 'Students as Change Agents' programme across the University and that has been adapted to the context of technology. It shows different ways in which students can participate in educational change, from having a 'voice' to being actively engaged in bringing about changes in technology provision and the curriculum.

The second is a framework that evolved from the Business School project, and highlights a number of areas that need attention if Change Agents projects are to be effective. This model has now been used within a forthcoming publication by the HEA/Esclate: Students as Change Agents: new ways of engaging with learning and teaching. This publication also incorporates a case study on technology from the Business School.

- [Promoting change in technology use through engaging students: Framework 1](#)
- [Eight key factors in engaging students as Change Agents: Framework 2](#)

As well as having an impact on INTEGRATE and on the Business School, there has been a marked impact on students involved.

*'The best bit of the project is being exposed to new learning devices but also going further than seeing whether students like them, but why they liked them... interpreting the results that we got back from the questionnaire was probably the most interesting part of the project. This is what the project built up for and it was interesting to see if the results were the same as expectations. For example, the various uses of the video recordings were contrasting to what I had previously thought'.*

*'I think the most exciting part of this project has been that it is possible to make a change even at such a large institution. Before this project I did not expect it to be possible to make a change, but this has shown me that with a little work and dedication you can make things happen'.*

*On the whole experience of engagement with 'Students as Change Agents', it has been a positive and enjoyable journey and I would unreservedly recommend getting involved to any proactive individual who has a passion for making a difference and enhancing their student experience and that of others'.*

For more comments, go to:

[Tim Lowe talks about his experiences in being involved with various Change Agents Projects](#)  
[What Students and Staff Say](#)

## UNDERSTANDING MORE ABOUT TECHNOLOGY AND THE BUSINESS SCHOOL STUDENT COMMUNITY

Initial project plan	Outcomes
<p><b>1. Grand Google Map</b> (or similar interface) with a large number of short videos - to illustrate places and people from across the world. All data collected will be available to students as an informative and user-friendly interface. The main concern is that content is both compelling as it comes from fellow students; and accessible in that each piece takes no more than a few minutes to watch/read through. There are, however, technical challenges involved in creating a user-friendly administration interface (currently under investigation), which is central to the sustainability of the map over the longer term.</p>	<div data-bbox="1019 555 1479 846" data-label="Image"> </div> <p>This is beginning to be an exciting and innovative way to showcase student diversity in the Business School using the widely used and flexible web-based Google maps application. Student created content (video/ audio/ photographic/ And short textual pieces) has covered home localities, foods, advice on places to visit, technology use, group work, etc..</p> <p><b>PROJECT 1 - GOOGLE MAP 2008/09</b>  Susie audio-recorded her conversations with international students and transcribed them. Some short clips have been used by Tim Lowe for his video on the 'Business School Buddy Scheme' (see below). Longer transcripts of interviews can be seen as examples on the Grand Google Map.</p> <p><a href="#">Project 1 - Building a Learning Community, 8 student accounts</a></p> <p><b>PROJECT 2 - GOOGLE MAPS 2009/10</b></p> <p>In total, 128 Year 1 students studying the theory and practice of management provided video for the map. The focus was on their module, on their use of technology and on the skills they are gaining. The purpose of the video was for their lecturer to get some feedback on their learning and skill development, for the students to practice self-presentation, and for the rest of the group to get to know some of their peers.</p> <p>Four short videos of students were also made by Dale Potter in order to see how they could be fitted with the technology. These now appear on the Map.</p> <ul style="list-style-type: none"> <li>• <a href="#">The Grand Google Map</a></li> <li>• <a href="#">Project 2 - Building a Learning Community, some examples from the Google Map</a></li> <li>• <a href="#">Vashisht - Building a Learning Community</a></li> <li>• <a href="#">Johan - Building a Learning Community</a></li> <li>• <a href="#">Felix - Building a Learning Community</a></li> <li>• <a href="#">Ayman - Building a Learning Community</a></li> </ul>
<p><b>2. The photo/video</b></p>	<p>The competition attracted 30 entrants, with all photos being of quite</p>

<p><b>competition</b> and mounting an exhibition, as an extension to the above initiative to develop awareness of students' physical and cultural backgrounds. This is highly experimental as we have no idea whether it will be successful, will capture the interest of students, or will gain photos of high enough quality to exhibit.</p>	<p>extraordinary quality and interest. The exhibition created wide interest and was reported on the Business School website.</p> <ul style="list-style-type: none"> <li>• <a href="#">Case Study 2 - Photo Competition</a></li> <li>• <a href="#">Photographic Exhibition Flyer - What's special about where you come from?</a></li> <li>• <a href="#">Business Students show Hidden Photographic Talents</a></li> </ul> <p>Many of the photos contributed to a stunning magazine and some were also used for publicity through being featured in the Business School's Christmas video.</p> <ul style="list-style-type: none"> <li>• <a href="#">Photographic Competition Magazine</a></li> <li>• <a href="#">The Business School Christmas video 2010</a></li> </ul>
<p><b>3. Buddy Scheme</b> with Flip video to attract new students for future years and including students from a range of different parts of the world</p>	<p>The video created through this student-led project has been widely used by the member of staff who supports the Buddy Scheme within her introductory/induction sessions to buddying. A number of 'buddy' videos have been added to the Grand Google Map.</p> <ul style="list-style-type: none"> <li>• <a href="#">The Business School Buddy Scheme (Feedback from 9 students)</a></li> <li>• <a href="#">Students talk about the University of Exeter Business School Buddy Scheme</a></li> </ul>
<p><b>4. Video for Learning and Teaching in Tutorials:</b> feedback is being gained from students involved in an innovative project in which they are making use of Flipcams to capture small group presentations in class. Key areas of interest are whether students look at each other's videos, and for what purposes, whether student-made video can support revision, and whether students are made more aware of 'soft' skills relating to manner of delivery and teamwork. Technical issues are also being reviewed.</p>	<p>This project was highly successful, with a small team of students managing the project and working in collaboration with the module tutor to load video presentations into Facebook so that they were available for others to view. The same students gained feedback via survey on their peer's perceptions of video technology. Evaluations were also gained from assessed reflective accounts of the processes of technology and of group work with Flipcams. Video recording had far more influence on behaviour and attendance than had been expected, with a 98% student turn-out, and a real interest in how video can support learning. Students love it, alongside the other activities within the module.</p> <p>This initiative was written up and accepted as one of very few Proceedings papers for ALT-C, 2010.  <a href="#">ALT-C 2010 - Can Flip Cameras Enhance Learning within Large Student Cohorts</a> Dunne, E., Taylor, L., Potter, D. and Wren, J.</p>
<p><b>5. Technology and student engagement:</b> surveys are being used to identify student views on a range of technologies, both those currently being used in the Business School (eg..streamed video and clickers) and those that might be useful but are not currently</p>	<p>Student-led surveys have been popular and have had high impact. The student-designed questionnaire on streamed lectures and mobile phones has been powerful in leading change as an outcome of the findings (see Case Study 1) and was used by senior teaching fellows to provide a case for more technology in the School. It has been repeated two years later with the support of a different student, to gain a longitudinal view (findings not yet available).</p> <p>Work on podcasting is still continuing beyond the project – illustrating how difficult some initiatives are to get off the ground –</p>

<p>available (eg.podcasts). The study will include ways in which technology helps to integrate international and other students into teaching and learning</p>	<p>but a trail will happen during 2011.</p> <ul style="list-style-type: none"> <li>• <a href="#">Case Study 1 - Student Engagement Through Technology</a></li> <li>• <a href="#">Student-designed questionnaire: Streamed lectures and mobile phones</a></li> <li>• <a href="#">Case Study 3 - Podcasting</a></li> <li>• <a href="#">Student Feedback on Audience Response Clickers</a></li> </ul>
<p><b>6. Sustainability:</b> this project is focused on collecting data through an audience response 'clicker' survey to ascertain interest in sustainability amongst Business School students. Findings will potentially be used to develop a case for recognition of student activity in relation to sustainable living, possibly through the Exeter Award or other initiative.</p>	<p>This project focused on students engaging with staff to encourage sustainable practice within the Business School. It was in part run by Harriet Whewell, who was the graduate co-ordinator organising the University-wide Change agents initiative. However, it was linked in to the Business School technology projects because the students decided to use the audience response voting system to collect their data. This was made easy because the majority of students had just been allocated their clickers for use in lectures. Indeed the use of audience response clickers proved to be an exceptionally efficient means of collecting and analysing data from students. The sustainability group students were able to design questions that gained the kinds of response they required, and they had absolutely no problems in gaining feedback from their peers in lecture theatres. This is certainly a technology that will be used by students again.</p> <p><a href="#">Case Study 4 - Sustainability</a></p>