

Dragons' Den Pitch: INTEGRATE project - University of Exeter

What you have or will produce that can be sustained, transferred and embedded post-funding?

The two year INTEGRATE project is addressing the educational challenges faced by the University of Exeter Business School as it goes through a phase of considerable student expansion and international diversification. Our focus is on three project objectives:

- How to promote a **learning ethos** in which students actively participate, engage and feel known, despite the ever- increasing numbers;
- How to manage **assessment and feedback with large numbers**;
- How to promote a **collaborative community** in which diversity is both valued and well-catered for.

It is mission-critical for the University that the Business School continues to provide an excellent educational experience for all throughout this expansion. Over the past 18 months, focussing mainly on six first year undergraduate modules, the INTEGRATE project has trialled a wide range of technologies with teaching fellows and students.

The four groups now taking the work of the project forward are:

A body of teaching staff in the Business School with confidence and competence in using new technologies for teaching and learning. The staff are increasingly keen to share their own learning more widely in the Business School through 1:1 sessions and workshops. Staff have also travelled to conferences and other University settings to share their practice.

Non teaching staff in the Business School who are keen to learn new skills and understand how to support teaching staff with developing the use of new technologies. Outputs from the project will be made available to all Business School staff with opportunities for personal and professional development.

Staff in other parts of the University and in other institutions who are hearing about the project and want to find out more about what has happened in the Business School so that they can use the best of the project in their own context.

A student body with high expectations of using technology as part of their University experience, who have had a number of very positive learning experiences during the course of the first year.

Some of the products and process that will help embed the project post-funding include:

A range of resources to support teaching staff including: Case studies; Training booklets; Resources and activities within the University ELE; Information on the project website and blog; Face to face training activities and workshops

A range of resources to support non teaching staff including: Resources and activities within the University ELE; Information on the project website and blog; Face to face training activities and workshops

Development and formalisation of the role of student e-learning champions within the Business School. Creation of a new role of 'student e-learning champion'; Identification of a group of 10 students to take on this role for the 2010/2011 academic year; Training for the groups of students in Freshers week; Creating a process of accreditation and recognition for students leading these developments. Linking this work to Exeter's wider project Students as Change Agents.

Alongside outputs from the project, the Business School has committed to **increasing funding** to extend the use of technologies to 2nd and 3rd year and Masters students. In particular, additional funding will purchase ARS 'clickers' for all Business School Students; extend the use of lecture capture – both audio and video; continue to develop the use of technologies to enhance assessed group work.

There will also be a new position of an **educational technologist**, linked to the Business School, who will continue to support the school with further work in this area.

Why is it worth sustaining, and what evidence do you have to support this?

Throughout the project we have constantly evaluated and reviewed our work. Whilst we have a wide range of evidence from across the project, the following examples (from the use of flip cameras by first year undergraduates to record group-work presentations) highlight some key reasons for sustaining this work:

*“ students appreciated the **flexibility** of having video readily available: ‘I can go back to the lecture or tutorial any time I wanted’; they found it helpful to learn **skills** by watching others, ‘we get an accurate picture of any unconscious errors that we may make’ or to ‘improve my presentation skills, my posture and my English accent’; ‘**Reflection**’, ‘**revision**’ and ‘**understanding**’ were key: ‘they are a good way to recap the theories of each case study’ and to ‘revise what has been talked about and **learn and improve**’. In addition, they are considered ‘a good way of ensuring the quality of each presentation, ensuring teams are thoroughly prepared’. ‘Because it’s videoed it gives it a lot more **importance**’; ‘Because you’re really worried, the **team support** each other better and therefore you make better **friends**’. “*

The majority of student accounts were rich stories of personal and academic growth, with students showing deep respect for their peers. They wrote about friendships, support from group members, commitment, changes in themselves as people, and about **recognition of the power of learning through review**.

It was an exhilarating experience as it provided us a unique opportunity of looking back and reviewing the mistakes... Despite the difference in culture and language I have been fully supported by all of the group’.

Who will be the main beneficiaries and stakeholders?

The main beneficiaries of the project are staff and students in the University of Exeter Business School. Other beneficiaries include:

- Staff across the institution
- Students across the University
- Staff in other institutions

What steps you are putting in place to ensure that your ‘products / processes’ will be sustainable, transferable and ready for embedding?

As the INTEGRATE project enters its final six months, we are working hard to ensure we are holding the right conversations with the right people. We want stakeholders to be fully aware of the impact the project has had on student learning, that this work must be continued, and that the project (and project staff) will no longer be around to support them from the end of October 2010. Teaching fellows, students, admin staff and the central support team are all involved developing processes to embed the use of new technologies for teaching and learning over the 2010/2011 academic year.