Integrative Technologies Project

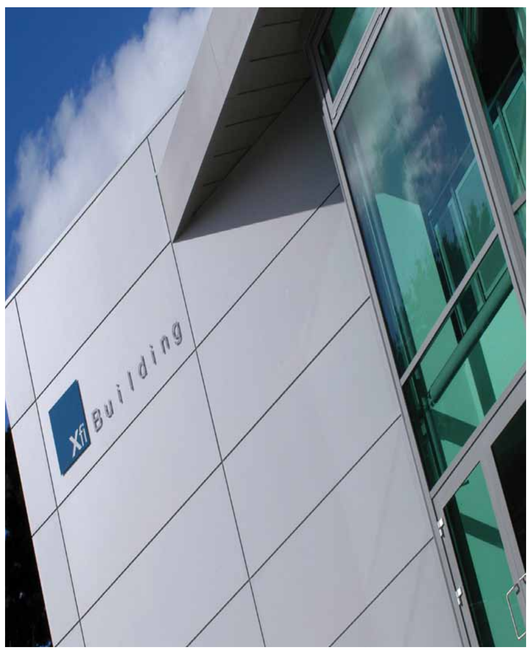
The project addresses the educational challenges faced by the University's Business School as it enters a phase of considerable student expansion and international diversification. The School anticipates growth in student numbers in the region of 250% by 2014, with approximately 40% of those students coming from international backgrounds.

Business School academic staff, students and administrators, collaborating with the University's Education Enhancement Unit, are involved in designing and delivering a 'step change' so that technology is used to enhance teaching and learning across all aspects of the curriculum. The project will:

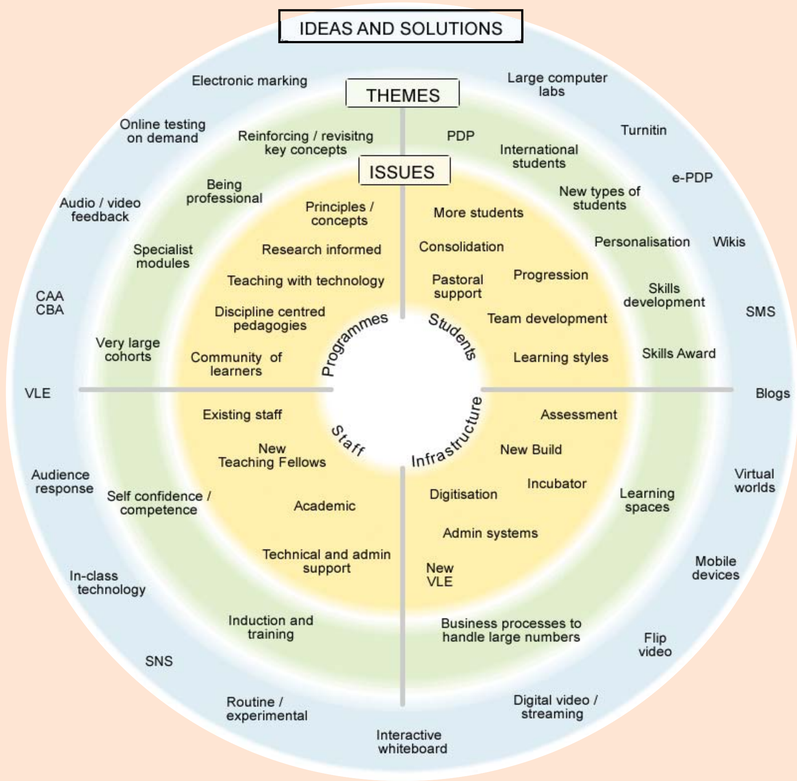
- deliver and evaluate collaboratively planned technology-enhanced activities and experiences for all students across six first year modules;
- develop means of curriculum delivery that support flexible learning with particular emphasis on the challenges of large numbers and internationalisation;
- experiment with and evaluate what might form an appropriate technology-enhanced 'mix' for providing an integrative and skills –rich learning experience;
- provide professional development for staff and students across a variety of roles in the Business School to ensure that they can actively and confidently contribute to the design of technology-enhanced integrative learning experiences

Anticipated outcomes:

- Learners will have led on designing experiences and will have experienced a 'step change' in the way the curriculum is delivered.
- Variety in curriculum delivery will have been developed or adapted to support flexible learning and preferences.
- The Business School will have trialed and evaluated integrative approaches and shared these with colleagues in the UK
- All staff contributing to the six first year modules and students on bursary placements will have attended sessions and enhanced capacity, knowledge and skills. Teaching and learning behaviours will show tangible evidence of change with regard to the use of technology.



The opposite diagram illustrates the context within which the Integrate project is situated. The outer ring provides an indicative range of technology solutions that will be drawn upon during the project to address how the delivery of the School's programmes might be joined up to provide an integrative learning environment. Many of these educational and administrative technologies are already in use in the School providing knowledge-based resources and administrative information, and through the project they will be coordinated to address the pedagogic and management wwchallenges faced by the Business School.



The technologies identified:

- are routine for some, but by no means all (such as use of WebCT to provide lecture notes and additional support materials, formative feedback from web-based quizzes and tests);
- have been tested within the institution but are far from embedded (such as electronic submission of assignments both to support plagiarism detection and to enable efficient administrative processes);
- are presently untried at Exeter (such as: the use of personal response systems during large group lectures; video-streaming of lectures so that all content can be constantly available for reviewing and revision; use of SMS; electronic submission of assignments for online marking and feedback; electronic examinations);
- promote a sense of community (such as web 2.0 tools) for students both within modules and across the first year cohort.

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