

ULTSEC Innovation Fund 2016-17 Summary of Funded Projects

Nine responsive projects were awarded funding: In alphabetical order by **project lead's Faculty/Unit** these projects are:

Project team	Project title	Summary of project
Dr JC Penet, HaSS - SML	Born Global, Reborn Transnational	<p>In 2016, the British Academy made publicly available on its website all the findings of the “Born Global Project” (http://www.britac.ac.uk/born-global) so it could be used “by a range of stakeholders and inform [...] future developments in Higher Education language curricula and assessment” (<i>About Born Global</i>, p.3). This ambitious and unprecedented study “set out to develop a deeper understanding of the language needs for employment, employer attitudes to languages and how languages are used in the workplace for different purposes” (ibid).</p> <p>The SML wants to trial a new partnership between its students and its L&T Committee in order to embed the key findings of the study into its Employability Strategy. Students will be asked to familiarise themselves with “Born Global” and consider what the findings mean for them as SML students and how they could be best feed into our Employability Strategy to further develop their understanding of themselves as ‘transnational’ (and what this means for employers). This represents an opportunity to further develop the concept of co-governance (students as partners) for employability / L&T in SML and beyond – it will be a model of good practice for other Schools in NU and for other languages units nationally.</p>
Elena Chatzopoulou, HaSS - NUBS	Young Marketers 4 the North East	<p>“Young Marketers 4 the North East” is a project that has three aims:</p> <ol style="list-style-type: none"> 1) support the students’ professional development and improve their employability prospects, by making it possible to apply marketing theories taught in class to real projects 2) support real projects of local businesses (typically SMEs who do not have in-house marketing and communications teams)

Project team	Project title	Summary of project
		<p>3) offer a creative way for the School to engage with local businesses and potentially develop a more in-depth and wider relationship with them.</p>
<p>Andrew Grenfell, HaSS – LRC Dr Biyu Du, HaSS, SML</p>	<p>Video Enhanced Observation (VEO) with Reflective Learning in Interpreter Training</p>	<p>The objectives are to evaluate the effectiveness of VEO in promoting students' reflective learning, including peer feedback and self-reflection. To explore the effectiveness of VEO evaluating students' performance. To create a grading template for assessment using VEO and to compare synchronous and asynchronous tagging during assessment. VEO is a digital tool developed at Newcastle University based around time-stamp tagging "key moments" of video performance. In this project, the "key moments" are the trainee interpreters' "performance" in role-plays, simulated learning activities and examination situations.</p> <p>Performance will be recorded and tagged by students as a tool to learn and reflect on the experience. VEO data will provide evidence to enhance the process of reflective learning, through peer-to-peer observation and feedback enabling students to develop skills of analyzing their peers' performance, giving feedback, reflecting upon their own performance, and exploring ways of improvement. This promotes students' engagement in deep learning.</p> <p>It is envisaged that the adoption of the VEO system (if successful) will result in a tool kit turnkey system. The creation of a benchmarked template for teachers to grade overall performance and produce selections of examples available for reference for both teacher training and assessor training. The tool can be adapted by other schools within the university where practical activity and practice is visually assessed.</p>

Project team	Project title	Summary of project
<p>Dr Adam Mearns, HaSS - SELLL</p>	<p>Digital Editing: A student-led approach to developing interfaces</p>	<p>Textual editing is one of the core disciplines in the humanities and Newcastle is one of the few universities to train students in textual editing and the development of new editions of texts. One of the disciplines at the forefront of the digital humanities (DH), textual editing offers concrete methods for putting the concerns of the humanities at the heart of digital techniques. The debate about how best to edit in a digital environment is now the field's most pressing issue. The project involves PGT students in developing the digital interfaces through which their scholarly edition of a literary manuscript will be displayed online. The students on SEL 8647 Manuscript, Print, Digital (a core module on the MA in English Literature) are tasked with producing a group edition of a single text. This project seeks to fund an RA who will work with the students in developing a suitable, bespoke, interactive online interface for their edition shaped by their requirements as editors of the text.</p> <p>On the module, the students themselves learn and apply the encoding language TEI P5 XML, the internationally recognised standard for encoding digital editions, to their manuscript, and make collective decision about what to encode. But without seeing the edition online the students cannot see the outcomes of their decision-making or reflect critically on how well they adapted their edition to a digital environment. So the final logical phase of their work - to process the TEI-encoded files, incorporating them into the HTML coding of a webpage in order to realise their edition online - will be conducted by the RA in dialogue with the students. This process is identical to the experience of scholarly editors who typically work with developers in the co-creation of the interface.</p> <p>The students will acquire essential digital skills within a discipline-specific context, demonstrate team-working, project management, negotiation and compromise, and develop cross-disciplinary perspectives on their work. This is a key opportunity for students to acquire DH-specific and</p>

Project team	Project title	Summary of project
		transferable knowledge and skills. It familiarises students with some of the key issues involved in the construction and styling of a website (using HTML and CSS), enables them to explore the possibilities of interactive design (using PHP and Javascript) in a meaningful way, and, crucially, encourages them to think critically about the opportunities and challenges of the digital for humanities scholarship.
Graeme Redshaw-Boxwell, LTDS	Open badges in an Academic Context	<p>Open badges are a relatively new development in education. These can be used to provide a portable, verifiable digital credential to recognise learned skills that may not be covered by a degree transcript. Open Badges can be displayed on LinkedIn profiles to improve employability, and have been awarded successfully on the ncl+ programme for the last two years.</p> <p>This project will pilot the use of Open Badges in an academic context in three academic units – Newcastle Business School, INTO, and the School of Psychology. We will explore students’ opinion on Open Badges including their opinion on badges’ potential for increased employability and any barriers that students may face when implementing Open Badges on their LinkedIn profile.</p> <p>Using Ryan and Deci’s self-determination theory, we will assess the potential of Open badges as a motivational tool for students by ‘gamifying’ their course, or whether these extrinsic motivators may reduce motivation.</p> <p>Badges will be awarded for the following activities:</p> <p><u>INTO</u></p> <p>Students will receive Open Badges after demonstrating the achievement of particular laboratory skills (safety, preparation of a standard solution,</p>

Project team	Project title	Summary of project
		<p>titration, and molar calculations). The badges will be awarded on the International Foundation pathways with approximately 90 students enrolled.</p> <p><u>Newcastle Business School</u></p> <p>Open Badges in the Business School will be introduced to reward extracurricular activities that enhance employability and transferable skills.</p> <p>1) UG and PGT students who undertake industry competitions (CFA Investment Research Challenge for Finance students, or the Greggs Competition for Marketing students)</p> <p>2) UG and PGT students who attend the Financial Trading Training and successfully engage with the tasks being carried out during the 3-day training.</p> <p>In addition, a professionalism badge will be adopted to reward student reps who carry out competently and professionally their role (attending Board of Studies and Staff-Student Committees).</p> <p><u>School of Psychology</u></p> <p>Open Badges in Psychology will be embedded with the larger framework of developing psychological literacy in our students. Open Badges can reward as well as motivate students' engagement towards a range of activities that further their psychological literacy, employability and transferable skills. Badges will be introduced at the Stage 1 induction of the programme and further elaborated and explained in PSY1001 Psychological Enquiry. Badges in Psychology will include:</p>

Project team	Project title	Summary of project
		<p>1) Employability and Enterprise Badge – successful engagement with career events and enterprise challenges.</p> <p>2) IT literacy Badge – successful completion of all Stage 1 IT courses.</p> <p>3) Professionalism badge – linked to attendance and timeliness of submissions.</p>
<p>Dr Luisa Wakeling, FMS - DENT</p>	<p>Development of professional learning through student representation</p>	<p>Undergraduate programmes of Dental Sciences are governed by the regulatory body, the General Dental Council (GDC), who set professional standards by providing a set of learning outcomes. Some of those are Management and Leadership which are difficult to orchestrate in the curriculum. The Dental School has recently improved its academic student representation structures which has led to an engaged student population and richer agendas. As a result, students are honing their management and leadership skills, as well as reviewing procedures regarding the management of patients. This requires students to be an advocate for the patient, another GDC learning outcome, and allows students to experience complex situations, an important learning experience in personal and professional practice.</p> <p>Representation is an opportunity to provide professional learning in an innovative way that can be recognised and evidenced by the University via NUSU Certificates and/or ncl+ Awards. In partnership with students we would like to create a set of learning outcomes based on learning from student representation that will help students evidence professional skills. We anticipate these outcomes will identify areas of targeted training that could be developed into workshops, providing a framework for a new Advanced ncl+ Award in Professional Learning through Representation.</p>

Project team	Project title	Summary of project
		<p>If successful, this will be made available to all students involved in representation. This will also be the first scoping exercise with students, since 2013, to discuss the learning in student representation and so we also intend to provide current evidence of skills attained that can be used to update the skills aligned to representation at the NUSU website and further inform NUSU Rep training.</p>
<p>Dr Amy Fielden, FMS - PSY</p>	<p>PALs – Pre A-Level Skills</p>	<p>This project seeks to address two key areas in the School of Psychology's strategic plan: to support our students in developing skills that will increase their graduate employability prospects and to drive the diversity of our student population by increasing our WP intake-thus enhancing the student experience. Specifically, this project will aim to develop, deliver and evaluate a programme of study skills and resilience building sessions for AS-Level students at local colleges and 6th Forms primarily with a high rate of WP. Evidence suggests students who are academically resilient have better educational outcomes (Morrison et al., 2006; Clough et al., 2016). These sessions will be delivered by UG students within this project as a work placement opportunity, but in the longer term as part of a work placement scheme supported by NCL+. This will help to address requests that been received through the Students Union (NUSU) via the widening access coordinator from schools, colleges and 6th Forms for assistance in supporting the wellbeing of A-Level students.</p> <p>Over the past year, School of Psychology academics have worked with FMS Graduate Ambassadors, the FMS Recruitment Officers and the Go Volunteer Widening Access Coordinator to develop a pilot of 3 study and resilience skills sessions. These have now been delivered to two local 6th Forms with a high proportion of WP students and from where at least 3 students have applied to study psychology at Newcastle in the coming academic year. The feedback from staff and pupils was very positive, with</p>

Project team	Project title	Summary of project
		<p>students highlighting the utility of learning stress reduction techniques and goal setting and time management skills. They also highlighted some key points that this project would like to address;</p> <p>a) a broader range of sessions should be developed to allow for greater scope in the development of learning, revision and coping strategies/resilience</p> <p>b) pupils would benefit from interacting with current students so they can develop role models and see the longer term benefits of developing such skills</p> <p>c) different formats of delivery should be explored to allow for greater flexibility within 6th form/college timetables.</p> <p>Importantly this project also seeks to offer our current UG students the opportunity to develop their psychological literacy by facilitating the application of psychological content in an everyday setting whilst benefitting the broader community. UG students will be running practical sessions, delivering content and facilitating activities underpinned by psychological research in areas such as attention, memory & resilience, whilst also helping AS-level pupils develop critical thinking and evaluation skills. Helping others to develop their knowledge and skills will also cement the understanding of the UG students in these areas</p>
<p>Dr Sharron Kuznesof, SAGe - AFRD</p>	<p>Employability skills development through action learning in interdisciplinary groups</p>	<p>ACE2073 New Food Product Development has been approved for delivery in semester 2 2017/18. Our ambitions are to develop it into a flagship module for embedding employability skills. Innovative aspects of this module are:</p>

Project team	Project title	Summary of project
		<p>Interdisciplinarity: an action learning module, built around a group project involving students from the natural (nutrition and agriculture) sciences and social (management and marketing) sciences.</p> <ul style="list-style-type: none"> • Industry relevance: The module has been built around a ‘critical path approach’ which is used in new product development (NPD) in the food industry and therefore connects learning to potential employment paths. • Innovative pedagogy: The experiential learning will support evidence assessment, creativity, teamwork, problem-solving and critical thinking, and incorporate creative activities such as ‘pop-up shops’ for taste testing sessions on campus (in addition to workshops and industry visits). • Uniqueness: Envisaged future enhancements to the module using Cockle Park and Nafferton farm-based outputs (milk, eggs, pork etc) as the basis for new product development, provide module distinctiveness from competitor universities. <p>This project aims to embed and analyse the employability skills to enhance our graduates’ skills profile and support ongoing development of ACE2073. Specifically, the project will:</p> <ul style="list-style-type: none"> • Incorporate and baseline employability skills in ACE2037 by collecting and analysing feedback from students in NPD placement positions. • Develop checklists against which students’ knowledge of and self-reported employability skills can be assessed prior to and following completion of the ACE2073 module. (We can use this benchmarking data as the basis for analysing future graduates’ reflections on the module and make iterative improvements to the module). • Involve students in the co-creation of skills development in ACE2073 through iterative feedback and evaluation mechanisms. • Support student satisfaction with ACE2073

Project team	Project title	Summary of project
		<ul style="list-style-type: none"> • Provide an action learning case study incorporating interdisciplinary groups for NU's Learning and Teaching Development Service.
Dr Alison Graham, SAgE - BIO	Game-enhanced learning in biological sciences	<p>The project intends to introduce game-enhanced learning to areas of biological sciences teaching. For the purposes of this project, game-enhanced learning includes activities that are easily recognised as games (e.g. board games, card games) as well as those that use the principles of game design in a non-game context (also called “gamification”; Robson et al. 2015). This includes “escape room-style” activities and puzzles but excludes digital/electronic games.</p> <p>Current students in these Schools have identified components of their courses that they find tricky to grasp (some examples include calculations (e.g. scale bar, colony count, molarity), accurate pipetting of microlitre volumes, calibration curves, some areas of statistics). Game-enhanced learning is increasing in university teaching and popular culture as a method of increasing engagement (e.g. Bassford et al. 2016; McGonigal 2012; Naik 2017) but, to the best of our knowledge, has not yet been trialled in biological sciences teaching at Newcastle. We will focus initially on biological subject content but there is also scope to consider the teaching of more transferable skills through game-enhanced learning (e.g. referencing format).</p> <p>We plan to recruit a student intern in Semester 1 of 2017-18 to accomplish two tasks:</p> <ol style="list-style-type: none"> 1. A comprehensive review on the use of game-enhanced learning in the scientific disciplines. This will include appraisal of good practice in game-enhanced learning in this University and beyond. [30% of project time.] 2. The intern will build on their knowledge of current good practice to devise game-based activities for current teaching within the Schools of

Project team	Project title	Summary of project
		<p>Biology and Marine Sciences. Three activities will be created for each School. These activities will be trialled with undergraduate volunteers in small-scale feedback groups (this may involve several iterations). After further development as necessary, the activities will be trialled in modules, initially in low-stakes situations, with a view to increasing their use in teaching in 2018-19. [70% of the project time.]</p> <p>References: Bassford et al. (2016) <i>Research in Learning Technology</i> 24:30089; McGonigal (2012) <i>Reality is broken</i>; Naik (2017) <i>Innovations in Education and Teaching International</i> 54:238; Robson et al. (2015) <i>Business Horizons</i> 58:411.</p>

2 Strategic projects were awarded funding. These projects were:

Project team	Project title	Project Abstract
<p>Dr JC Penet, HaSS – SML Dr Patrick Rosenkranz, FMS – PSY Sarah Graham, HaSS, COMB</p>	<p>NU InterComs – Developing Intercultural Competence in the University Community: An action research project</p>	<p>With campuses overseas, students from 120 different countries and staff from over 80 countries, we are a truly international institution that aims to “enable our students and staff to gain international experience.” (Internationalisation Strategy).</p> <p>This project will support the University’s commitment to “offer opportunities to all our staff to enhance their cross-cultural understanding” by concretely “embedding an international dimension into our practice” (p. 5). Using the latest research in intercultural communication, we will create an active space to work with our home and international staff/students that will enhance everyone’s intercultural competence and deliver an inclusive learning experience.</p>
<p>Chris Graham, SAgE - MAS</p>	<p>Mathematical skills catch-up: Developing a University-wide solution through online formative tests</p>	<p>Many subjects across the University are challenged by students who struggle with an unexpectedly high level of assumed mathematical proficiency in their courses. This project will build a significant bank of formative mathematical tests using the NUMBAS tool which can be used both as a diagnostic tool and for student-led learning.</p> <p>Through Blackboard, academic staff will be able to easily add (or customise) pre-packaged material into their course. The resources created in this project will feed a pilot project in each faculty, from which case studies will help to disseminate information around the University, and will also facilitate outreach activity.</p>