

CYE Training 3 &4

Digital Learning Exercise

Education Studies

Idea 1

- Gamification using VR headsets, more specifically mixed reality
- Just getting head around IR. Need a few more years to get head around VR!
- Time is so scarce. I'm not sure how to use VR within my modules
- More kahoot / Vevox / Escape rooms

Idea 2

- Improve student engagement with moodle particularly Forums
- Consider neurodiversity in forums e.g. voice notes
- If we agree that forums do not engage our students consider alternative ways to boost engagement. Maybe use continuous assessment rather than just one summative option

Idea 3

- Develop case based learning scenarios for MADT to develop authentic learning experiences.
- AI tools can help with designing these
- Explore a range of tools available and platforms e.g. HSP/VR/Immersive room for live set up <https://m.youtube.com/watch?v=8pOxSrYGvil>
- A working group with expert leadership may work well - many topics work across the discipline.

Idea 4

- Create subject based virtual learning resources for eg IR/VR/other
- Use the immersive learning environments on campus to simulate real life primary classrooms
- Need to consider other settings EG PRU/FE
- Look at current best practice projects from across the university

Youth

Idea 1

- Increase engagement with Digital Learning team so that both staff and students can upskill
- Look at ways of using the Immersive Room to play out scenarios/VR headsets for scenarios as per the activity we were involved in earlier as 'community nurses'
- Could we 'bake' in training sessions throughout the year, 'scaffold' sessions in line with modules?
- I think this is a great way to explore safeguarding concerns. Perhaps a couple of scenarios similar to the nurses video. Could we use the drama department to source an actor for no cost for this content?
- Agreed. Training will also allow us to identify specific opportunities to further develop digital learning/specific techniques
- I think as Helen said these things take time and perhaps we should focus on a small number of ideas initially and plan around those, allowing lead in time and making sure any developments are meaningful and worthwhile.
- Yes agree would be good to work on something smaller to begin. We could use the Youth Work field to support with ideas for practice scenarios

Idea 2

- Flipped learning opportunities so recording lectures and interactive online activities, allowing students to engage with material before the lecture.
- Great idea - this is certainly something we can build into our planning and prep over the summer. I wonder if we can consult with students/graduates for their ideas
- Great idea - especially handy knowing that moodle can also give a record of who has engaged at home.
- Using something like Kahoot quizzes in classes could also prompt answers/discussions from perhaps more quiet students in class?
- Agreed. Also handy for ALN and building in eg scaffolding.

Idea 3

- Capacity building of staff.
- Could someone take lead on this from the team, creating capacity for someone?

- We will need to consider Activity Profiles and where there is capacity - or if someone is at capacity but is interested, we can look at ways of shifting around other responsibilities to create capacity
- I'd be happy to look at this - I have some hours that are dedicated to Early Childhood that perhaps could be on this instead? With the permission of Angharad and NAt at the AP meeting tomorrow?
- We could have a section of our team meetings dedicated to this.

Idea 4

- Scenario based AI exercises to develop practical skills and decision making
- I agree with using the technology for discussion of topics and for example ethical dilemmas rather than telling students what decisions to make..
- I think scenario based AI is a fantastic idea especially for placement modules - this could provide an opportunity for students to have insights into situations in a safe way.
- Totally agree - I run some 'ethical dilemmas' group work activity, but it would be far more impactful as an AI activity - the next step will be to consider how we can make this happen by looking at 'Sora' (type that into a search engine) to see if that can create our ethical dilemmas, and working with the Digital Learning team at UWTSD
- 'Branching' activities for students to practice decision making in a safe way

Idea 5

- Make elements of placement preparation more interactive to prepare students (eg: VR risk assessment practice or 'branching' activity for safeguarding)
- Use of scenario based exercises e.g safeguarding
- Also, how to represent themselves as effective youth workers in training. Also, how they can check the placement is the right one for them. Yes this could reflect the home visit activity that we have just engaged in and we could mirror situations that students may find themselves in. I think it would add real value to include interactive opportunities within the preparation for placement - these may also ease any 'nerves' before heading out to placement

Inclusive Ed

Idea 1

- Link between modules & lecturers of the programme to map the digital skills.
- Mapping of software applications and assessment methods from module to module, bearing in mind options and choices
- Digital Skills to progress from one module to the next. Make module mapping time in team meetings

Idea 2

- Arrange for Digiskills Team to record asynchronous tutorials specifically tailored towards the assessment
- Module lead to learn the same process so that module lead informs the students of the Digiskills.
- specific tutorials ready on Moodle at the start of each block
- Make digital tutorial time (with Gwennan) in Team meetings

Early Years

Idea 1

- Include more hands-on digital activities in lectures
- Certainly from my viewpoint I need more time to know what digital tools exist.
- Yes, having more ideas and considering tools that are accessible and easy to navigate for student
- think it would need to be phone based
- Agree- cahoot, online portfolios, Padlet
- A mixed method approach i think is also important here (a bit of both)
- Developing students skills

Idea 2

- Use of VR for assessments - for example immersing a student in a high quality setting and asking students to analyse aspects of quality
- VR training for staff to be able to understand how to explain/assess the assignment
- Finding/ making time to do this with colleagues would be really useful.
- I think VR holds lots of options to explore settings, outdoor risk scenarios. However support needed
- VR needs exploring may not work for everyone.
- for observations - this would be useful

Idea 3

- Interactive case studies- real life early years practice
- Using the case studies to enhance and support theory - showing students real world examples of theory
- Case studies in both Welsh and English that reflect real-life situations
- What would the copyright issues be in using Estyn/CIW case studies to create the interactive case studies?
- Yes bilingual material and help from AI to create scenarios as well as anonymised real world.
- Have done this on paper so digitally would be valuable
- Case studies are useful, which digital format could we use.

Idea 4

- Introduce students to digital technologies and assess their understanding.
- I think this would be beneficial for student returning to education - Networking with the library
- This also links to the employability strand of things - giving students the skills to be relevant in a more digital world
- Finding out where students are in relation to digital skills and scaffold

- Should this be in Study Skills (too much content?) or integrated into L4 or 5 Modules.
- this means an extended induction session or it becomes part of the assignment - if so the 4 week turn around would be quite short

Idea 5

- Improving asynchronous working via Moodle using interactive tools
- I think that new technologies could remove the need for handbooks. Use of differing Apps would be beneficial here as well as possible group work- peer learning
- This could better link to apps and software that students are used to using in their own workplaces
- Agree; time to have a play with the tools we don't normally use on Moodle. I'd like to use more forums.

Idea 6

- Setting up an online Hypothetical Multi-agency meeting for asynchronous use- no idea what software to use!
- This would be valuable for students to support decision making .
- I think this is a good idea
- Good idea- this links well with the safeguarding module
- Would work well for preparing students for Placements, especially ND students
- Again, links to real world opportunities that students may not get from their own practice

Supporting Students

Education Studies

START:

- Develop independence and resilience in students with additional needs
- Refer students to other sources of support rather than reliance on course staff. Work more in tandem with student services. Consider differentiated needs when planning lecture material
- Create a physical learning environment which supports neurodiverse students.

STOP

- Information going to the wrong person. Processes need to be refined.

CONTINUE

- Supporting students individually with assessments alongside student services
- To work more collaboratively with student support
- Personal tutor support

Youth

START

- Look at introducing formative assessments/interactive booklets to complete on a weekly basis
- Ensuring we run all Moodle pages through the 'accessibility check' to ensure accessibility

STOP

CONTINUE

- Ensure all lecture material is accessible - ppt, font, colour, bilingual etc (in line with CR Training 3)
- Offering a range of options for assessments (i.e. choose 3 of the following 6)
- Ensure all class-room based activities are accessible to all students
- All staff to ensure students are aware of study skills drop in sessions (Cwad, Weds 1pm-4pm) and online sessions

Inclusive Education

START

- mapping of students' disabilities and difficulties and ecps, dds, RAs against
- Connecting the mapping to the modules
- Monitoring the students learning and wellbeing
- Connecting the feedback action points to the mapping and modules
- Recording feedback on Turnitin
- Allowing for RAs from the start when preparing modules and assessments
- Learning contract?

STOP

- Relying on written feedback only for assignments

CONTINUE

- Modelling of tasks step by step
- Breaking down information into smaller, more manageable pieces
- Giving action points as well as feedback
- Hints and prompts
- Visual aids
- Record individual tutorials
- Asking guiding questions to lead to students finding their own answers
- Modelling perspectives
- Peer teaching

Early Years

START

- Be proactive not reactive
- Consider the specific needs of individuals needs when going into class
- Flexibility and choice- so sessions and assignments can be adapted more quickly.
- Ask students what works for them.
- Consider more formal handovers from one group to another
- individualised assessments as well as the usual ones
- preferences
- More autonomy over individual needs
- Peer obs - learning from others
- Liaise more with Student Services

STOP

- relying on written assessments ? make it more of a project based poss over 2 modules - link them together
- exploring class room dynamics. Questioning, group work tasks . It may be difficult for students to engage or access and creates anxiety be more aware

CONTINUE

- Panopto, but also provide transcripts
- Acknowledge range of skills- not just written academic.
- Movement breaks, fidget toys for ALL students
- Consider other factors such as seating? Lighting? Noise etc?
- Ensure that Peer observations take place and are discussed/processed afterwards
- Continue with the Task guidance that students value in a recognisable format - breaking down tasks to avoid student being overwhelmed
- Providing opportunities for anonymous or quiet feedback such as post it notes
- Continue to be adaptable/ flexible and listen to student voice - in the moment planning
- Continue to use the outdoors as a classroom, small groups can take part in walking discussions
- Plan and structure resources in a way that works for students