



Further information

Please contact: Virendra Mistry (v.mistry@ljmu.ac.uk) or Kaylie Fortune (k.a.fortune@ljmu.ac.uk) for further information or phone 0151 231 8678

featuring within the suite of programmes in Education and Early Childhood Studies. It has provided another key exemplar of the possibilities for staff-student to work together in an inclusive, democratic way to enhance the student experience. The project was action-orientated and solution focused, and there were different benefits arising from the process of exploration and collaboration including; the strengthening of an already effective partnership between staff and students in the department, 'learning of lessons' to take forward for developing future intern projects, a sense of ownership being given to students in the development of their student experience and 'a say' in the modernization of their curriculum facilities, and the beginning of a prototype pedagogical space that will inform the developments at the new LJMU campus in town. It has also been a chance for students to experience 'real world' challenges that are often encountered when striving to make progress in a big organisation and as part of a team. The student interns employed on this project were able to develop an autonomous way of approaching their activities, and they were allowed an opportunity to broaden their awareness of the wider university processes and external services and to face typical systemic constraints impacting on their ability to develop their plans and ideas. It was through acknowledging and developing a greater understanding of these influences that led interns and staff to have to, together, consider appropriate, practical solutions. Project staff were able to provide a model of positive and professional ways of tackling the challenges faced, but student also demonstrated their own expertise and developed creative ways of working. The wider project impact has included the opportunity for other students to observe the positive, proactive approach of the interns and the professional interactions between interns and staff. It has also stimulated ideas for other extension activities originating from the consultancy, collaboration and participation undertaken as part of this project (in particular it has informed the 'Society of Childhood' CE internship project). This project continues but it is being expanded to include other staff and students in the new School of Education, and Faculty managers are also now looking at ways to increase financial and practical support for the pedagogical space to develop further in line with the vision of developing 'state of the art' university study facilities that fully enhance teaching and learning about early childhood and early years education at LJMU.

“No Place like Home”

Diahann Gallard (Project Co-ordinator)



Positionality and purpose in the development of a pedagogical space

Staff and students have worked collaboratively together in a mutual learning opportunity in this Curriculum Enhancement Project. The idea of a bespoke 'pedagogical space' for teaching and learning about early childhood and early years education was ignited and, now, extended in follow up activities including a further internship project (the development of a 'Society of Childhood'). This project has been an opportunity for students and staff to develop their skills in research and development using a participatory approach, which has enriched the staff-student partnership already

Measuring impact

Staff across Education Studies and Early Years/Early Childhood Studies were able to work in a collaborative way with each other and their cross-discipline identity has been strengthened. This aspect will continue to develop and evolve to include staff from Teacher Education following the recent creation of the School of Education.

The staff-student collaboration was highly successful in that it strengthened an already effective enrichment and engagement partnership between staff and students. The project has enabled a clearer sense of how to facilitate and support staff-student projects locally in the department and there have been key lessons for staff on; how to recruit students effectively into intern positions; how best to support students intrinsic motivation to fulfil their role and the ways that staff can draw more on 'student expertise'. Students were able to show autonomy and developed their skills in consulting with their peers and learned how to feedback the findings into the process. Overall, there was participation and knowledge exchange in a staff-student 'think tank' where new roles were created that circumnavigated the usual staff-student power differential. It is in this respect, in particular, that the project has acted as the stimulus and pilot for the development of a second CE Project (the development of a 'Society of Childhood').

The 'physical space' and 'online space' have been developed in a very basic way but there have been several barriers and challenges to developing them to the anticipated level, including

- staffing shortages (arising from ill health, etc.) which reduced staff availability and capacity to volunteer their time on this project
- a co-ordinating intern not able to take up the post due to personal reasons
- misunderstandings between project staff and other staff about the remit of the project, but also particular objections to being seen as 'claiming' physical space
- financial constraints (a contingency was not built into the project costings to account for structural and decorative adaptations)

However, as a consequence of this project, there has been acknowledgement of the need for a more joined up thinking and systems awareness in the University, beyond



the parameters of this discrete CE project. A particularly important outcome of the project is that it has raised awareness and recognition of this need for a high quality pedagogical space for teaching and learning about early childhood and early years education, but that support and investment (financial and practical) required for this to be achieved to the standard expected if it is to be an effective resource and a 'state of the art' university study facility.

Sustainability

This project has not had a formal end and it continues to evolve. An extension of this project is the 'Society of Childhood' CE intern project. The benefits have been to the staff and students in Education Studies and Early Childhood Studies programmes but we will now roll out the project to include Teacher Education staff and students. As a consequence of the project activities, a business case being made within the Faculty for the funds to be able to more fully meet the initial aims of creating a quality 'physical space' as an innovative, forward thinking and sector leading suite of programmes in Education and Early Childhood Studies.

Project team

Staff members: Diahann Gallard, Nicky Hirst, Angie Daly, Diane Boyd, Liz Taylor. Student interns: Leanne Wilcott, Ellie Webb, Megan Edmonds, Paul Milner

FOR FURTHER INFORMATION

d.c.gallard@ljmu.ac.uk

Students as Co-creators

Sarah Nixon (Project Leader)



Exploring Level 5 students' perceptions of programme level feedback strategies and processes

This project has explored students' perceptions of feedback whilst also considering how staff and students can come together to co-create a programme level feedback strategy. This is a cross-university project and has included four programmes (Events; Law; Sport Science; Quantity Surveying) each in a different faculty at LJMU.

The project group has run 12 workshops exploring feedback and the co-creation of a programme level feedback strategy which has included approximately 60 students and 30 members of staff. Three student project officers have facilitated the workshops which in itself has been an example of co-creation between staff and students.

The project has informed four programme teams in relation to what students want as a feedback strategy and has hopefully changed practice and some approaches in these programmes (we will not know this until later on in the next academic year). From the data gathered during the workshops, focus groups and interviews a guide will be produced in relation to programme level feedback strategies and this will be distributed to the four Schools who have taken part and to the wider university community.

The second theme in relation to co-creation will be also written into a guide for programme teams wishing to develop this type of approach for module or curriculum development.

The overall findings were delivered at the LJMU Teaching and Learning Conference 2015 and the session attracted a large audience, which may be an indication of the usefulness of this work. The project team will write this up, with the aim is that there will be four papers published from the project alongside the LJMU guides to disseminate the ideas.

Measuring impact

Student perceptions have been gathered, explored and turned into a programme level feedback strategy for the four programmes involved. Ideas will be shared across LJMU with the sharing of the feedback guide.

A co-creation guide will be produced from the findings of this work and the ideas have been shared at the Teaching and Learning Conference 2015.

Sustainability

The findings from this project will take some time to analyse and disseminate and the project team will continue with this work. The four programmes will hopefully have explored changes in relation to their feedback strategies and this will inform practice going forward.

Project team

Sarah Nixon, Simon Brooman, Damien Fearon, Becky Murphy

FOR FURTHER INFORMATION

s.nixon@ljmu.ac.uk

NVivo and Inspirational Women

Sara Parker (Project Leader)



almost 9000 people. In order to use the interviews of the women who were originally interviewed in 2010, we needed to re-gain consent for this project as it is even more vital now than ever to further pursue this project and others which highlight the experiences of those in Nepal.

We have rolled out the teaching tool in a class room setting with MRes Critical Social

Science and Public Health students. This process has highlighted the benefit of peer to peer training and the need to provide a platform which students can access to further develop their skills over the long term. Thus moving forward with the project, and post the website launch, further sessions across 2016 will be deployed to provide a stronger foundation for undergraduate and Masters students within their further development.

Outputs

A website has been created which includes

open access to resources which develop qualitative analysis skills. Specifically looking to what qualitative research is, how to hand code and a beginners guide to the use of NVivo a data analysis software package.

The website includes Prezi's, PowerPoints and PDF versions of presentations in the areas mentioned above which can be utilised within a classroom setting in both computer and paper format. The interviews of inspirational Nepali women are also available via the website, both in PDF and MS Word. The interviews can then be used as examples within which to develop qualitative analysis skills.

Project team

Sara Parker, Kay Standing, Lorna Porcellato

Enhancing qualitative research skills through computer aided analysis software

This project set out to create a toolkit of resources to guide students and staff through:

- The process of content analysis by hand (coding/memos and identify themes)
- Importing the dataset into analysis software
- Exploring the interviews and evaluating a multidisciplinary range of themes
- Learning about the experiences of women in Nepal.
- Highlighting the importance of peer-peer training.

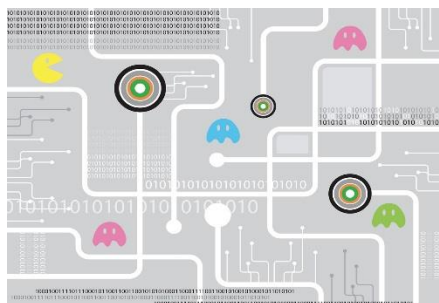
On the 25 April 2015 unfortunately Nepal suffered a devastating earthquake killing

FOR FURTHER INFORMATION

s.l.parker@ljmu.ac.uk

Unique Game Jam

David Llewellyn-Jones (Project Leader)



Supporting teaching activities and beyond

The project involved running a game jam for students from across the university. The jam was held over three days for 48 hours continuously. The participants at the jam were tasked with developing a computer game from scratch in teams of around four. The intention was for groups to incorporate multiple skills, including coding, graphics, music, audio, design, story-writing, etc.

The purpose of the project was to provide students with a forum within which to practice the skills learnt during their degrees, working in teams to a tight deadline, without formal assessment, in order to improve confidence in their ability to apply their skills and create a full game application.

The event brought in students primarily from the Computer Game Technology programme, but also other parts of the university and externally. Industry experts were also brought in to give advice and judge the final games.

The event was evaluated through various means, including a questionnaire, and the results from the questionnaire were overwhelmingly positive.

The event attracted various students from across the university, but the scale of the project across the university could have been greater. A detailed report, including lessons learnt, has been compiled and will be used to support future events. In particular, we hope the event may lead on to the development of similar events in other subject areas, such as a security catch-the-flag event.

The project brought together – not for the first time – team members from Computer Science, Open Labs and the Centre for Entrepreneurship, with all contributors providing fantastic support. We are hoping this may lead to further events, both related to games and also other subject areas such as security, in the future.

Measuring Impact

The threshold of three games was achieved. In total the jam generated five fully working, generally unbuggy games. The game jam website (www.ljmugamejam.com) was created and is being managed by two of the jammers (Elliott Wheat and Jamie Hulse). They are currently in the process of posting the games for download from the site. We have already demonstrated the games at

Liverpool MakeFest and to an external visiting professor from Malaysia. We anticipate using them in future over the coming year (e.g. Open Days, etc.)

A questionnaire was released and completed by 50 per cent of attendees. The results have been detailed in the above analysis. In general, the results were extremely positive and suggest very good outcomes for those who attended. The overall average rating for the event was 4.86 out of 5.

Correlations based on NSS scores, recruitment, etc. will not be available until after September 2015 and may need a longer period of repeated jams to determine potential value. This will be considered as part of the analysis of future game jams.

Project team

David Llewellyn-Jones, Carol Oliver, Kevin Johnston, Sud Suirman, Lindsay Sharples, Jason Taylor, Andy Goodwin, Emma Robinson, Dominic Aspey, Abdennour El Rhalibi, David Tully, Stephen Tang, David England, Chris Carter, Mike Baskett, Martin Hanneghan, Hulya Francis, David Lamb, Steve Thompson, Paul Cartwright, Ian Fitzpatrick, Sara Rioux

FOR FURTHER INFORMATION

d.llewellyn-jones@ljmu.ac.uk