**STAPES2017 Practice Exchange**

Summary of contributions from attendees

**1 PowerPoint**

***Recognised good practices:***

* Used to set up key situation/learning outcomes that will be covered.
* Embedded links to videos
* Use with interactive response systems
* Including slides at the end to remind students to return the Nexus attendance pad (and to remind the tutor to take their [PowerPoint remote controller](http://wowie.ljmu.ac.uk/FacultyLTA/Learning%20Technologies.htm) dongle!)
* Use of cartoons of people in place of photographs to provide light relief and to be as inclusive as possible.
* Image-rich slides with a clear message and underlying ‘narrative’.
* Incorporating selected animations e.g. to emphasise slope on a graph.
* Providing PowerPoint slides beforehand as pdf so that students can annotate with Adobe Reader (freeware).

***Questions:***

* [PowerPoint is only a tool](http://theconversation.com/its-not-powerpoints-fault-youre-just-using-it-wrong-43783): How can we ensure it is used correctly by staff (e.g. not reading out slides) and students (e.g. not passively taking photographs of slides)
* Why do we publish slides in advance? Do we provide full content in pre-published material or do we work with ‘pre-‘ and ‘post-‘ versions?
* Can we please have presenter view at LJMU?

**2 Content developed ‘in situ’**

***Recognised good practices:***

* Collating students answers to collaborative and interactive aspects of lectures, e.g. through [Meetoo](http://wowie.ljmu.ac.uk/FacultyLTA/Learning%20Technologies.htm) that allows you to generate word clouds (and it includes a profanity filter!)
* Students produce a poster (e.g. with flip chart paper) or an infographic relating to key aspects of session.
* Group working fed back to plenary resources, created with tutor input.
* Sessions where students generate essay questions, determine assessment criteria, or the weighting of criteria and marks are assigned on the basis of decisions made by students - the external examiner liked this.
* Students invite to develop real life examples to illustrate key aspects of session.
* Protocols for experiments developed during tutorials.
* Using Microsoft paint, not a visualiser, to draw diagrams so that they are captured by Panopto.

**3 Miscellaneous non-didactic methods**

* Netlogo simulations: Available via the AppPlayer, the Models Library under the file menu has dozens of simulations relating to various scientific disciplines that can be probed by students.
* LabChart is available on the AppPlayer and allows for the recording and analysis of (normally time-dependent) digital data. It used in pharmacology and physiology labs, transducers being used to convert physical phenomena into digital data.
* ‘Collaborate’ will continue to be available on Canvas and facilitates distance learning.
* Marking exercises that promote shared understanding of assessment.
* Coin toss exercise to simulate first-order kinetics.

***Questions***

How can we ensure appropriate pacing when students learn software by working through printed tutorials e.g. SPSS.

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15/9/17