

# Teaching & Learning Centre

## Newsletter | November 2021



## Valuing our Teaching & Learning

November is the month when the National Forum for the Enhancement of Teaching and Learning in Higher Education are celebrating all things teaching and learning, centring around **VIT&L Week, 8 - 12<sup>th</sup> November**.

Here in Carlow we want to celebrate our own work in Teaching & Learning, so this month's *Newsletter*, is a special issue in which we are compiling summaries of many of the fantastic projects that have received funding from the National Forum over the last two years.

The aim is to value our colleagues' innovation and celebrate their activity in a diverse range of teaching and learning activities, and share those with others.

We hope that you enjoy reading what our colleagues have shared. For information about support and activities available from the National Forum, please contact us at [tlc@itcarlow.ie](mailto:tlc@itcarlow.ie).

**Dr Gina Noonan**  
Head of Teaching and Learning Centre  
Institute of Technology Carlow



## VIT&L Events

As well as events here at Carlow, November will have a busy calendar of events relating to VIT&L from around the country.

You can see the latest calendar of events on the National Forum website:  
<https://www.teachingandlearning.ie/VITAL/calendar/>



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# Teaching and Learning Centre

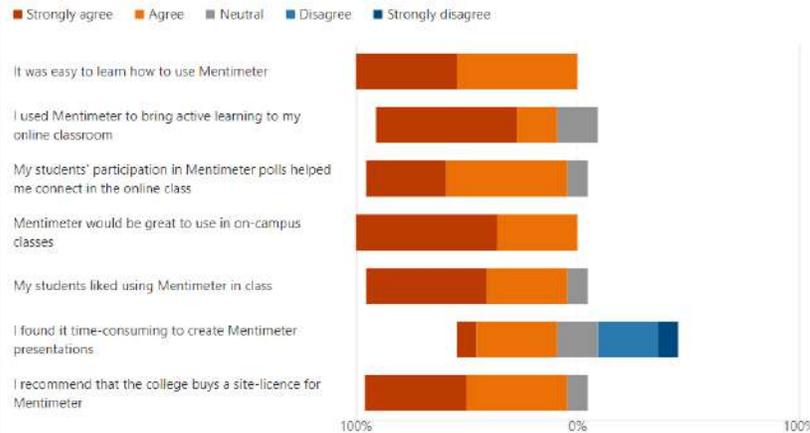
## Active Learning using Mentimeter

*Mentimeter (<https://www.mentimeter.com/>) is a leading classroom response system, with flexible question types and can be integrated within PowerPoint. The project pilots Mentimeter with a group of lecturers. (Damien Raftery)*

Twelve licences for Mentimeter were purchased from January 2021 until August 2022, giving the opportunity for sustained use. A group of twelve lecturers from across IT Carlow initially volunteered to pilot, with a number of substitutes added during or after the term. The group are supported with online resources, 1-1 communications and regular online webinars offered by Mentimeter. Participants are encouraged to reflect on their practice, including getting feedback from their students.

The project is ongoing; if interested in joining the pilot and using Mentimeter with your students, contact [damien.raftery@itcarlow.ie](mailto:damien.raftery@itcarlow.ie).

### Feedback from lecturers (survey 11 responses, plus additional email comments)



### Feedback comments

*"Students enjoyed the two-way interaction. Integrates well with PowerPoint. Easy to use."*

*"Students were empowered when they saw their input being reflected and referenced to, and also learned from other responses."*

*"I used it to recap on the last lesson and to lighten the mood at the start of classes, to engage learners in a new way and to get anonymous feedback. I found that it worked well for those tasks and also got positive comments from the learners, who enjoyed doing something different. It worked well for finding out what supports the learners wanted around a specific assessment task - in this way anonymity was really useful."*

*"From informal feedback with students they found it useful to be able to ask questions anonymously. From teaching with Mentimeter it was good that questions were presented clearly the screen and could be addressed as they arose."*

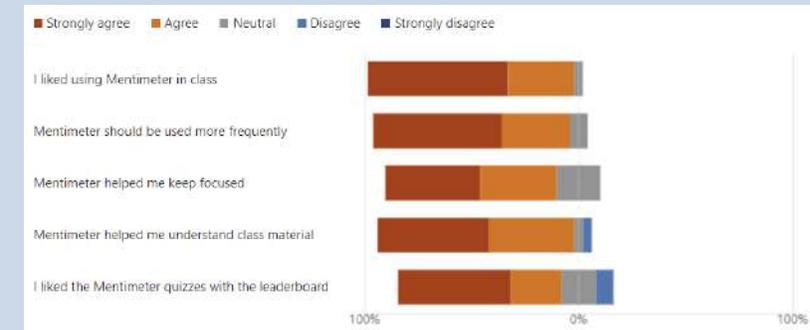
*"Students commented that it was good to have multiple answers submitted in real time rather than one voice dominating."*

A number of challenges were identified, including that some students had device/connection issues, and that it can be time-consuming to prepare, including extra work to adapt previously created quizzes (from other systems) to Mentimeter. It was also a learning curve to figure out how to use well with classes, including that what works for one set of students does not necessarily work for all.

### Example: use with Year 1 business students

Mentimeter was used to foster interaction and engagement, especially for late afternoon classes.

### Feedback from students (survey 26 responses)



*"Fun way of engaging while being anonymous"*

*"I liked the way we all worked together as a class doing it"*

*"Very interactive and helps with quick practice of topics"*

*"If I was starting to get distracted in class, Mentimeter got me refocused, alert and involved in class"*

*"It resolved you to keep alert when you got one wrong"*

*"Nice change from regular lectures"*

*"Good way to see if you remembered what we were doing in class"*

*"Helped me understand"*



*The aim of the project is to create a community of learners which would enhance the postgraduate research student experience by virtue of enabling multi-disciplinary dialogue and cooperation, thereby better informing future generations of students (Lawrence King & Rhea Kinsella)*

### Background

The factors which contribute to the experience of being a postgraduate research student are diverse and may vary considerably from one individual to the next. The COVID-19 pandemic may have separated us but as we come back together once again, we asked postgraduate students to relay their day-to-day experiences over the past year. Through the sharing of those experiences, we hope that future students may use the anthology as a guide and offer succour in the pursuit of their own endeavours.

*In the formation of this project we created a community of postgraduate learners. While the aim was to disseminate an anthology of individual experiences, the group was able to act as a support to one another. This could be replicated for future projects across a variety of disciplines.*

Our key deliverable from this project is a physical publication of postgraduate learner experiences which would act as a source of inspiration for future learners.

This is a student-led and student directed project with the full support of the Institute's Teaching and Learning Centre. The project leads are two IT Carlow postgraduate research students, Lawrence King from HealthCore and Rhea Kinsella from the Wexford Campus.

### Work carried out

**Workshop:** A creative writing workshop was attended by prospective contributors. The workshop was delivered by Dr. Sarah Meaney, we were presented with new mediums to use in presenting our work and ideas. The creative writing workshop took place on campus in February 2020, before the pandemic.

**Creative pieces:** The original focus was adapted to look at gathering experiences of postgraduate research students on the barriers and facilitators of conducting research during a pandemic. Students were invited via email to submit a contribution of a recorded piece or a written reflection under the theme of *'A Day in the life of a postgraduate researcher'*.

*Students were offered the chance to submit a piece in their desired format. The recording guidelines were to submit a 2-minute narrated recording; e.g. it could be a photo and a voice-over explaining how the photo illustrates the experience of being a researcher during the pandemic or a poem that captures it.*

Contributors could also write a 200-300-word piece if preferred, design a visual piece or write up an interview transcript with themselves or another postgraduate while reflecting on the experience of being a postgraduate researcher during the pandemic.

### Current Work

As students returned to campus further submissions for the project were received and work has began in compiling and reviewing the submissions received. Both Lawrence and Rhea are collaborating on the production of the anthology. This will take the form of an e-publication, this will be distributed to all postgraduate students in the institute via email. The anthology will also be offered to future, incoming postgraduate students.

The aim is for the anthology to be completed in the coming weeks. The anthology will be launched at a function here in IT Carlow, both staff and students will be invited to attend. With the project's mixed-media approach, some pieces submitted by students will be read by a voice actor and played at the launch evening.

*The project is the first of its kind in IT Carlow to create a multidisciplinary working group of postgraduate research students. We would hope that this project may act as a catalyst for similar projects to take place and serve to foster a sense of community among our postgraduate researchers long into the future.*

*The goal is to facilitate supervisors in systematically developing a practice to improve their supervisory skills (Daire O'Broin).*

### The Problem

Importance of supervision is increasingly recognised (Kiley, 2011). This is reflected in increased training modules for supervisors (Halse, 2011). However, the impact of once-off training sessions is open to question (Boud and Winstone, 2019).

One-off training sessions:

- may not be followed up with deep engagement between participants. Supervision remains a 'private space' (Managhuna, 2005: 17).
- Participants may not practice what they learn
- There may be limited opportunity for ongoing critical reflection on supervisory approaches
- Can cover a lot of different elements of supervision and be overwhelming.

If you are interested in taking part or would like to find out more, please email:

[daire.obroin@itcarlow.ie](mailto:daire.obroin@itcarlow.ie) OR

[niamh.mccrea@itcarlow.ie](mailto:niamh.mccrea@itcarlow.ie)

### Target Groups

Supervisors on:

- 4th year undergraduate courses
- taught and research masters
- doctoral programmes
- linked provision network (e.g. Irish Defence Forces).

and

- all learners in these groups (by ensuring that the highest level of supervisory practice is afforded to them)

### Key Goals

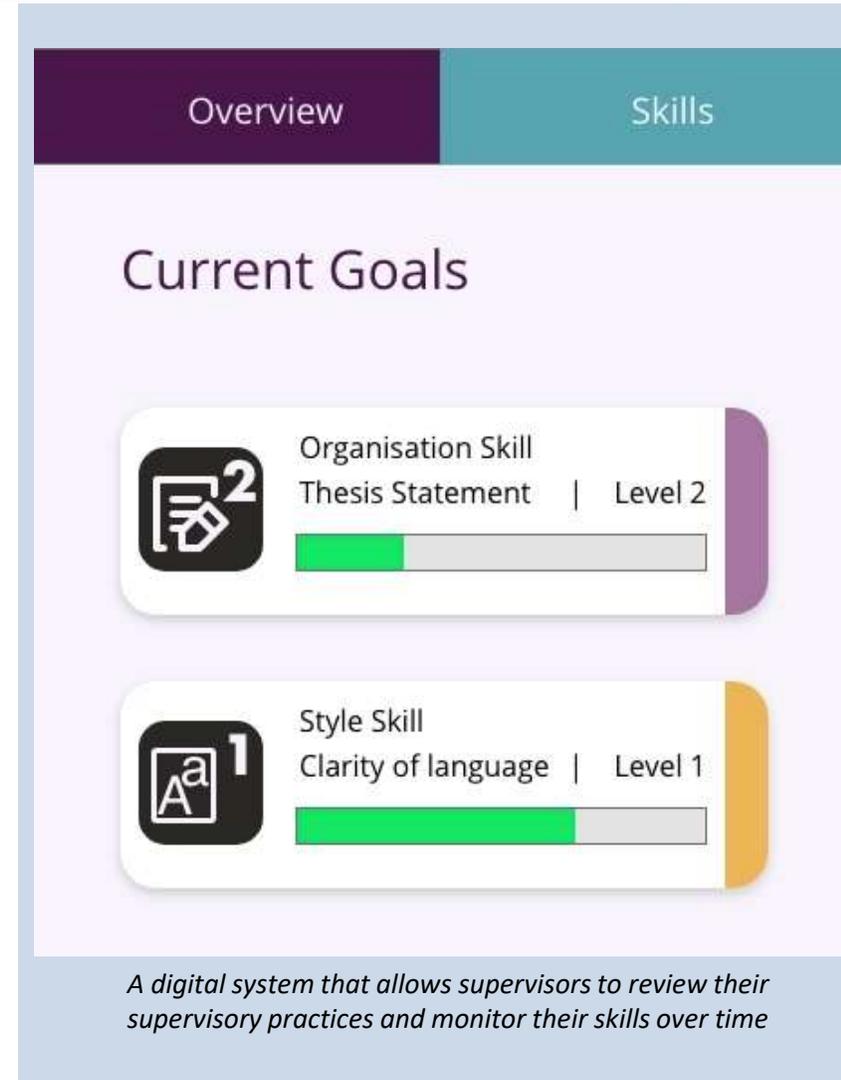
#### Digital system

Co-design with supervisors and learners a digital system that allows supervisors to:

- self-review their supervisory practices and compare these with the reviews of experienced peers and mentors.
- monitor their skills over time.

#### Community of Practice (CoP)

Develop materials for and set up a community of practice for supervisors.



The screenshot shows a user interface with two tabs: 'Overview' (selected) and 'Skills'. Under 'Current Goals', there are two skill cards. The first card is for 'Organisation Skill' (Thesis Statement) at 'Level 2', with a green progress bar that is approximately 25% full. The second card is for 'Style Skill' (Clarity of language) at 'Level 1', with a green progress bar that is approximately 50% full.

*A digital system that allows supervisors to review their supervisory practices and monitor their skills over time*

*This project develops a blended learning framework for students who spend time on campus for practical work and complete other learning online. It serves as a useful template for others looking to explore blended learning approaches where the in-person and online goals of curriculum complement each other (Dr Dina Brazil, Fiona Leonard, and Nicola Cantwell)*

### Overview

In Sept 2021 a new BSc Pharmacy Technician Studies launched for pharmacy technicians and other aligned healthcare workers currently in the workplace. It is a 60 credit Level 7 add-on degree, aimed to meet the needs of pharmacy education in light of Sláintecare. Many learners will come from the workplace, and we are using a blended approach to provide a learner-centred, supportive, and flexible learning environment.

Students on the programme can complete it full time, studying two days a week on campus, or part time, studying one day a week on campus. As such, our programme needs to be highly flexible in its delivery, and needs to be supportive in design to engage very busy learners.

 <p><b>Full Time</b> One Year   60 Credits Two days per week on campus</p> <p>Semester 1   30 Credits Semester 2   30 Credits</p>	 <p><b>Part Time</b> Two Years   60 Credits One day per week on campus</p> <p>Semester 1   15 Credits Semester 2   15 Credits</p>
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We decided to adopt a flexible blended learning approach, with five key principles:



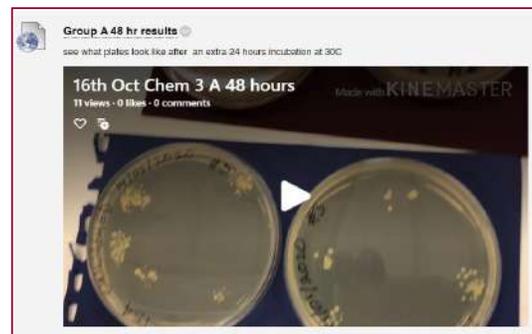
Our blended learning framework

### Design approaches

Within our framework, we looked to design our activities so that they were structured and integrated into a plan for each week. The intention was that the online activities would scaffold the in-person work.

Activities were designed considering the time demands of learners, so that an estimation of learner time required each week could be determined. Learner feedback informed us that short targeted activities were most valuable to them. In addition, online activities were coupled to assessment and feedback, giving a holistic framework for curriculum delivery.

Pedagogic advantages of the online environment were also utilised. Learners completing practical activities in the laboratory could receive video results of their work in the day after their experiment, rather than having to wait a week in person.



### Resources

As part of the construction of the programme materials, we developed a range of resources that scaffolded independent work by the students in their days off campus. These were designed to be attractive, informative, and useful to their learning.



### Impact

We believe this project will have significant impact beyond our programme, providing a useful model for those interested in exploring blended approaches in lifelong learning and other related settings.

*A project to provide digital resources to support students learning graphical methods for problem solving in engineering  
(Joe Dillane)*

### Introduction

There are several engineering concepts that can be represented graphically, or, solved using graphical methods. However, to the novice learner, the construction of the associated diagrams can be difficult and the completed solution does not always provide learners with an obvious sequence of steps that help to remind them how the solution was found.

### Video Screencasts

The traditional way to teach graphical methods in a classroom can be translated to a screen with the assistance of a tablet and screen recording software. Once uploaded to the internet, students may, at their own pace, play, pause and rewind these videos in order to learn the necessary steps.

The proposal for this project was made in November 2019 just a few months before the onset of the Covid-19 pandemic. At that time there was relatively little video resources generated for mechanical engineering students within IT Carlow. Since then, the effect of the pandemic has been to accelerate the production of videos for graphical and other methods. Videos are available to IT Carlow students through "[MS Stream](#)", the Microsoft Office 365 video streaming service.

However, while screencasts are a valuable resource, they do not lend themselves to heuristic or experimental learning by students. Curious students may be discouraged by the time taken to explore other similar problems or the possibility that errors will provide misleading answers. These are some of the reasons why web applications were also proposed as part of this project.

### Web Applications

It is often difficult for learners to generalise from equations, the underlying mechanisms that give rise to the response of systems. However, if these equations can be translated into an interactive web application, students can experiment with and explore these systems and gain a deeper understanding.

Further, web applications can also be accessed by mobile devices allowing students greater flexibility and support when studying.

For graphical methods, these applications can be used to show each step in the construction of the solution thus becoming a resource for the teacher also.

### Graphical vs other methods – Why bother?

One criticism that is occasionally levelled at graphical approaches is that the results can be less precise than other numerical methods. However, this assumes that there is no uncertainty associated with the input parameters (usually measurements). In fact, graphical methods are an excellent way to demonstrate how the uncertainty associated with inputs will be translated to uncertainty in the output or solution.

In addition, understanding alternative approaches to solving problems helps learners to link and integrate different concepts.

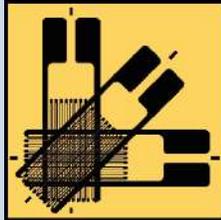


Joe Dillane is a lecturer in the AME Engineering department. If you have ideas or suggestions for more web applications feel free to email [dillanej@itcarlow.ie](mailto:dillanej@itcarlow.ie)



### Example Web Application: [Mohr's Strain Circle](#)

Stress at a point can be determined, indirectly, by means of a strain gauge rosette (right). This rosette measures normal strain along three known directions.



Redraw

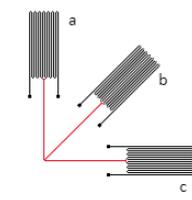
Toggle mini gauges

Toggle x-y axes

$\epsilon_a = -200 \times 10^{-6}$ ;  $\theta_a = 90^\circ$

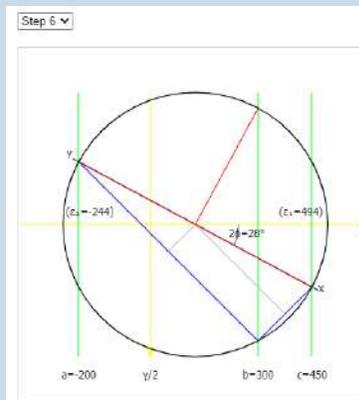
$\epsilon_b = 300 \times 10^{-6}$ ;  $\theta_b = 45^\circ$

$\epsilon_c = 450 \times 10^{-6}$ ;  $\theta_c = 0^\circ$



Inputting this data into the app (left) verifies correct angles and values.

Rather than only presenting the complete solution (Step 6 below), it is possible to view intermediate steps in the construction (for example, Step 3 on right).



The app is fully interactive and the image automatically updates as parameters change. Students can directly observe the effect of input changes on the output.

# Teaching and Learning Centre

## Free e-books for Social Care

*'Guide to the Standards of Proficiency for Social Care Workers'* was edited by Dr Denise Lyons (IT Carlow) and Dr Teresa Brown (TUS Athlone Campus)

Wednesday the 31st of May 2017 was a landmark date. On that day CORU launched the Standards of Proficiency for Social Care Workers and started the clock ticking towards statutory registration. CORU was assigned the task, under the Health and Social Care Professionals Act 2005, of establishing the criteria for all twelve professions included in the legislation. This is the first book written by social care workers for social care workers, which aims to explain the standards, through a social care lens. The eighty standards of proficiency for social care work are discussed and interpreted through the personal narratives and professional experiences of 75 social care workers in practice, management, and education. The standards of proficiency are portrayed as a threshold framework for creative and informed practice, that views services users as central to social care work. Here the worlds of practice, policy, research and regulation are brought into much closer proximity, presented as an integrated practice-informed body of knowledge with the relationship at the core.

The broad aim of this text is to illuminate the regulatory led path ahead for workers, students and lecturers and help shape the future of social care work. This book includes;

- A separate chapter on each of the eighty proficiencies, viewed through the lens of social care work, written as a guide to best practice.
- Within each chapter proficiencies are linked to practice examples, supported by theory and policy when relevant, and aided through the inclusion of summary points, key learning themes, case studies and infographics.

Domain 1 Standard of Proficiency 19 | Chapter 19

### Chapter 19 - Mark Smith

Domain 1 Standard of Proficiency 19  
Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources.

**KEY TERMS**  
Principles  
Context  
Leading decision-making  
Social care staff team  
Risk-averse culture

Social care is ... about keeping the service user at the centre of all decisions made, and achieving a balance between care, the environment, the context in which the decision is being made, and the resources available.

**TASK 1**  
Reflect on a decision you found difficult to make, reflect on factors that shaped the decision. Were you satisfied with the outcome? If you had to make the same decision today, what would you do differently and why?

Chapters are related to specific proficiencies

- **'Tips for Practice Educators'** is the concluding section of each chapter which provides tasks and exercises to help qualified social care workers prepare for CPD and the supervision of students on placement.



TIP

Always remember: think before you speak. For example, Do I need to pass on this information? Does passing it on benefit the service user or is it for my benefit?

- **'Social Care Is'**, a small addition to each chapter, which enables the author to define what social care means to them, from their context specific experience, which aims to capture the diversity within this profession and support the development of a social care identity.

We received a grant from the National Forum for copyediting and engaged the expertise of Jane Rogers (ex Gill and Macmillan), so the text is edited to a publishable standard.

The e-publishing was funded by the Irish Association of Social Care Educators, The Health and Social Care Professionals Office of the HSE, and the Irish Association of Social Care Managers (Special Interest Group) of Social Care Ireland.

# Teaching and Learning Centre

## Learning for a Greener, Brighter Future

### ***Integrating Sustainability into Teaching and Learning Strategies***

*A workshop led by IT Carlow Green Campus, Imagining 2050 and UCC Green Campus (Dr Eleanor O'Leary)*

#### **Workshop: Guest Speakers**

- Dr Ger Mullally, Dept. of Sociology, University College Cork
- Maria Kirrane, Sustainability Officer, University College Cork
- Dr Niall Dunphy, Senior Research Fellow, School of Engineering and Architecture, University College Cork.

11:15 Welcome: Dr Eleanor O'Leary and Chair Dr Gerard Mullally

11:20 "Tour de Table" – Introductions and Key Research Interests in Climate Action with Maria Kirrane

11:40 Mapping Teaching, Community Engagement and sustainability activities in ITC with Maria Kirrane

12:00 Kicking off new initiatives on Campus-with Maria Kirrane

12:30 Break with light lunch/ Teas and Coffees

13:00 The UW module on Sustainability with Ger Mullally

13:45 Interdisciplinary and Transdisciplinary opportunities and challenges an interactive exercise

14:15 VI Interpretation and evaluation of workshop discussions; next steps with Maria Kirrane

14:30 Close

#### **What we learned...**

- Planning for big and small projects to engage our campus community
- How to build capacity for sustainable education strategies
- Mapping environmental action on campus
- Creating opportunities for collaboration across departments and disciplines



#### **Building on the workshop**

IT Carlow Green Campus have prioritised transformative, sustainable education within the aims and objectives of the committee. The workshop confirmed the value of sharing expertise with Irish 3<sup>rd</sup> level institutions and providing opportunities to explore and develop how themes of sustainability can be integrated into teaching and learning strategies across disciplines at IT Carlow.



*Attendees at the Learning for a Greener, Brighter Future Event  
March 2020*

*This project aims to teach lecturers and students how to make high-end, professional short videos on smart phones and iTouch technologies for the purposes of enhancing teaching by teachers and transforming learning for students (Dr Irene McCormick)*

### What constitutes a 'text' in terms of learning and assessment?

In media studies we have a very fluid idea about what a 'text' is. In other fields the 'text' is understood mostly as the written word. Media academics and students' more expansive view of 'text' as a word, image or numerical artefact of learning has created a few opportunities and it's with this in mind that I am undertaking this project.

### Video as 'text' challenging the traditional essay

The traditional essay is text-based. It is ubiquitous and a view of one type of learning and achievement. When we make video artefacts we are also making meaning, and complex meaning at that. This project, teaching students to make video to the extent that they can undertake a 2-hour task which will see them plan, film and edit a piece of video for assessment is novel and transformative. It captures a lesser concept of the 'text', one that is multi-layered, complex and personal. There is literature to support this thesis but not in the context of a video exam. I have been doing this class-based video production exam for a few years and taking informal notes. I have yet to capture the student experience of making video for learning, although anecdotal evidence tells me that the experience of student video production is profound for the students even if they struggle with the concepts and technology.

### What the funding means

There are issues with this kind of work. Up to now students have used their own smart phones. Students have come to class with phones in ribbons ready (not) to do their two hour video assessment. Personally, I think it is unfair to expect the students to use their own phones for this work. I was considering suspending this kind of assessment as I felt there were ethical issues with expecting the students to have the equipment to create the video. That is why I'm delighted that the Forum has funded this project with the purchase of 10 devices (iTouch) which support mobile video production by students.

### So how will it all work?

A group of students will be surveyed about their attitudes/feelings toward a future video production based assessment. Then the students will undertake the assessment after tuition and training. Finally the students will be surveyed about their experience.

I'm open minded about the results. Learning that is captured and enhanced via student video production is something that I believe in but my background is as a TV producer/director (20 years+) so I may be biased. I can't wait to see what this research throws up. I'll keep you posted.



# Teaching and Learning Centre

## PACE information literacy resources

*The PACE series of resources provide a range of accessible and relevant information literacy activities for students, demonstrating how the use of the library & online library for a range of their learning activities (Breda Connell & Michael Seery)*

The idea for PACE came about because of early experiences in face-to-face information literacy sessions & workshops run by **Breda Connell, Lifelong Learning & Research Services, Assistant Librarian**, on using the online library resources with IT Carlow off campus Lifelong Learning (LLL) students

From the questions raised during the library classes, it was clear that students wanted to know how best to find their way around the online library. They also wanted to be able to quickly obtain the information literacy skills and competencies that they needed to find, evaluate, and use the information required for assignments and learning.

**A Quick Guide to Citations and References**  
Using the IT Carlow Harvard Style

**Citations**  
The format of your citations depends on whether you are quoting directly or paraphrasing.

**Direct quote from source**  
Quote from source in quotation marks  
Including perspectives of children is important as they are "experts in what it means to be a child and to learn." (Dunn and Sweeney, 2018, p. 867).  
Citation format includes page number

**Paraphrase text from source**  
Information from source in own words  
The importance of including perspectives of children has been noted in a study on the use of iPads in school (Dunn and Sweeney, 2018).  
Citation format does not include a page number

**References**  
References giving full information about the source are placed at the end of the assignment. The format will depend on the type of source it is. **Four common types of sources are shown below.**

- Book**: Surname, initials. (year). Title of book: Subtitle (if any), ed. (if not 1st edition). Place of Publication: Publisher.  
Proctor, J., Cherrames, M. and Jones, P. (2002). *Practical statistics for nursing and health care*. Chichester: Wiley.
- Book Chapter**: Surname, initials. (year). Title of chapter. In: Editor name, initials, ed. Title of book: Subtitle (if any) ed. (if not 1st edition). Place of Publication: Publisher, pp. page numbers of chapter.  
Boyd, C. and Goosey-Telfer, V. (2005). Disabled Players. In: Williams, A. H. ed. *Science and Soccer: Developing Elite Performers*. 2nd ed., London: Routledge, pp. 259-270.
- Journal article**: Surname, initials. (year). Title of article. Title of Journal. Volume of issue, pp. page numbers.  
Dunn, L. and Sweeney, T. (2018). Writing and iPads in the early years: Perspectives from within the classroom. *British Journal of Educational Technology*, 49(3), pp. 859-869.
- Web page**: Organisation/author (year). Title of webpage, available: web address [accessed date].  
National Archives of Ireland (2020). *November Document of the Month*, available: <https://www.nationalarchives.gov.uk/ir/november-document-of-the-month/> [accessed 26 May 2021].

Looking for other reference types?  
See the *Credit where Credit is Due* guide at: <https://www.itcarlow.ie/library/support/ltm>

The "Citations and References Quick Guide" available in the PACE resources (Module 3)

The National Forum funded project allowed us to develop a project where the Library and Teaching & Learning Centre collaborated to develop a series of self-directed modules which would allow learners of all levels to quickly become familiar with the resources available in the online library and to clearly see which ones best suit the information required at a particular time. The modules can be used in a sequential way, where the students progresses through each section in the order presented. Alternatively, learners can select videos or templates according to their need. Three modules were initially developed:

- Using the library and online library
- Your first assignment
- Citations and references

The modules are available on the library homepage, on the TLC website and the TLC Student Hub. They are being promoted with all students in library induction sessions as well as through Students' Union. A fourth resource "Completing a literature review" was released in late October as part of Academic Integrity week.

**Scoping the literature**

PACE  
a guide to library and online library resources

Plan  
Access  
Critique  
Evaluate

Screen grab from Literature review video

## Accessing PACE

PACE resources are available on the Library website and TLC Student Hub. Four resources are available including a new resource on "Completing a literature review".

**PACE** | Plan  
Access  
Critique  
Evaluate

a guide to library and online library resources

**Module 1**  
All you need to know about using the library and online library

**Module 2**  
Guidance and support for completing your first assignment

**Module 3**  
Including citations and references using IT Carlow Harvard style

PACE supports your studies.  
See Library webpages and TLC Student Hub

Teaching & Learning Centre  
Institute of Technology Carlow

INSTITUTE OF TECHNOLOGY  
CARLOW  
Higher Education Board of Ireland

PACE promotion flyer for students

*This project focused on applying the principles of gamification to a social care education programme and created an online social care board game to simulate professional social care issues when teaching students in a professional social care course (John Balfe).*

Project by **John Balfe Lecturer in Professional Social Care in IT Carlow** on the Wexford campus in collaboration and **Melvin Bell of FOCUS GAMES**, a company in Glasgow that have developed over 60 game-based resources to improve training, education and engagement in health and social care.

This project was informed by a research project based on identifying the teaching and learning gaps from where students left the lecture room to the professional placement environment.

The research identified that both students and professional social care supervisors struggled with the application of the CORU (the Irish Health and Social Care Regulatory body) Standards and Proficiencies in professional practice.

The game identifies this gap by creating practice informed vignettes and real life case studies in a simulated game based environment.

The digital and board games are content-rich, social care specific, and evidence-based.

They help students solve practice problems in the context of the lecture room and reflect on how to apply these problem solving skill in a real life practice scenario.

The game helps build relationships between students and indeed with their lecturers and practice supervisors in a safe and exploratory fashion.

The game also has a reflective and discussion based emphasis to encourage improvement and make the application of theory to practice more accessible and real for students who are about to embark on a professional social care placement.

For more information please see [www.focusgames.com](http://www.focusgames.com) or contact [John.Balfe@itcarlow.ie](mailto:John.Balfe@itcarlow.ie)

**SERIOUS GAMES FOR HYBRID TEACHING**

**Focus GAMES**

**IMPROVE TEACHING WITH GAME-BASED LEARNING**

**GENERATE PUBLISHED RESEARCH WITH GAMES**

**CREATE VALUABLE IP FROM NEW GAMES**

*This initiative utilised video recordings and replays to develop students understanding of movements in Strength and Conditioning Practicals. Students recorded movements on iPads to be slow-motion replayed or paused to encourage group discussion and co-construction of knowledge (Des Earls).*

Educators in practical settings are challenged with providing learning experiences that emphasise opportunities to construct new knowledge rather than being taught (Weeks & Horan, 2013).

Many of the movements taught in Strength and Conditioning Practical classes are familiar to students - weightlifting, sprinting, jumping and so on. However, the depth of understanding required by practitioners is generally underdeveloped in students and technical models (TMs) of movements are often difficult for students to articulate despite their familiarity.

TMs aid practitioners by giving a conceptual framework to direct athletes toward, assisting in coaching athletes to perform movements in a safe and proficient manner (Pedley *et al.*, 2017). Understanding TMs is a key component of professional accreditation in Strength and Conditioning (ASCA, 2021; NSCA, 2021; UKSCA, 2021)

Activities that are intended to teach students about movements and associated TMs tend not to reflect student centred approaches; they are more commonly conducted in a didactic manner with instructors demonstrating and describing movements (Weeks & Horan, 2013).

Using video and smart technology is in keeping with the modern third level student's native familiarity of such tools and the value they place on them (Brown & Fritz, 2001; Roberts *et al.*, 2012; Connelly & Miller, 2018). Tablets offer a larger screen than phones which allows for more collaborative viewing.

17 MSc. Strength and Conditioning students participated in a practical class as normal over throughout the first term of the 2020-2021 academic year. Written consent for participation and to being videoed was given. Movements were recorded on six Apple iPads (7<sup>th</sup> Gen).

Key technical points were highlighted and then discussed to encourage a collaborative approach to learning.

Recordings were also made available to students through the learning management system, Blackboard.

Student feedback was recorded through formative class discussions and a summative focus group,

Thematic Analysis (Braun & Clarke, 2019) was used to analyse transcripts.



Screengrab of a recording

**Example of questioning designed to stimulate thinking and social interaction from which learning emerges (Harvey & Light, 2015):**

- Describe the leg alignment?
- How might this alignment impact on performance?
- Can you describe examples from your own sport where you would execute this movement?

### Student feedback on the use of iPads was positive.

The key themes to emerge were:

- 1) **Recordings assist with content recall:** videos may be used as a study aid.

*"...all the technical aspects are in the videos, and you can go home and watch them and remember them, instead coming out and forgetting some of the points".*

- 2) **Developing reflexivity:** recordings encouraged reflexivity to the students learning as they had tangible content to talk about when reflecting.

*"...say if the athlete was doing the movement you could talk over it and summarise it and then talk after it.... that reviewing element of it is more beneficial"*

- 3) **Video recordings may be a useful addition to more traditional content:** such as research papers, slides, and note.

*"they're kind of pieces of the puzzle that you could put together things that you understood from each and it kind of gave a better overview of everything once you put it together."*

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Scan for References

