Innovation Projects 2010

Eight projects were successfully completed in the 2009-2010 funding round, further details of which are available below:

1. Adopting the ‘In Context’ software for use within a legal context to create a database of anonymised cases and tutors exercises for use within the academic legal community: Vince Pescod

The “In Context” project aims to collect and anonymise a wide range of legal cases from solicitors’ practice to make available in a web based database for academics to use as a teaching resource. Included within the database will be a collection of teaching exercises based on the cases for use primarily on the legal practice course and undergraduate law programmes. The database will be available to subscribers from HE establishments who can add to or create their own exercises based on the cases provided and contribute to a forum of best practices also included on the site.

This next phase of this project is called Penfield Virtual Solicitors: Development to Web Based Learning

2. Learning Culture Assimilation: A Bridging course for Business School Post Graduate International Students: Halina Harvey

The University's agenda of internationalisation has been successful in the Business School and will continue to grow. Academic Skills colleagues within the school have developed a teaching and learning strategy with subject tutors to support international post-graduate students. This experience has led to the identification of the need to support the transition between prior learning cultures (home country) and the learning culture which exists in British HE. Therefore this project aims to improve the international student experience and raise achievement through the implementation of a school-wide Post Graduate International student pre-induction and bridging course programme.

When asked what the main differences were between the educational experience students were having here and the experiences they had in their home country, three main themes seem to recur: independent learning, the breadth of reading and research required and critical thinking. These initial results highlight some of the areas for future pedagogical development relating to the teaching of international students. Bridging Course Aims were:

• To deliver a cross curricula short course for international PG students.
• Raise awareness amongst students of the differences in teaching and learning in British HE through the dissemination of research findings
• Support students in key skill areas of reading/research, academic writing, critical thinking and technology in teaching and learning.
• Use subject relevant, embedded teaching techniques to deliver skills training.
• Introduce students to Learning Development Group Resources

View the Learning Culture Assimilation final report
3. Learning Bytes: Sue Folley
A monthly series of lunch-time sessions for academic staff who are interested in finding out how learning technologies can enhance their teaching and improve student learning. The sessions will be informal and be a mixture of pedagogical discussion, demonstration, skills, Q&A, and the showcasing of good practice. The format of the sessions worked particularly well; informality was of key importance, colleagues did not have to seek permission from their managers to attend and although they were encouraged to confirm attendance, there was no strict adherence to this and no one was turned away. This flexibility along with the length of the session and timings reinforced the informal aspect, and helped put colleagues at their ease.

You can find out more on the ipark website
View the Learning Bytes final report

4. Pre-induction using social networking: Ruth Brooks
The Pre-induction Social Network will provide an interface between tutors and undergraduate students. Information, video diaries from current students, question and answer posts and an opportunity to become virtual friends before starting the course will all be available. The aim is to support the transition into university, helping to overcome the anxieties and concerns that new students face upon starting a programme.

Enhancing Student Induction through a Pre-induction Social Network PowerPoint presentation from the Innovation Seminar held on 25th May 2011

View the Pre-Induction Social Network final report

5. University of Huddersfield m-Portfolio platform: Rupert Ward, Mark Handscomb, Stephen White & Abdul Jabbar
The project is investigating the efficacy of a mobile application based approach to PDP, investigating the barriers and benefits of modern mobile phones and their functionality within teaching and learning at the University. From this further links between e-learning and m-learning can be developed. This research is being build upon in a new project called An e-Portfolio system (extending functionality of ePDP/mPDP) also led by Rupert Ward.

Description: iPDP is an attractive tool to enrich teaching and learning by providing you with an engaging means of collecting evidence of your learning. The application is not only a simple tool to log Professional Development Plan but also enables you to collect and export evidence of your learning in text, image, video and audio formats which can be used for your ePortfolios. The application also comes with an ability to bring all your favourite web pages including ePortfolios in one place and an easy to use task manager to help you organise your PDP and studies and make you more productive.

View the UoH m-Portfolio Platform final report
6. Consumer-Grade Augmented Reality Suite for Rehabilitation Training: Duke Gledhill
This project aims to investigate methodologies and systems to replace the traditional approaches for neuro-optometric rehabilitation. The proposed outcome is a low-cost neuro-optometric rehabilitation suite using consumer-grade electronics supported by existing Virtual Reality and Augmented Reality-based theories. The suite will provide a flexible, reusable test bed for computing students to test new computer vision algorithms and for human and health science students to test new theories in computer based rehabilitation.

View the Consumer-Grade Augmented Reality Suite for Rehabilitation Training Final Report

7. UoH Tube – Development of a community of practice around a repository of video tutorials and support materials to assist games technology project work undertaken in a studio-based environment: James McDowell
The UoHTube project aims to encourage the development of a community of practice of undergraduate Computer Games students, built around an online repository of video tutorial materials specifically designed to support their learning. Using screen capture technology to create step-by-step walk through's of both the development of computer games and the creation of high quality 3D models which bring them to life, learners will be provided with a structured series of 60 video tutorials illustrating the path from initial concept to finished game, with potential pitfalls highlighted along the way. The development of the learning materials will be undertaken within the School of Computing and Engineering, and with the support of collaborators in Human and Health Sciences and Student Services Disability Support, the project will place particular emphasis on further improving inclusivity by seeking to meet the special needs of students with autistic spectrum disorders such as Asperger's Syndrome.

UoH Tube Project presentation (PowerPoint Document 89 KB)

View the UoH Tube final report

James McDowell is building on this work in the project VERiFy: Video Enhanced Response in Feedback Loops

8. Using Technology to Support PDP and Reflective Practice via e-Portfolios: Niall Dew
This project, that has a representative from each school and appropriate service within the University aims to report on best practice for the implementation of an ePortfolio system within the University. It will achieve this by looking at best practice within, and Back to Teaching and Learning grants outside the University, by gaining the views of students, and staff who would be involved with ePortfolios in the future.

View the Using Technology to Support PDP final report