



**UCL**

**2015/16**  
**UCL ChangeMakers**  
**Report**



# UCL ChangeMakers Report 2015-16

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## Section 1: Introduction and Background

### Welcome to UCL ChangeMakers

UCL ChangeMakers is about collaboration and innovation to enhance the UCL learning experience. It supports students and staff working in partnership with each other on educational enhancement projects at UCL.

“I genuinely feel more involved with the department and my academic studies, and I am happy to add something to the UCL experience for future students...”

Developed in 2014-15 to initially support engaged and motivated students with ideas to develop their education experience for the benefit of current and future students. UCL ChangeMakers is an opportunity for students to make their mark on UCL and help us as a community develop the learning here so that it meets the needs of its rich and diverse student body. Students are experts in understanding their own experience, are best placed to talk to their peers and often have innovative ideas for making changes that will most impact their educational experience. UCL ChangeMakers provides funding and support to enable those ideas to flourish, empowering students to take the lead on investigation and implementing changes they see (and can demonstrate) as being important. Students are recognised for the valuable contribution they make to quality enhancement at UCL through a stipend payment, certification of their achievements and inclusion on the HEAR. We hold an annual event to showcase and celebrate the work of our UCL ChangeMakers.

“It made me feel like I could do something beneficial for our community on campus. It felt like everything that I was being taught in university was coming into fruition.”

2015-16 has seen UCL ChangeMakers grow exponentially from running 10 projects in its pilot year to supporting 52 staff and student initiated projects. In addition, UCL ChangeMakers Scholars has created the opportunity for 20 departments to work in partnership with their students to develop assessment and feedback practices through the Annual Student Experience Review (ASER) process.

## Meet the Team

The UCL ChangeMakers Team is:



**Dr Jenny Marie,  
Director of UCL ChangeMakers**

[j.marie@ucl.ac.uk](mailto:j.marie@ucl.ac.uk)

Jenny is responsible and accountable for UCL ChangeMakers long-term strategy, embedding the initiative within the university and advocating on behalf of UCL ChangeMakers at a senior level. Jenny also oversees the training of UCL Scholars.



**Abbie King,  
UCL ChangeMakers Manager**

[abbie.king@ucl.ac.uk](mailto:abbie.king@ucl.ac.uk)

Abbie is responsible for the day-to-day running of the scheme. She is the first point of contact for enquiries both for newcomers to the scheme and those running projects. She also works relentlessly with Jenny to continuously improve UCL ChangeMakers so that it better meets the needs of UCL students.

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## Get Involved

Interested in getting involved with UCL ChangeMakers? Visit our website to find out more about the opportunities on offer through this ever growing initiative.

[www.ucl.ac.uk/changemakers](http://www.ucl.ac.uk/changemakers)

### Links with Institutional Strategy

UCL ChangeMakers has received a lot of high-level support. UCL is committed to prioritising student learning with a focus on research-based education. The sort of values embodied in the ambitious and forward-looking 2034 strategy are shared by UCL ChangeMakers, making it a key vehicle to help the university achieve its goals. The 2034 strategy explicitly states that “[a]ll our students and staff will be seen as collaborative members of our university community, with a shared interest in the future of UCL.”

UCL ChangeMakers is also explicitly mentioned in the UCL Education Strategy 2016-21.

#### **Priorities for 2016-21:**

“To build on the existing UCLU Student Academic Representatives (StARs) scheme and UCL’s ChangeMakers Projects and Scholars strands so that students become fully involved in all aspects of quality enhancement and assurance, work with us as consultants on curriculum development projects and have the opportunity to imagine, articulate and initiate improvements to education at UCL.”

#### **And By 2021:**

“All UCL faculties will be regularly working with students through the UCL ChangeMakers framework.”

The number of student-led projects supported through UCL ChangeMakers will be one measurement of success for Objective 4: To create cultures of student participation and leadership.

This all signposts strong support for UCL ChangeMakers and should ensure continued funding for many years.

Further, Jenny is working extensively with key figures, such as the Director of Academic Services, within the university to embed UCL ChangeMakers within Quality Assurance and Quality Enhancement processes so that students are working in partnership with us in many guises throughout the university. This will not only open up new opportunities for students to get involved ‘behind the scenes’ but it will also enrich those processes by ensuring there is input from students. The Scholars involvement in the ASER process (detailed later) is one such example of this happening.

## Evaluation from Pilot Year

Evaluation from the pilot year was extremely encouraging. A survey sent out showed that students enjoyed their experience of running a UCL ChangeMakers Project.

“It was one of my favourite things about this year at UCL.”

In particular they found the support received by the team to be very good.

“The funding for my project was incredible. I am honestly overwhelmed when I think of all the money spent on my project, and I am grateful to everyone on ChangeMakers for their help in providing funding and help every time I needed it...”

They saw the opportunity to make a difference to other students and improvements to the university as being intrinsically rewarding about the initiative.

“It allowed me the opportunity to give back to the UCL community that I feel a part of. Taking part in an initiative like this really enhanced the sense of community that UCL holds.”

They reported that they felt less confident that their change would become embedded in the institution and that is something we need to work on in the future.

“Given my impression, I wouldn't be very confident that a change would take place. But hopefully UCL is truly committed to improving and would take students' views into consideration.”

## Section 2: UCL ChangeMakers Scholars

### Overview

UCL ChangeMakers Scholars is a new strand to UCL ChangeMakers for 2015-16 and is a move to help embed student partnership in quality assurance at UCL. Departments are now requested, through the ASER, to develop strategic plans for the continual improvement to UG and PGT provision based on close scrutiny of various data sets e.g. NSS, Student Barometer, PTES and PRES. At the same time, UCL is also committed to working with students in partnership to develop and enhance their education so that we are better able to meet student needs. However, we do recognise this is a new way of approaching educational enhancement so UCL ChangeMakers Scholars will hopefully become stepping stone to making this way of working becoming natural and obvious for departments, staff and students.

“ChangeMakers was indeed a changing experience for me. It made the academic year much richer, improved my understanding and provided key insights I otherwise would not have gained.”

UCL ChangeMakers Scholars paid students a stipend of £300 with an expectation of roughly 20 weeks of working two hours per week. There was a small project grant of £100 to cover project costs, although more was available upon request. They received training on assessment & feedback from the UCL ChangeMakers team which gave them some suggestions for areas of activity they might like to think about in their own work.

20 departments were offered UCL ChangeMakers Scholars to work with. Departments were selected based on NSS results and those that stood to benefit most from the initiative. The Scholars were from the departments they were working in and recruited via the StARs network or departmental administrators. In some cases the role of UCL ChangeMakers Scholar was split between 2 or 3 students where there was a lot of interest for the role. This was particularly the case when departmental administrators recruited for the role.

The work the Scholars would do was agreed in an initial meeting facilitated by the UCL ChangeMakers team between staff and the student Scholars with a focus on assessment and feedback. The work was intended to move beyond students being representatives or consultants to agreeing something concrete that the students will work on with staff in the department that would bring about recognisable change. We offered a menu of ideas for the kind of work that could be done but often both staff and students had quite clear and often similar ideas on what was needed in the departments. It became obvious in the meetings that this sort of relationship which empowered the student Scholars to speak up and have honest conversations with staff in their departments was greatly appreciated and needed by both sides which was an encouraging beginning.

“... the ChangeMakers team...not only provided us with useful training, but also supported me throughout the whole of the project, giving me helpful advice when I was struggling.”



Of the 20 departments offered UCL ChangeMakers Scholars, 14 departments had work completed by their Scholars. One department had already set up a project that was working with its students in a very similar way to UCL ChangeMakers Scholars so it was agreed not to duplicate work and risk diluting what was already happening. The other 5 departments all took up the opportunity to work with a UCL ChangeMakers Scholar however various difficulties prevented the work being done. This was largely due to the tight timeframes balanced against their already busy schedules.



## Case Studies & Examples of Work Done

Below are the case studies and some examples of work done by the students. If you are interested in finding out more or carrying out something similar in your own department please contact: [changemakers@ucl.ac.uk](mailto:changemakers@ucl.ac.uk) for more information and advice.

### Chemical Engineering

**Scholar:** Haris Sheikh

**Work agreed:** Provision of a student commentary on feedback to highlight preferences and identify which types of feedback are most useful.

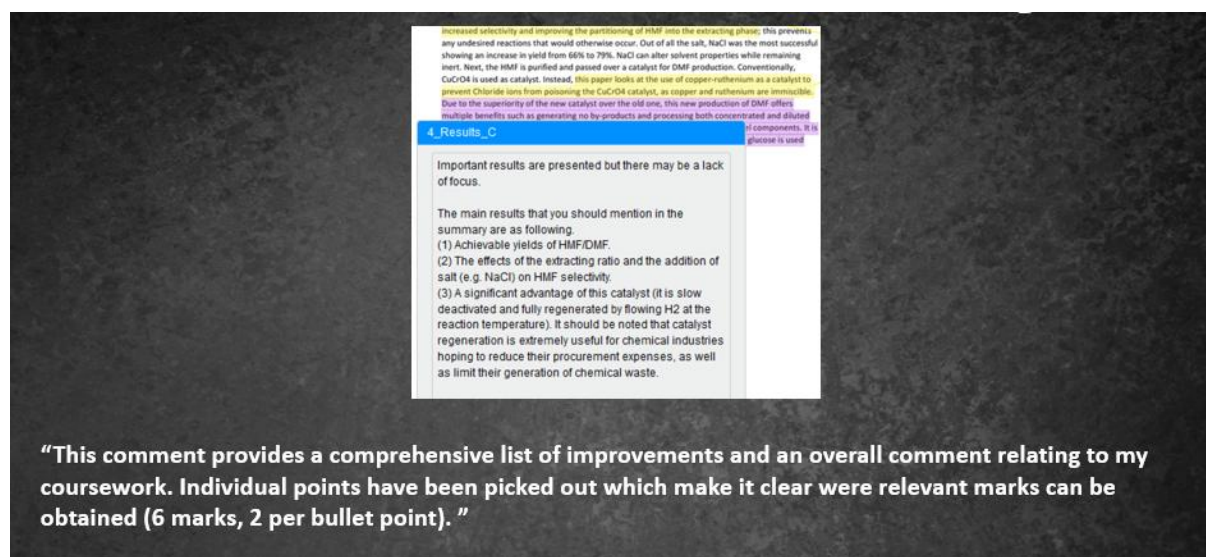
“Feedback is a necessary and integral part of teaching; not only does it help to consolidate learnt material, but also acts a tool in identifying strengths and weaknesses which with practical guidance helps to improve academic performance....The overarching aim to improve feedback is not only to enhance student satisfaction but also to help UCL cement its position as a leading global university.”

Haris conducted a feedback questionnaire to identify preferences for the types of feedback used. Haris was able to present a student commentary of the feedback they had previously received to highlight what was found to be helpful and what was less so to the department. This enabled him to open a dialogue with staff in the department about what kind of feedback students needed.

“...be able to justify why you have taken certain decisions.”

Haris offered the following advice to other students thinking of undertaking a UCL ChangeMakers project:

“Be prepared to continue to refine and adopted your acquired research. Persistence is key, very often students are unresponsive, however you should approach them at a time which is convenient to **them**. Use different sources, look at what existing universities are doing and most importantly be able to justify why you have taken certain decisions.”



Increased selectivity and improving the partitioning of HMF into the extracting phase; this prevents any undesired reactions that would otherwise occur. Out of all the salt, NaCl was the most successful showing an increase in yield from 65% to 79%. NaCl can alter solvent properties while remaining inert. Next, the HMF is purified and passed over a catalyst for DMF production. Conventionally, CuCrO4 is used as catalyst. Instead, this paper looks at the use of copper-ruthenium as a catalyst to prevent Chloride ions from poisoning the CuCrO4 catalyst, as copper and ruthenium are immiscible. Due to the superiority of the new catalyst over the old one, this new production of DMF offers multiple benefits such as generating no by-products and processing both concentrated and diluted components. It is glucose is used.

#### 4. Results\_C

Important results are presented but there may be a lack of focus.

The main results that you should mention in the summary are as following.

- (1) Achievable yields of HMF/DMF.
- (2) The effects of the extracting ratio and the addition of salt (e.g. NaCl) on HMF selectivity.
- (3) A significant advantage of this catalyst (it is slow deactivated and fully regenerated by flowing H2 at the reaction temperature). It should be noted that catalyst regeneration is extremely useful for chemical industries hoping to reduce their procurement expenses, as well as limit their generation of chemical waste.

“This comment provides a comprehensive list of improvements and an overall comment relating to my coursework. Individual points have been picked out which make it clear were relevant marks can be obtained (6 marks, 2 per bullet point).”

STUDENT COMMENTARY ON AN EXAMPLE OF USEFUL FEEDBACK TAKEN FROM PRESENTATION BY HARIS SHEIKH

## Chemistry

**Scholars:** Irina Chirca, Diogo Da Silva & Tomas Murarik

**Work agreed:** Investigating how to increase the impact of the feedback given & which pieces of work to focus more detailed comments on.

The Chemistry Scholars focussed on offering insight into what could be done to increase the impact of feedback in the department, particularly in reference to the NSS question, 'I have received detailed comments on my work.'

The team sent out a questionnaire to find out what students wanted from feedback, where they wanted more detailed answers and what possible solutions would be appealing. They also talked to staff in the department in order to get a balanced view.

A key finding was that there was a misunderstanding between staff and students about feedback, in particular feedback expectations.

The team came up with a number of suggestions but particularly to create more opportunities for staff/student dialogue around feedback, utilising already existing student roles such as departmental StARs.

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## Civil, Environmental & Geomatic Engineering

**Scholar:** Yuxi Zhao

**Work agreed:** Developing a Feedback Proforma

“One of the main reasons for applying to be a UCL ChangeMakers Scholar is that I have, for a long time, been interested in bringing positive changes to the Faculty of Engineering. With a strong commitment to the Civil Engineering department at UCL and the university as an institution itself, I would relish in the opportunity to act as a pioneer for a better student learning experience.”

The project was mainly focusing on improving methods of feedback in Civil, Environmental and Geomatic Engineering (CEGE) department. The first part of the project was doing several focus groups with CEGE students. Their personal opinions and quotes were all recorded to analyse the students' real needs. It was found out that there was a lack of communication between the assessor and the students. As a result, the feedback was not specialized enough for everyone and it did not meet the needs of each individual. Most of the time students would like some comments on some special areas they wanted, but there was no efficient method to communicate. Furthermore, students normally found it confusing with why the marks were rewarded or taken down.

“I would relish in the opportunity to act as a pioneer for a better student learning experience.”

“Together with the help from Dr Jenny Marie (Director of UCL ChangeMakers), the idea of a *Student Feedback Form* was developed. There would be some sections for the students to fill in, this would lead the students to tell the assessors what they would like them to feedback on for each individual coursework. The department would print out these forms for students along with the coursework cover sheets. Some sample sections were designed and a sample student feedback form was produced.

To evaluate the effectiveness of the *Student Feedback Form*, an online questionnaire was developed for CEGE students to fill in. The average mark the responders gave to the expected effectiveness of the *Student Feedback Form* was 6.7/10. The questionnaire also investigated what would be the most helpful section designed in the form. The results were collected to produce an optimal sample of the form.

In conclusion, the outcome of the project was optimistic and most of the CEGE students supported the development of this idea.”

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## Economics

**Scholar:** Julia Veglesi

**Work agreed:** Student Focus Groups

“Educational development has always played a crucial role in my life: the fact that I was the founder of the Debate Society of my secondary school enforces that I am open to incorporate innovative solutions. In Hungarian secondary schools, there is no real culture of debating so my intention was to fill this gap and familiarise my schoolmates with the profound benefits of this activity.

“This project built a strong sense of commitment and engagement; required the ability of expressing my ideas clearly and through different channels.”

I was more than delighted to be able to continue my missions in London: after being selected as a UCL ChangeMakers Scholar, I lead a research project in collaboration with the teaching staff of the Department of Economics for 4 months. The aim was to reach educational changes and a remarkable progress in assessment and feedback. This project built a strong sense of commitment and engagement; required the ability of expressing my ideas clearly and through different channels. Among others, I would bring one of the chosen research methods into prominence: leading a focus group discussion was an absolutely new experience for me; a challenging situation that required a lot of preparation beforehand but turned out to be a very pleasant experience. I had a vivid, rich-in-ideas conversation with 12 students from the department; with the help of their opinion I could get an insight view of the course and find the possible roots of the problems. The recommendations and solutions are discussed in close co-operation with the teaching staff; the implementations are expected to born to life in the next academic year.”

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## Greek & Latin

**Scholar:** Helena Gadelha

**Work agreed:** Creation of markers commentaries for past essays on core 1<sup>st</sup> year courses

“I am Helena Gadelha and worked as a UCL ChangeMakers Scholar in 2016. The primary aim of the scheme was to improve feedback and assessment in different departments. In this way, I have been working with my department (Greek and Latin). My project entailed the creation of comprehensive commentaries on past essays for 1st year core courses in order to:

1. Help first years students improve their essay writing skills more quickly and;
2. To help them understand how the feedbacks actually apply to their respective essays.

“Liaising with students and staff members proved to be easier than I expected, and both parties encouraged and supported the project positively.”

My department has been very welcoming of the scheme and the tutors have helped me when necessary. UCL ChangeMakers has provided me with the opportunity to see the situation both from a student’s perspective, but also from that of the tutors. Liaising with students and staff members proved to be easier than I expected, and both parties encouraged and supported the project positively. Moreover, the scheme has helped me create a stronger connection with my department as a whole and the staff members as well - needless to say that the project allocated to me has shown me various ways in which I could improve my *own* writing skills.

Finally, I am happy to know that my project will be useful for future first year students and that the work I have put onto it will help other fellow students in the future.”

Word Count: 1941

Introduction: 1

Clear introduction with flowing and easy-to-read sentences. Direct to the point, explicitly stating the aim and purpose of the essay.

Engagement and appreciation of the text is visible.

What does one learn from Virgil’s *Georgics*? Minor point: primary texts should always be in italics throughout the text

Virgil’s *Georgics* is a deeply ambiguous work. This ambiguity has engendered an extremely broad range of critical interpretations. This essay will argue that Virgil’s aim in writing this poem is to create an idealised picture of the interaction between the Roman man and his native landscape. This picture is intended primarily as a beautiful escape and secondarily to teach Roman men how they ought to behave. The *Georgics* is more a descriptive than a didactic poem.<sup>1</sup> In the words of Wilkinson, ‘why should everything have to be *interpreted*?’.<sup>2</sup> This fact should not be underestimated. The joy that the poem evokes through its descriptive beauty is its most important purpose. This descriptive beauty is comprised of the rural setting, the life of the farmer and Virgil’s words themselves, which all have to be considered separately. Having understood these one can access the main lesson of Virgil’s poem, the importance of art in improving human lives.

double spacing needed

The nature of the rustic idyll that Virgil creates illustrates the purpose of the *Georgics* for its

#### EXAMPLE OF FEEDBACK COMMENTARY, HELENA GADELHA

### European Social and Political Science

**Scholars:** Jacob Rix & Clare Burgess

**Work agreed:** Student input into proposed assessment on a new UG programme

“I helped run a UCL ChangeMakers Scholars project about the quality of assessment and feedback within the European Social & Political Science (ESPS) department. I took over this project from Jacob when he was no longer able to complete it, and thus was working with his project, and the work he had already completed. By the time I got involved, Jacob had created surveys for second and fourth year ESPS students to fill in, which would gauge their eligibility for focus groups, and allow us to select a range of students. He had also created a guideline for what sort of questions should be asked in the focus groups, and how to conduct these groups in general. Both these resources were extremely helpful for me, and I really appreciate the work Jacob has done.

Due to the complications arising from the switch between Jacob and I, the project was delayed by several weeks, and this led to complications in getting enough students for focus groups as exams loomed closer. However, the one student I was able to speak to seemed to think the project was a

good idea and was happy to discuss assessment and feedback within her department. Unfortunately, this wasn't really enough to run a proper focus group, which left me with no real results.

“I would advise other students thinking about getting involved to complete their projects earlier in the year, and to make sure they avoid weeks fraught with exams and deadlines.”

I think UCL ChangeMakers is a great scheme, and this would have been a really successful project were it not for the time constraints and exam stress.

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## Geography

**Scholars:** Jiale Jang & Fumika Azuma

**Work agreed:** Student focus groups

Case study by: Fumika Azuma

“This year, I undertook a project with UCL ChangeMakers to investigate ways in which the Geography Undergraduate department could improve the types and quality of assessment and feedback it provides. Through conducting focus groups to hear students' opinions and incorporating my views from the experience I've had in the department, I was able to compile what the students expect and desire from the department. I was then able to inform the Head of Undergraduate, and the Examination Officer, who were eager to listen and to attempt to change how assessment is given, and how to give effective feedback. For example, a mark scheme was finally successfully incorporated in the feedback process, allowing students to see which aspects on the rubric that they need to improve on.

“... it is a great way of getting to know the staff and students in the department and thereby creates a sense of community and empowers you with the knowledge that it is possible to change some aspects in your own department, even though it may seem daunting at first.”

A big thank you to the UCL ChangeMakers team for being supportive. They not only provided us with useful training, but also supported me throughout the whole of the project, giving me helpful advice when I was struggling. My experience as a whole was fulfilling as I felt like my voice was heard and that I was able to contribute to improving student satisfaction. I now know who to approach when I get new ideas on how to improve feedback. I hope that I will be able to continue working and follow up with the Geography Department to ensure that necessary changes are being made. To any students thinking of undertaking a UCL ChangeMakers project, I highly encourage you to do so as it is a great way of getting to know the staff and students in the department and thereby creates a sense of

community and empowers you with the knowledge that it is possible to change some aspects in your own department, even though it may seem daunting at first.”

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### Institute of Education

**Scholar:** Rudrani Dasgupta

**Work agreed:** Student input into proposed assessment on a new UG programme

“As a UCL ChangeMakers Scholar from the Institute of Education (IoE), I worked primarily on innovative and relevant forms of assessment for the newly introduced B.A in Social Sciences (Qualitative Methods) at the IoE. Aiming to give its students grounding in the social sciences along with qualitative research methods, I attended the B.A Social Sciences (both Qualitative and Quantitative Research Methods) Away Day on 3 February 2016 where I participated in discussions on innovative methods of student assessment. Some of the main points I raised were:

- Assessment methods need to be digitally relevant for current and future cohorts.
- Use of social media including blogs, Wikipedia articles and field projects in place of focusing entirely on examinations and essay-based coursework.
- Assessment outputs need to remain relevant and could be used to form resource banks for future cohorts.
- Outputs should be contributory and be placed for public use, making students feel that their work is relevant and has durability as a resource.

I also engaged in further discussions both verbally as well as through e-mail, course tutors who wanted feedback on their assessment methods as well as exemplifying with an example from my earlier undergraduate degree in India where students were asked to create Wikipedia articles and assessed accordingly. I am happy to report that my feedback was well appreciated by course tutors and administrators alike.

“To be able to witness the chaos behind the order made it a unique experience for me”

What was really interesting for me was the fact that I was able to witness and directly participate in the internal workings of a university, in spite of being a student. As a student, one never really gets to see how courses are structured, potential student applicants screened and the processes behind the creation of an entire degree. To be able to witness the chaos behind the order made it a unique experience for me.”

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### Mechanical Engineering

**Scholar:** Fatemeh Farsijani & Radhika Srinivasan

**Work agreed:** Student focus groups for work on the department’s Transforming Experience of Students Throughout Assessment (TESTA)

“Continual assessment and improvement is key to enhancing the quality of any establishment! This year, the Mechanical Engineering Department took part in a new initiative called UCL ChangeMakers Scholars. As UCL ChangeMakers Scholars, we (Fatemeh & Radhika) worked with the department to improve the teaching and learning, with regards to assessment and feedback as well as running a TESTA Program (Transforming Experience of Students Throughout Assessment).

During several meetings that were conducted with lecturers, tutors, staff and significantly with the head of the department, we decided to run focus groups and have individual interviews with students to discuss and understand their opinions on the academic feedback received.

One of the major challenges we encountered during our project was finding methods of encouraging students to attend the focus groups. Fortunately, after thorough planning, we are pleased to say that this year the departmental record was broken as focus groups held, saw the greatest turnout of students than ever before.

After analyzing the data gathered from both the focus groups and interviews, we discovered positive and negative aspects of the Mechanical Engineering Department programs and within the Faculty of Engineering (the Integrated Engineering Program). It was encouraging to see how keen our department and UCL ChangeMakers were to hear about the criticism, and potential departmental enhancements that could be made! A few of our findings included: Students mentioning that they would like to be informed of a clear procedure on how to contest results and feedback, and commented on the usefulness of there currently being a pre-released deadline timetable. Additionally, students suggest that there should be a more consistent feedback format, advising all teaching staff to present in table/rubrics layout. Students were also often confused with 'peer assessment of group effort in projects' as they have ingrained definitions of 'Peer Assessment' used in other forms. Finally we found that timeliness of feedback response for assessments is not of too much importance, though should not exceed a month.

“From our viewpoint, it was incredibly stimulating, knowing that our research would bring improvements and make positive changes to our educational society, especially as UCL students who are here to change the world!”

From our viewpoint, it was incredibly stimulating, knowing that our research would bring improvements and make positive changes to our educational society, especially as UCL students who are here to change the world! Students who wish to undertake a UCL ChangeMakers project should be aware of the amazing support they will receive and have access to, and should understand that having an initial, clear and informed plan of procedures, is ideal for an efficient project and to see the best results.

With regards to the future of our project, we are hoping to see a greater collaboration between individual lecturers and the UCL ChangeMakers team in order to improve specific module feedback, and to also generate a general criterion that should be met by all forms of feedback within the department, to be given to all academic staff.

The idea behind the ChangeMakers projects is very motivating and appreciable. Continuing to pursue and add to the research we have from this year, will be the significant step we need to better the educational experience for both the students and the staff at UCL!”



## Natural Sciences

**Scholars:** Nikhil Harsiani, Alexis Lam & Naythen Treloar

**Work agreed:** Beginning the development of an interdisciplinary essay throughline on the Natural Sciences programme. Also investigating how to help 1<sup>st</sup> year students transition into the programme.

“After the initial meeting with our head of department and the UCL ChangeMakers team, we decided our main focus would be on the synoptic, three-year project, for Natural Sciences on the interdisciplinary space between our two streams. However, we would also look into the possibility of ‘transition mentors plus’ to help the transition into first year, especially with the compulsory maths module that many found extremely challenging.

We designed a survey to gauge possible area of weakness within the Natural Sciences degree that could be strengthened via the project and to pinpoint any problems first year students had with their maths module. I also met with staff to find out what they would like to ask the student body.

We got 80 responses to the survey from students across various years, this gave us a good amount of data to work with. After exams I wanted to set up the progress we had made so that it will be as easy as possible for next year’s UCL ChangeMakers Scholars to pick up where we left off. Firstly, I produced a report of the survey data in the form of excel file containing: the raw summary data for each question, charts of this data and a short written summary of the results. Two of the questions we asked were open ended, for these ones I quantified any reoccurring themes and also provided a short summary. I also streamlined the google doc we had been using over the year to only include information that would be relevant to next year and pooled any other information into the doc that might be useful. I sent the survey report, link to our google docs and the survey monkey account details to our Head of Department so he can easily pass it on to next year’s UCL ChangeMakers.

I feel that we have gathered a good amount of data which can be used to start designing the three-year project and the *Transition Mentors Plus* scheme next year. However, I think we could have potentially achieved more in the time we had, it would have been good to have made a start on actually designing the project ourselves.”

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## Philosophy

**Scholar:** Elena Bagnera

**Work agreed:** Student focus groups on assessment (variability & guided marking tasks) & feedback (does the new system work)

“Following my training with the UCL ChangeMakers team, I realized that there was room for improving methods of assessment in the Philosophy Department. Being that the majority of our modules are assessed by single essays worth 100% of the grade for that module, most students complained about the lack of variety of assessment method as well as about the pressure caused by the bunching of the essay deadlines.

Thanks to the support of UCL ChangeMakers, I was able to hold a focus group exclusively on the topic of assessment in philosophy modules and invited students from each year group to join and make their contribution. My aim was not only to raise issues about the current assessment method but also to suggest ways to improve the latter. The participants became highly engaged in the discussion and shared their experiences and suggestions.

“Members of staff were very interested in understanding the outcomes of the project and seemed to have appreciated my efforts in running it.”

I then wrote a report about the outcomes of the focus group and sent it to some members of staff of the Philosophy Department including the Head of Department and the Departmental Tutor. They gladly agreed to open a discussion on methods of assessment during a staff meeting, which I was invited to join. Members of staff were very interested in understanding the outcomes of the project and seemed to have appreciated my efforts in running it. In fact, some members of staff decided to vary the assessment structure of their teaching modules for example by breaking it into more essays with separate deadlines. Whilst these changes are probably only going to affect the future year cohorts of UCL Philosophy, I am glad that the department acknowledged that changes in assessments are needed.

Overall, it has been an incredibly enriching experience for me. It was interesting for me to learn about national criteria for assessment and feedback practices and to meet UCL ChangeMakers Scholars from other departments. The UCL ChangeMakers team were incredibly supportive throughout and provided me with the tools to truly advance the interests of students in my department. I would suggest anyone who has at heart the progress of their department to start a project with UCL ChangeMakers.”

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### Physics & Astronomy

**Scholar:** Ernesto Zoffmann Rodriguez

**Work agreed:** Investigate how to best utilise a new ‘assessment & feedback’ tab on Moodle courses

“The project I undertook with the Department of Physics and Astronomy was to add a default tab to the Moodle pages of each module called “Assessment and Feedback”. The tab consists of a section where there is an outline of how feedback will be given throughout the course, as well as a section with general feedback from assignments and exams that includes important information like “mean mark” and general recurring mistakes. There is also a section in which lecturers are encouraged to post answers to questions they have answered through email to individual students which may be of interest to the rest of the class. These are just some basic features of this tab, but we hope that this will be built upon in the coming years, as it is a very versatile resource. Students were generally quite encouraging and many of the class representatives I talked to thought it was a great idea.

“I genuinely feel more involved with the department and my academic studies, and I am happy to add something to the UCL experience for future students...”

I think the scheme is quite good in that it gives students a voice, but also the tools to carry out whatever goals they may have, and my experience doing the project was a positive one. I genuinely feel more involved with the department and my academic studies, and I am happy to add something to the UCL experience for future students, however small it may be. “

### Providing feedback on your assessed work

Feedback concerning your work is an extremely important part of your academic development at UCL, and the department is committed to providing appropriate support. We aim to ensure that the assessment mechanisms allow students to demonstrate the skills and knowledge they have gained and that the assessments are carried out fairly and consistently. It is a priority of the department to provide students with suitably instructive and timely feedback.

#### Turnaround time

The department aims to return assessed problem sheets and in-course assessments (ICAs) within 14 working days of the submission deadline date. The feedback turnaround times are monitored by the DTC, and we expect students to have had the opportunity to reflect, and act, on their learning from the feedback in the subsequent assessments.

#### Coursework assessment and feedback in PHAS1202

The coursework component of PHAS1202 is in the form of two ICAs, which take place during Reading Week and the last week of Term. (Please check your personal timetables for the specific dates, times and locations of these tests.) Feedback on the ICAs is provided through comments on the marked scripts, posting of model solutions on moodle, discussion in lectures, discussion at problem solving tutorials (PSTs). Some additional more generalised feedback on ICAs is also provided below.

In general the PSTs also provide a platform for you to judge your understanding of material during the lecture course. Feedback on this material is provided verbally at the PST sessions and via solutions posted on moodle.



+ ICA1 Feedback

Edit

General feedback on ICA1 will appear here

+ Add an activity or resource

SCREENSHOT OF ASSESSMENT & FEEDBACK MOODLE TABS BY ERNESTO ZOFFMANN

**Work agreed:** Investigating the introduction of a feedback proforma (adapted from one used by the Institute of Archaeology)

**UCL SELCS**  
**ChangeMakers Project**

**1** What was your UCL ChangeMakers project about and how did you undertake it?  
My project was to improve and standardize the quality of essay feedback in SELCS. I went about looking at other types of feedback across UCL. After finding a possible cover sheet I looked into applying this to SELCS essays. I then tried to run focus groups, and eventually ran a survey to gather student opinions on both feedback in general and the cover sheet.

**2** How successful was it?  
The difficult part was getting organised feedback and in the quantity I needed to give forward. However the feedback I've received is detailed and people are very positive about the idea.

**3** What was your experience of doing a project like?  
It was great fun and really rewarding looking at ways to support students.

**4** What advice would you give to other students thinking of undertaking a UCL ChangeMakers project?  
Talk to your classmates and use your own experiences to come up with your project. Chances is if it's bothering you then it's bothering someone else to! Also think about practicalities - is this something you can actually fix? Once you've decided on your project give yourself plenty of time to collect feedback from a variety of students.

**5** What would you like to happen to see the continuation of your project?  
I'd love someone to continue the project while I go on my Year Abroad. Support says that students want this, so it would be great to have a new system set up!

UCL  
ChangeMakers

## School of Management

**Scholars:** Maximillian Hofer, Uche Odikanwa & Katje Zhu

**Work agreed:** Examples and analysis of good and bad feedback / Use of Rubrics

### **Katje's case study:**

"For this term's UCL ChangeMakers project, I'm responsible for gathering opinions from students in the School of Management's cohort 2 regarding feedback given by lecturers or teaching assistants. As this course is relatively new, it is important for directors to hear students' voice. Hence, I talked to several students privately in order to find out what they are looking for.

The process was challenging since many students did not cooperate so well. I have to explain the purpose of this project to each of them carefully and patiently. Nevertheless, I managed to collect several samples of "good" and "bad" feedback (from students' perspectives) and tried to analyse what students are expecting from lecturers.

Main findings:

1. Students are looking for what exactly is missing in the report and expect suggestions on how to change the content;
2. For language issues, students want sample sentences to be written next to the error;
3. Especially for the Business Economics course, students are expecting a mark scheme for each piece of coursework;

"I have become more confident with my department as it actually values students' opinions..."

Participating in UCL ChangeMakers Scholars is exciting as it gives me opportunities to explore my department deeper which enhances my sense of belonging to my course. From this experience, I have become more confident with my department as it actually values students' opinions and trying to improve as much as they can.

In spite of future work, I would like to see how my department applies mark schemes to each course in that it is what most of the students expecting for. Mark schemes really gives students a general idea of how to structure their answer and to what extent they need to explain each point in order to gain mark.

## Max's Case Study:

In my UCL ChangeMakers Scholars project I analysed the use of rubrics in different modules in BSc Management Science (2<sup>nd</sup> year). To be clear, this is how grading rubrics might look like:

Available Marks	Section	Excellent	Very Good	Good	Satisfactory	Poor
10%	1. Choose and describe an algorithmic problem	Algorithms are both complex and explained well.	Addresses all points required of this section.	Problem shows a moderate level of complexity and clear explanation.	Problem chosen is adequate but simplistic with limited opportunities to demonstrate a range of techniques and depth of understanding.	eg Chosen problem is the same as a problem used in lectures or seminars.
30%	2. Provide working python code that solves your problem	Evidence of significant, complex working code written by the student.	Addresses all points required of this section.	Evidence of student coding, including improves to the original code. Clear code annotation.	Code works but there is limited evidence of additional code development by the student and/or the	eg Code does not work or is not annotated.

### EXCERPT FROM COMPUTATIONAL THINKING MODULE ASSIGNMENT RUBRIC BY PROFESSOR ANDREW WHITER.

The project has been very important to me, because my cohort generally found it hard to know what criteria made a good assignment. What made the project successful for me was that during the course of the second term, I could explain to professors how useful rubrics were for students in their module (e.g. for the Design module assignments) such that they got used more for some assignments. Both the professors' and students' feedback was generally positive.

“...the UCL ChangeMakers scheme serves as a useful reminder, for both professors and students, to care about feedback, both in writing and reading it respectively.”

However, talking with professors revealed that part of the assignment was that students figure out what to emphasise on. I agree with this to some extent, but also think that a well-structured rubric rarely provides you with all the hints to get top marks. Pointers should facilitate finding the key topics of an assignment. Eventually, students still need to do their research and analysis to get high marks.

Generally speaking, the UCL ChangeMakers scheme serves as a useful reminder, for both professors and students, to care about feedback, both in writing and reading it respectively. Personally, this is one of my key takeaways.

## SAMPLE PROFORMA

Name of Project		
Course Name – Course Number		
Student Name:	Student Number:	Lecturer Name
Grade of Marker One:	Grade of Marker 2:	Aggregate Mark
Name and Signature Marker 1	Name and Signature Marker 2:	
Date Submitted:	Delivered:	
What Went Well?		
What needs improvement?		
How Can you Improve?		
Teacher Contact Information (How to ask for more information)		

- Proformas are ideal for:
- Providing relevant information
  - Displaying information in a way students are likely to read it and use it.
  - Ensuring all areas of feedback are properly addressed.
  - They standardize feedback methods across classes

### SAMPLE PROFORMA BY THE UCL CHANGEMAKERS SCHOLARS FOR THE SCHOOL OF MANAGEMENT

- Key points to remember for proformas
- Proformas are not well known among UCL students
  - They are quite time consuming to fill in for teachers
  - They may need to be adapted per class or coursework
  - They would potentially need to be attachable to coursework's on Moodle



## Section 3: UCL ChangeMakers Projects: student-initiated

### Background

UCL ChangeMakers projects grew exponentially this year, following on from a small pilot in 2014-15. We received 60 project proposals, of which 29 received funding. In general, the projects that were not offered funding were either felt to be outside the scope of UCL ChangeMakers or simply too big in scale to be a manageable and enjoyable project. Projects were split fairly evenly across all levels of study with 10 from undergraduates, 12 postgraduate taught and 7 postgraduate research.

Students could ask for up to £1000 in project funding in addition to student stipend payments of £150 for lead students and £50 for those in supporting roles. This was a change from the previous year where all projects were allocated £500 to give us more flexibility and hopefully award more projects as some require very little funding.

Training was provided for the students. Apart from the research ethics online training, it was optional so they could pick and choose those most relevant to their projects. Training sessions included: introductory lunch, initial training and leadership training. Additionally there was ad hoc training and resources to cover other useful areas such as creating surveys, teamwork and running a focus group.

We had over 79 students work with us on the student initiated projects.

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### Case Studies & Examples of Work Done

Of the 29 that received funding, 18 have been completed. The main reasons for projects not progressing have been down to time constraints on the individuals involved. A number of projects hit insurmountable barriers that prevented them being taken forward any further, despite the best intentions of all involved. A number we lost contact with throughout the year. It is likely some work was completed on those projects.

Where we have them, case studies and examples of work done have been provided for the projects. In all other cases an overview of the proposed project (written by the students) and a summary of what happened (written by UCL ChangeMakers Manager, Abbie King) has been provided.

If you want to get involved and/or have an idea for your own project please visit: [www.ucl.ac.uk/changemakers](http://www.ucl.ac.uk/changemakers) to find out more including how to apply, sign up for Q&A sessions and proposal deadlines.

If you are interested in finding out more or carrying out something similar in your own department please contact: [changemakers@ucl.ac.uk](mailto:changemakers@ucl.ac.uk) for more information and advice.

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### PhD Writing Retreats

**Department:** English Language & Literature, Anthropology

**Team:** Karina Jakubowicz & Connie Smith

“Having attended a writing workshop outside of UCL, Connie and Karina decided to set up similar workshops for PhD students within the English and Anthropology departments. Their aim was to give postgraduate students a supportive working environment, the skills that they needed to be more prolific writers, a structured timetable within which to work, and a space in which to discuss new approaches to writing.

The workshop was advertised via email and on its Facebook page ([https://www.facebook.com/shutupandwrite/?ref=aymt\\_homepage\\_panel](https://www.facebook.com/shutupandwrite/?ref=aymt_homepage_panel)). Participants confirmed that



they wanted to attend via email or Eventbrite, and were then sent details of where to go on the day and what to bring. All participants received a task to complete before the workshop, which consisted of a short questionnaire about what they wanted to achieve on the day.

The workshop had a simple, but effective structure that split the day into four sessions. Guests would arrive at 9:30 and have coffee and meet one another. They would then do a free-writing task for five minutes and discuss this with a partner. Then they would write (under strict, timed conditions) for one hour. Each session was one hour, totalling four hours of writing over the course of the day. Before each session the writers would set a very specific goal, and discuss their progress with a partner after each session ended. Lunch divided the day down the middle, and the day ended at 4:30.

## Results

The combination of goal setting, preparation, and a supportive atmosphere free from distractions, created some wonderful results. Everyone who came to the workshops said that it helped them with their writing, and that they produced more than they would have done on an average day. The attendees shared ideas (including software and apps) that helped them to work, and provided one another with more general encouragement. For those that worked primarily in solitude it was an important opportunity to feel a part of a wider postgraduate community.

“We were supported every step of the way and are extremely grateful for this.”

These workshops were very beneficial and fairly easy to organize. On the surface they provided students with writing techniques, and allowed them to conquer writer's block or a particularly difficult task. However, it also provided postgraduates from the humanities with something they badly needed – a space to work collectively. While many postgraduate students in the humanities will create their own writer's groups outside of the university, it makes sense for departments to make this process easier by providing rooms once a month for a dedicated writer's workshop.

## Moving Forward

It has been agreed that the workshops need to continue on a monthly basis. Connie has now completed her thesis, and so Karina will continue the workshops with the help of another postgraduate student from the Anthropology department (Kelly Robinson). We plan to hold these on the same day every month, in exactly the same room (to avoid confusion). Attendees will bring their own lunch and coffee.

Ideally this would be an incentive that spread to other departments. Students who were interested in starting up their own workshop could attend one of ours and get some advice on how to set one up. If we had further funding from UCL then it would be wonderful to invest in training (so that we could provide more varied workshops) and even create workshops tailored to specific needs and subjects.

## Support Received

The UCL ChangeMakers grant has been a great help, allowing us to buy lunch for the writers and give them coffee and tea throughout the day. This meant that people did not have to leave to get food or coffee, allowing them to focus entirely on their work. While the money was valuable, it was not as useful as the support and advice we received from CALT and Abbie King. We were supported every step of the way and are extremely grateful for this.”

## Alumni Knowledge over the Web (A-KNOW)

**Department:** Institute of Education

**Team:** Preeti Mishra (lead) & Olumide Adefioye

### Case Study:

“The UCL ChangeMakers’ project my colleague and I implemented was titled Alumni Knowledge over the Web (A-KNOW). We sought to investigate the perceptions of various stakeholders in UCL on establishing and sustaining a three-way academic network between the global alumni, currently-enrolled students and the academic faculty members. This was in recognition of the need to effectively harness the potential benefits that a robust academic engagement involving the alumni and faculty portends not just for these two but also for current students. We implemented this project using a mixed method research that included interviews, focus group discussion and a survey with the faculty, administrative staff, current students and alumni in UCL-Institute of Education.

Generally, stakeholders engaged on this project had a positive perception of such a network and also could identify their potential roles. Potential roles identified ranged from the proactive ones by academics and administrative staff to the semi-active roles by the alumni and current students. In spite of the challenges encountered by the project team, the project has been able to provide evidence of the feasibility of foregrounding robust academic engagement in a network of faculty, alumni and current students thus setting the ground for a paradigm shift in alumni-institution relations. This in itself is a success.

“I learnt strategic skills including negotiating skills, tenacity, refusing to give up in spite of what appears to be a dead end.”

The A-KNOW UCL ChangeMakers project was a learning experience for us. I learnt strategic skills including negotiating skills, tenacity, refusing to give up in spite of what appears to be a dead end. Rather, utilizing such a near-impossible situation to re-strategize and chart a new course. The learning experience also included acknowledging the structural challenges that come with trying to initiate change and settings modest but challenging goals. These skills and other things I learnt are invaluable and I can utilize them in a large-scale future project

In addition, I appreciate the experience of working with the UCL ChangeMakers office. Jenny and Abbie have been wonderful support and have provided consistently brilliant academic, financial and advisory facilitation. They made the process enjoyable with their calm demeanour and hands-on troubleshooting.

I cannot recommend the experience enough for any fellow student willing to enrich their learning and skill repertoire while deriving the satisfaction of contributing towards enriching the experiences of UCL’s student community through a UCL ChangeMakers Project.”

### Research Methods Podcast

**Department:** Neuroscience, Physiology & Pharmacology

**Team:** Matthias Christenson (lead) & Matthew Phillips

**Overview:** Students will interview researchers in their department (initially) to introduce their research and their methods so UGs have a greater understanding of what it means to be a researcher in their discipline

**Outcomes:** The team produced two podcasts made available to the students via a weblink: <http://thespikingpod.weebly.com/>.

Although Matthias is moving on from UCL at the end of the academic year, he has been discussing long-term access to the podcasts and also the continuation of the work by other students in the department.

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### Affiliate Student Mentoring

**Department:** Institute of Archaeology

**Team:** Frida Vonstad (lead), Nicki Doyle & Muyang Shi

**Overview:** Improving the experience for affiliate students at UCL through a separate, dedicated mentor group. This will cover academic expectations, referencing, essay writing and utilizing the support systems offered at UCL. It will also help to integrate them into the social sphere of the Institute and the city.

**Outcomes:** The project itself went really well and Frida won an award for this mentoring work. The events enabled her to bring everyone together and create more of a community around being an affiliate student.

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### Blog for MSc EPEE

**Department:** Environment, Energy and Resources

**Team:** Hiren Mulchandani

**Outline:** This project is looking to create a formal blog for students to contribute writing on a major theme each month to help students be able to write on big, complex ideas concisely

**Outcomes:** Hiren offered a small incentive to 6 students whom he nominated to contribute their essay assignments to a blog. This offered them the opportunity for the work to be seen beyond those examining it and become an unofficial public dissemination record of the work we produced during their degree.

## Embedding Research-based Thinking

**Department:** Health & Medical Sciences (HMS)

**Team:** Lucy Ireland (lead) & Dexter Penn

**Additional conference help from:** Sarah How, Pavan Mahbubani, James Edge, Yuxi Zhao, Jiale Jang, Julia Veglesi & Uche Odikanwa

**Overview:** Using the HMS programme as a starting point, this project will investigate how rigorous research-based thinking can be embedded and supported in postgraduate programmes to make meaningful connections.

**Outcomes:** From the outset, Lucy Ireland knew who her key stakeholders were and got them on board to make her project a success. The aim of the project was to raise awareness of the HMS project and help develop its identity within UCL. The Inaugural Meeting *Making Tailored Education Pay* took place on the 28<sup>th</sup> May. It not only attracted a lot of high-level support including UCL's President & Provost, Prof Michael Arthur but also had a world-leading expert panel including Prof Dilly Fung (Director, UCL Centre for Advancing Learning & Teaching), Prof Andrew Eder (Director, Life learning), Dr Jackie Nicholls (Director, HMS Project). The event was a huge success and was well attended by over 50 participants.

**How can tailored education work for you?**

A discussion with healthcare leaders.  
Inaugural meeting and evening reception

**18th May 2016: 2pm - 5.30pm**  
Evening reception until 7:30pm  
UCL Institute of Education

Stakeholders represented in the graphic:

- Chief Executives
- CCGs
- Doctors
- Social and Community Services
- Managers
- Nurse Specialists
- AHPs
- Patients
- Training and Development Leads
- Carers
- Connect with us!

Logos at the bottom: UCL @UCLMakers, UCL LIFE LEARNING

## Mindfulness

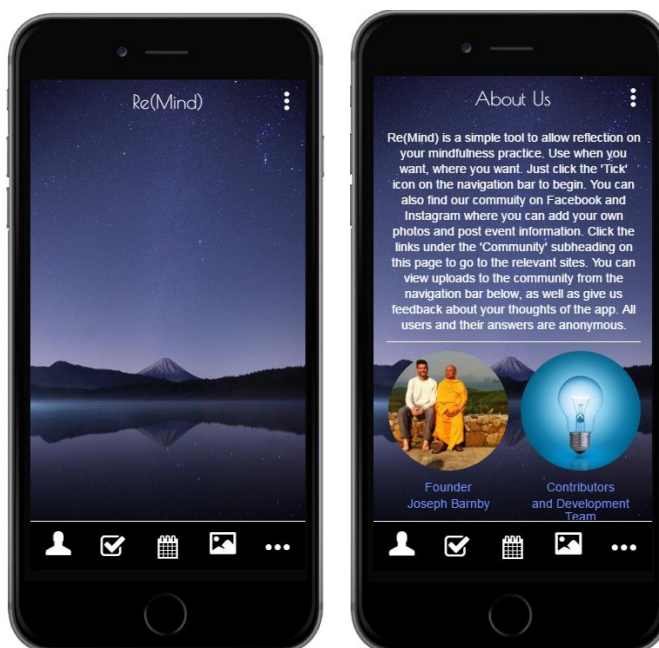
**Department:** Division of Psychiatry

**Team:** Joe Barnby (lead) & Rob Ribanszki

**Overview:** Develop & implement a mindfulness tool to decrease stress, increase attention and develop an internal space of awareness.

### Outcomes:

“I wanted to begin development of a mindfulness app for free and open use by UCL students to help support them during times of stress or anxiety, with the aim to improve their experience at university. With the help of a UCL ChangeMakers grant, I was able to run focus groups to gather information about what students wanted and then develop a prototype app.”



SCREENSHOTS TAKEN FROM THE RE(MIND) MINDFULNESS APP BY JOE BARNBY

Joe won an award for UCL's most innovative idea for his work on the app.

The Department of Psychology are looking to develop the app further so it can be integrated into Moodle. This in turn might be of interest and benefit other students across UCL.

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## Trial 'Slack' to improve communication within the Computer Science department

**Department:** Computer Science

**Team:** Tobias Beuschel

### UCL Teaching & Learning Conference Abstract:

Communication in higher education has long relied on channels such as emails and Moodle/Blackboard groups to deliver information to stakeholders. While these are justified ways of delivering official announcements, students have sought after better possibilities to organise themselves for a long time.

Social platforms such as Facebook and WhatsApp are omnipresent in a student's life and have thus also gained popularity to act as communication tools for students in universities. Unfortunately, such

social networks are not ideal as they face a handful of disadvantages such as privacy and bad structure. Luckily, the tech industry has produced a great messaging app called Slack that aims to change exactly that by making communication fun, structured, and most importantly more intuitive. We have piloted Slack with 67 students of the MSc Computer Science degree program at UCL and had great success with the study. It not only helped students to reduce emails, we also saw other advantages such as shy students being more involved and an emergence of a community in which students actively help each other. In the last five months these students have exchanged over 90,000 messages within the team.

As the outcome of this initial study was very positive, we would now like to implement the technology for the entire CS department at UCL and thereby start a discussion that will challenge and disrupt the way communication is regarded in higher education.

### **Feedback from students has been incredibly positive:**

“Answers to common questions and concerns– such as due dates for assignments and clarification on requirements– were made readily available to me through Slack. Further, I felt far more connected to my peers than I would have felt without Slack, as we were able to really connect as a cohort using the platform.”

“I became less busy.”

“The ability to ask questions to my classmates at all hours of the day has helped hugely in my learning experience. Not only did I gain from classmates answering my questions, I also gained from seeing other questions being answered.”

“As someone who's principally opposed to joining social networks on the grounds of their being too creepy by half, I've found slack to be a real crutch in this regard.”

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## **Disability in Academic**

**Department:** Institute of Education

**Team:** Francesca Peruzzo (lead) & Kyle Jordan

### **UCL Teaching & Learning Conference Abstract:**

The purpose of this project is to voice UCL disabled students from all levels of academic study, providing a space of confrontation and discussion about disability in academia, and raising disability awareness both at UCL and in academia at large.

The Equality Act (2010) has stated the parameters for a person to be considered as disabled.

However policies and legislations are to be applied and enacted, and that generates hierarchical bodies to serve this pursue. Yet students are the main recipients of these policies, benefitting from the services provided and experiencing the reasonable adjustments being implemented.

An UCL ChangeMakers funded event was held at the end of March 2016, giving the chance to disabled undergraduate, Master's and PhD students to share their experiences to study at UCL. By voicing their universities life experiences, the event delved into the experiences of disabled students at UCL, shedding light on enactment and reception of the apposite legislation, alongside being a window on how they feel the experience can be improved for future disabled students.

Through taking into account disabled students reception and perspectives, this project will allow for spreading disability awareness and the findings may be useful in setting good practices in the management of disability in academia.

## Creating 3D Printed Material for Teaching

**Department:** Medical Physics and Biomedical Engineering

**Team:** James Robertson (lead), Emma Hill (lead), Marius Pernea & Dr Daniil Nikitichev (staff partner)

“For our ChangeMakers project, we focussed on bringing 3D printing into the medical classroom. We wanted to generate a set of 3D printed models that could be used as anatomical and surgical teaching models, and to enable students and teachers to create their own models from medical images. Through close collaboration with clinicians, we have successfully created a set of models of a wide range of organs, including brain, rib and kidney models, which were showcased in a workshop at the UCL Teaching and Learning Conference in April. These models are suitable for use at public engagement events and in the classroom, and will continue to be developed as teaching aids for ultrasound guided surgery.

“...the experience has been challenging, rewarding and a great deal of fun.”

Additionally, we generated a set of teaching materials to guide students through the process of creating their own 3D prints, which are available on our website ([3d-med.co.uk](http://3d-med.co.uk)). Anyone with an interest in creating 3D printed models from medical image data can follow the instructions at their own pace and use the printing facilities that are widely available at UCL. We have had strongly supportive feedback from the clinicians who are interested in using the models and the website will soon be advertised in a number of teaching courses and research groups. We are hugely grateful to UCL ChangeMakers for investing in our ideas – the experience has been challenging, rewarding and a great deal of fun.”

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## Develop a practical 3D Printing Teaching Programme

**Department:** Medical Physics and Biomedical Engineering

**Team:** Thore Bucking (lead), Efthymios Maneas (lead) & Dr Daniil Nikitichev (staff partner)

### **Abstract from UCL Teaching & Learning Conference:**

“We report the development of a pragmatic teaching programme with the objective of teaching the skills and concepts necessary to create successful 3D prints. The programme is based on a set of lectures and a standalone online platform providing a centralised source of information.

3D printers are becoming more and more readily available, but to exploit this emerging technology, specialist knowledge in computer aided design (CAD) is required. Our programme offers a taught overview of the existing printing technologies, detailing design considerations for CAD drawings for 3D prints. The focus is to teach design basics using OnShape, a freely available cloud-based CAD program. For this, we have created a database of videos, curated to teach everything needed to create your own print: from the first CAD drawing to the realised object.

Students, research and teaching staff can benefit from the acquired expertise to create custom parts and teaching models without any previous CAD knowledge or the need for a mechanical workshop. Custom parts like holders are often necessary in engineering research, while the models can be used as educational objects, explaining complex scientific concepts. This can be used to demonstrate 3D geometry directly, or even to visualise more abstract data. For example, atomic force microscopy images can be brought into the real world to demonstrate the operating principle of the imaging

system. Such models can also clarify the research projects and concepts at Public Engagement and Outreach Activities.”

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### Increasing Belonging and Retention in Natural Sciences

**Department:** Natural Sciences

**Team:** Marta Tondera (lead), Anelise Rosa, Anisa Motala & Meesha Patel

**Overview:** This project will be investigating ways that the Natural Sciences degree could improve the overall experience of students on the course by looking at creating a better sense of connection. This is initially an exploratory project.

**Outcomes:** From the focus groups, the group were producing a list of recommendations to pass on to their department that future cohorts would hopefully work with the department to implement.

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### Visualising Treatment Planning and Decision-Making

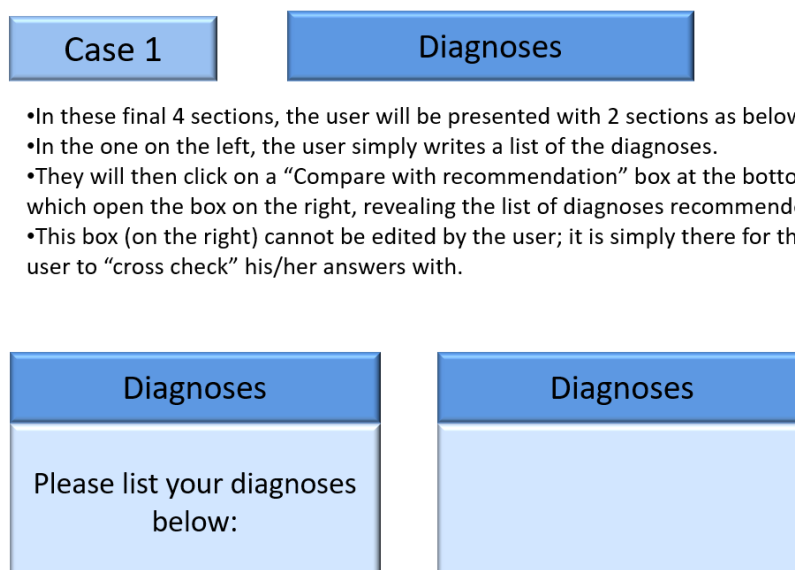
**Department:** Eastman Dental Institute

**Team:** Siavash Mashoof (lead)

**Overview:** To enhance curricular clinical treatment planning skills for students through the development of an application where evidence-based treatment planning and decision-making can be visualized through patient digital presentations.

**Outcomes:** Siavash developed a course proposal with fellow students and decided Moodle would be the best platform to deliver the course, as it is readily available and already used by UCL.

#### EXTRACT FROM PROGRAMME PROPOSAL PRESENTATION BY SIAVASH MASHOOF





## Refine OSCE feedback

**Department:** UCL Medical School

**Team:** Ravi Mistry (lead), Alison Sturrock & Sarah Bennett

Abstract from UCL Teaching & Learning Conference:

**Background:** Senior medical students sit practical assessments called objective structured clinical exams (OSCEs) to assess their clinical competencies. These are high-stakes exams which account for 50% of their overall mark and affect future jobs. Furthermore, they assess skills which students will use day-to-day once qualified. For the last two years, students have received personalised feedback on their OSCE performance. However, satisfaction associated with summative feedback lags behind other areas of the course. Given the literature is scant on summative OSCE feedback, we have devised this ChangeMakers project to improve OSCE feedback at UCL.

**Aims:** To establish: (1) how medical students perceive the usefulness of their OSCE feedback (2) how students plan to use their OSCE feedback (3) what improvements students would like made to their OSCE feedback

**Methods:** A student-led faculty-collaborative project. An electronic questionnaire will be circulated to Y5 and 6 students asking about their perceptions of the OSCE feedback and how they plan to use it. Subsequently 4 focus groups, each with 4–6 students, will explore the OSCE feedback forms in more depth and discussing how to improve it. Transcripts of the focus groups will then be thematically analysed. Results from the questionnaire and focus groups will lead to changes being made to the OSCE feedback form for the 2016 summative exams.

**Results:** We will present the results of our project highlighting what feedback students want in particular from their OSCEs as well as demonstrate refinements made to the feedback forms to assist examiners to provide better feedback.

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## Develop a Workplace Learning and Careers Platform

**Department:** Natural Sciences

**Team:** Emily Nash (lead), Jack Woodnott, Victoria Miller & Laurence Turlej

**Overview:** To develop a workplace learning and careers platform for Natural Sciences students that provides a comprehensive engine for employability support and employer research, whilst developing a better understanding of student requirements.

### Case Study:

“The aim of the NatSci Careers Project was to provide Natural Sciences students with help and information about future careers. In our department, the students are able to study any science modules put on by the university, thus leading to a student body with a wide range of careers ambitions for whom it is hard to cater. Multidisciplinary and high achieving students are very sought after in the graduate job market, we just need to steer and advise students a little during busy term time to help them gain the research or job position that they desire.

We initially conducted a questionnaire in order to assess the needs of students. It was encouraging to see that one quarter of students in the department responded, giving their opinions on UCL Careers Services, their current careers prospects and the help they wanted. Following this, we set up an online blog on which students’ internship and research placement experiences could be published. We advertised the blog via the NatSci Facebook pages and received a diverse range of work experience diaries to edit and publish.

In the future, we hope to continue the project and pass it on to the next generation of Natural Sciences students to take over; we might start a more formal website containing application deadlines and tips; we hope to hold events at which alumni will visit and talk about their graduate jobs. Overall, we will still aim to help students pursue their careers ambitions, despite the student body having a wide breadth of interests.

“I believe that student-run schemes, like this one, are the best ways to effectively communicate with and aid individuals within the student body to achieve their specific goals.”

The project was finished for the year when I presented at the UCL Teaching and Learning Conference in April. Feedback from careers staff in the audience was very positive – we hope to work more closely with UCL Careers Services in future, if only to get useful contacts and ideas about how to engage with students. Looking back over the initial progress made, we think that the project was successful in raising student awareness about our project and providing a good foundation on which next year’s students can build. Engaging via the online blog, questionnaire and Facebook pages was good at drawing attention and hopefully gave students insight into how to start pursuing their careers whilst still in university education.

I really enjoyed taking responsibility as leader of the NatSci Careers project. I believe that student-run schemes, like this one, are the best ways to effectively communicate with and aid individuals within the student body to achieve their specific goals (something important in a multidisciplinary course). If I ran the project again, I would start earlier in the academic year so that there would be time to organise informal talks sessions between students and alumni. In terms of continuing the NatSci Careers Project, I know that Natural Sciences students in the years below mine will be taking over the responsibility and reapplying for funding this summer.”

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## Conversations in Geography: bridging gaps

**Department:** Geography

**Team:** Anna Plyusteva, Joe Thoroughgood, Charlotte Collins & Fumika Azuma

**Overview:** To foster an exchange of ideas much like an academic conference, and provide both undergrads and postgrads with a better knowledge of what troubles, trials and tribulations each group experiences, and provide a relaxed and friendly forum, for discussing these issues.

**Outcomes:**

“We invited everyone in the UCL Geography Department to join us for a one-day conference, organised by four students, in collaboration with UCL ChangeMakers. The conference brought together undergraduate students, Master’s and PhD students, and teaching and research staff. The event aimed to encourage engagement between UCL geographers, no matter where in their geographical careers they are. Conferences are a very important part of life in academia and a key channel for disseminating research; this particular conference is also about ‘hanging out’ together – getting to know your fellow geographers outside the formal spaces of learning and teaching.”

The one-day conference took part on the 9<sup>th</sup> March. It attracted the support of the whole department with conference presentation delivered at all levels. The team produced guidance documents to help

those who had never submitted a conference abstract before so that everyone felt empowered to take part should they wish to. With over 35 people contributing to the presentations and over 40 people attending the conference was a huge success generating a lot of lively debate and discussion across all levels of the geography conference. The department recognised both the effort and value that has gone into running such a successful event and have pledged funding so that it may run again in the future.

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### Creating 3D Printed Model of a Vaccinia Virus for Teaching

**Department:**

**Team:** Jack Heintze (lead) & Robert Gray

**Overview:** This project will be creating a 3D-print a scientifically accurate, multi-colour model of the vaccinia virus that can be assembled and taken apart for teaching purposes.

**Outcome:** After a few difficulties getting the model of the vaccinia virus printed, Jack was able to deliver his 3D model to the department and work with them to use it as a teaching aid.

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### What makes Good or Bad doctors?

**Department:** UCL Medical School

**Team:** Sarah Brand & Patrick Lancaster

**Overview:** Evaluation of a booklet produced looking at what makes a good or bad doctor.

**Outcomes:** Sarah and Patrick ran a number of focus group to evaluate a booklet they produced on what makes a good and bad doctor and to understand how it is being used and consider how it could be developed. They intend to produce set of recommendations for future cohorts to expand upon this work.

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### Student Lecture Series

**Department:** Natural Sciences

**Team:** Katherine Hutchings

**Overview:** A series of lectures by students on any subject about which they are particularly knowledgeable and would like to share with the UCL community. This could be an area of their study, their research, or a personal interest.

**Case study:**

“My name is Katherine Hutchings, and my ChangeMakers project (in 2015/16) was a series of lectures by students on topics of their choice. I started the project because I felt that there should be more opportunities for students, particularly those considering a career in higher education, to experience giving lectures as well as receiving them. I organised training workshops and the lectures themselves, including the room bookings and advertising.

“I learnt a lot about working with people and managing projects, which has been very useful for job applications.”

The experience of doing ChangeMakers was stressful at times, but it was gratifying to see how much the student lecturers developed their lecturing skills over the course of the project. I learnt a lot about working with people and managing projects, which has been very useful for job applications.

My advice to other students thinking of undertaking a project is that it is important to be flexible. Your plans won't go perfectly – and that's OK! I had planned for there to be ten lectures in the series, but in the end there were only three. If I were to do it again I would increase the amount of advertising for the project, and get someone more skilled in this area involved. I hope that the project will continue so that more students can have the opportunity to get lecturing experience.”

## Section 4: UCL ChangeMakers Staff Grants

### Overview

UCL ChangeMakers Staff Grants replaced CALT's Small Grants. Bringing these grants under the umbrella of UCL ChangeMakers has enabled us to further move towards a position where students work with staff in partnership on *all* educational enhancement projects at UCL. Previously there was no requisite for staff to work with students on their proposed projects although students – and particularly PhD students – were often taken on to carry out some of this project work. We hope to build upon this trend and require staff to propose projects where students are active participants in the projects. So although they do not initiate the project in the way they do for the student projects, they are fully involved once recruited to the project in shaping and directing it.

In addition to this requirement – and similar to other years – the projects also needed to demonstrate how they furthered the objectives and ethos of the Connected Curriculum.

Of the 23 projects funded, 18 have been completed by their staff/student teams. The projects that didn't manage to get going were either because the staff member who applied for the grant left the university, there was unforeseen logistical barriers or the staff member could not commit to the time required.

### Case Studies & Examples of Work Done

Below are the case studies and some examples of work done by the students and staff involved in the projects. If you are interested in finding out more or carrying out something similar in your own department please contact: [changemakers@ucl.ac.uk](mailto:changemakers@ucl.ac.uk) for more information and advice.

Project overviews have been provided where there is no case study available.

Many of these projects were also presented during the 2016 UCL Teaching & Learning Conference at the Institute of Education: <https://www.ucl.ac.uk/teaching-learning/drupal/teaching-learning/node/2732>

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### Evaluation of Cross-Modular Assignment

**Department:** Language and Cognition, Psychology and Language Sciences

**Team:** Suzanne Beeke, Vanessa Meitanis, Rachel Rees, Kate Shobbrook & Anna Volkmer

#### Student Case Study:

“The aim of this project was to evaluate a new assignment that had been set for the MSc Speech and Language Sciences programme students. We conducted a focus group with 7 volunteer students who had completed the assignment. We then thematically analysed the transcription of the focus group and compared results to data gathered from a prior focus group and an electronic survey of the entire student cohort. We presented the results as a poster presentation for the UCL Teaching and Learning conference.

“It was rewarding for us to work together developing new research skills, and contributing to the development of future speech and language therapists.”

The project successfully enabled us to engage students on the MSc Speech and Language Sciences programme. They identified both positive and negative experiences in doing the new assignment, as well as specific and useful feedback to enhance the experience of future students completing the assignment. It was rewarding for us to work together developing new research skills, and contributing to the development of future speech and language therapists. These are skills we will need to apply to our own PhD research and will be useful for our careers in academia. It was a great opportunity to complete a meaningful practical task, and the feedback from staff on our methodology honed these skills further.

The UCL ChangeMakers scheme provides a great opportunity for staff and students to complete joint projects, developing project management and research skills as part of a team. The funding makes this process achievable.”

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## Phys FilmMakers: Connecting Physics students and researchers through the production of YouTube videos

**Department:** Physics & Astronomy

**Team:** Frazina Botelho, Rebecca Coates, Alvina Kuhai, Katherine Marshall, Laura McKemmish & Laurence Z. J. Turlej

Abstract taken from longer report:

“The pilot course of the Phys FilmMakers (PFM) program ran from January to June 2016 with funding from the UCL ChangeMakers program. The course taught eleven undergraduate physicists how to produce YouTube style videos on physics research. Lecturing, workshop and technical support was provided by science communicator and YouTube expert Rebecca Coates, while Laura McKemmish managed the course and provided subject expertise. The major project of the course involved groups of three students each producing a short video based on research by a UCL Physics & Astronomy group. A PhD or post-doc in the research group (the “science consultant”) took students on a laboratory tour and explained their research. The students then planned and produced a related YouTube video.

“Students loved the immediate connection that the course facilitated with the research and researchers within UCL, finding this fascinating and motivating.”

The course directly connects undergraduate Physics students with cutting-edge research, with significant mutual benefits. Students agree that the transferable and employability skills obtained from are invaluable. Skills can be divided into three groups: practical and technical skills, skills required to distil and communicate a story creatively to the audience, and the skills to work successfully within a team with a tight time-frame. Students loved the immediate connection that the course facilitated with the research and researchers within UCL, finding this fascinating and motivating. Students highlighted they gained an increased sense of belonging to the department. The researcher and science also benefit from increased exposure to the public and potential collaborators, funders and students.

The YouTube videos themselves provide a legacy edutainment resource that educate and inspire young people. Involvement of females and other underrepresented groups in physics is encouraged by inclusion of successful and enthusiastic role model scientists.”

## Out of the Classroom and into the Wings

**Department:** School of European Language & Culture

**Team:** Alexander Samson

Brief report:

### Summary

Central to this project was the objective of getting students to think about Golden Age theatre outside of the context of the classroom and engage with it as a living theatrical tradition. Filming short scenes from the plays studied, in translation and in original classical Spanish was designed to encourage them to think about space, the balletic use of the stage, the importance of acting and performance techniques, staging – everything from props to costume and music, as well as of course the crucial question of translation in the sense of how to turn polymetric verse into something performable and how the themes of sexual roles, power, fantasy and illusion, history and nation building signified to people living in 17<sup>th</sup> century Spain and what lessons or relevance their reflections might have for us.

### Successes

The students were divided into four teams and asked to produce translations of scenes chosen by them that they believed raised interesting questions in relation to the contemporary world. In the case of Cervantes, the issue of war crimes, in that of Tirso, sexual desire and choice, in that of Lope, illusion and reality and how this can be effectively staged, in the case of Calderon, the nature of tragedy and free will.

“Their interpretations of the material are fascinating and highly original.”

The addition of stage directions, changes to the names, acting directions, details about setting, camera shots and so on are apparent in the translations. In some cases there are clear difficulties understanding the Spanish itself, but for the most part the groups produced workable, modernising translations that could easily have formed the basis for performance. Their interpretations of the material are fascinating and highly original. It is a shame we did not get to see finished shorts.

We had a session with a doctoral student, doing a documentary track PhD, who shared very helpfully many of the pitfalls of filming and film production. She also did an induction for me using the film editing software.

### Failures

Due to the time frame it was impossible to change the assessment for the module, so students who were apparently highly motivated at the outset did not end up producing the short films they were supposed to, as they focussed strategically on exam revision and essay writing. In the feedback forms, a number of students complained that the UCL ChangeMakers project had taken up too much time and was not directly relevant to their learning, i.e. the assessment by exam and essay. One student requested there be more close reading of the text in class! Music to my ears but perhaps not the point...

Although the principle objective was not achieved there are a number of lessons from the project and I am keen to take these forward and attempt the whole thing again with the next cohort in 2016-17.

- Filming itself needs to be 'directed' by the course tutor and broken down into manageable chunks. Costume and location are a step too far – a neutral style needs to be agreed upon and used for all the pieces. The filming sessions should be overseen at UCL by the course tutor and recording of the students discussing what they are doing done at the same time.
- Assessment for the module needs to be changed as follows: translation 10%, short film 30%, 1500 word reflective piece 20%, essay 40%. This will give the correct motivation and make the project more manageable with each element being given credit and a balance of group and individual aspects.
- Setting up the Skype conversations with students at UCLA involved in diversifying the classics can only follow the publication of the shorts someone accessible. In order to give the students more control, they should be asked to select one of the plays for the course, one that most fully represents the objective of being non-canonical but offering interesting material for them to work on.

I felt that there needed, in addition to the assessment of the group's short film of the scene, to be interviews with them discussing what they had done and why, readings of certain characters, the significance of the scene within the piece as a whole, as well as an individual piece of writing reflecting on how the project had developed their understanding of the texts themselves.

### Conclusions

The ambition and scope of the project were too broad. The lessons are for there to be more manageable objectives in terms of the filming itself and greater autonomy granted to the students in terms of identifying material that does potentially address issues of diversity. Crucially for something of this complexity, there needs to be due credit available to recognise the huge amount of additional work and commitment outside the classroom that this involves, including a sense of responsibility for this living theatrical tradition and continuing to make it relevant to audiences and readers today.

## What Skills and Careers Support do Students Need in a Connected Curriculum

**Department:** Economics

**Team:** Piotr Binduga, Cloda Jenkins, Julien Joucla, Kieran Lally And Teresa Steininger

### Extract from the Introduction:

“The project was run over a six month period from January to June 2016 by a group of four BSc Economics students, namely Kieran Lally, 3rd year, Teresa Steininger, project manager and 2nd year, and Piotr Binduga and Julien Joucla, both 1st year.

...We first compiled and analysed the career related information and services available to undergraduate Economics students with a focus on UCL Careers, the Departmental Careers tutor and societies at UCL. Building on this information, we constructed a survey for which we received approximately 60 responses aimed at identifying the key issues in the eyes of students and possible solutions. Using input from the early survey responses, we prepared topics for a focus group, which we ran on 21 March with 10 Economics students.”

The group then presented brief findings from the analysis, the survey and the focus group in a 9 page report for the department, along with 3 recommendations. In summary, those recommendations were:

1. In conjunction with the Economist's Society, run 1 or 2 events a year to share insights into what life beyond your UG degree might look like e.g. undertaking further study or a career in academia
2. Utilising the Alumni network
3. A departmental Careers Blog



## Fostering Multiple Abilities through Sensory Object Engagements

**Department:** Museums & Collections

**Team:** Harry Begg, Wyndham Hackett-Pain, Thomas Kador, Trupti Kolvekar, Alessia Lee, Eleanor Savage & Waturu Tage

### Case Study, Thomas Kador

“This project started from two relatively simple questions. First, do objects have the potential to help us learn more effectively, especially for students experiencing specific learning difficulties (SpLDs)? And, second, if so, how can we demonstrate that this is the case? Having been ‘diagnosed’ as dyslexic in primary school, some 30 years ago, and having gone on to becoming an archaeologist, the relationship between objects and SpLDs has been of great interest to me for some time.

Hence I put the two questions to the roughly twenty UCL students who agreed to meet me in March 2015 (in three separate meetings) in response to a call for participants which I put out with the help of UCL Student Disability Support Services. Over the coming weeks, as term progressed, the academic pressures on students increased and therefore several chose to disengage from the project. In the end we were left with a group of eight; seven students and myself. However, interestingly these seven students represented an almost ideal cross section of UCL, including all levels from first year undergraduates to third year PhD students and a good spread in subjects from the arts/humanities, social and natural sciences.

“As I wanted this project to be as truly collaborative as possible I told the students from the outset that apart from my dilemma in the form of the two above questions I have no template of how to approach them, but instead was hoping that they would work with me on designing our methodology.”

The other things that I did provide was a space to meet regularly (once or twice per term), usually in one of UCL’s museums, and a selection of objects from the [UCL Museums and Collections](#) that the students could explore and use as inspiration/jumping off points for our project discussions. One thing that several of the students expressed they found especially useful about our meetings was not just to have the objects present but also to have each other there; i.e. the peer support element of the meetings.

For our last project meeting in term three we decided that it would be useful to share our insights with the wider teaching and learning community at UCL. So we organised a workshop at the UCL art museum in early June; just after the end of undergraduate exams. As theme for the workshop we chose ‘Making teaching more accessible and learning more engaging’. We advertised the workshop using a number of channels and had a great amount of interest, with over 30 people booking to attend. In the end about 20 attended. The format of the workshop involved five sets of activities – arranged as ‘stations’ – each with a different set of objects. The ChangeMakers students would facilitate the participants’ explorations of the objects at each of these stations.

One involved objects from the [Petrie Museum of Egyptian Archaeology](#) another zoological and geological specimens (from the [Grant Museum](#) and [Geology Collection](#) respectively), there was one station with objects relating to [Victorian medicine](#) and one with art objects from the [Art Museum](#). Finally one student brought her own ‘objects’ – relating to her PhD research – in the form of Zebra fish

embryos at different stages of development and a ‘DIY-microscope’ that allowed workshop participants to magnify (and photograph) the fish through their smart phones.

As can be seen from the students’ case studies, the feedback from participants of the workshop was very positive but also contained some useful suggestions for the future. Like; ‘to make teaching more accessible [we should] create environments of play – playful discovery’; ‘to make learning more engaging [we should] ask questions [...] embrace the stories behind the objects [and] have fun handling them’ as well as ‘make people relate to the problem I am trying to solve’.

In terms of the future – and as also evident from the case studies – the students identified two key areas that they would find particularly important to tackle with a follow-on project. The first involves the peer support dimension of the object handling workshops and how it would be useful to provide peer-led object handling groups within their own academic departments. The second is aimed at teaching staff and how best to go about starting a discussion with lecturers and tutors, especially at undergraduate level, regarding them introducing objects to their tutorials and seminars. Consequently we combined these two ideas into a collaborative ChangeMakers project application for 2016-17.”

### **Case study, Eleanor Savage**

“What are the potential learning benefits of museum objects for students with specific learning disabilities?

#### **What we did**

We held some discussion sessions as a group, then one open workshop to pass on our ideas to others in UCL and gather their thoughts on implementation of our ideas.

#### **What we found out**

The idea that objects bring the subject alive was particularly well received by those who attended the workshop – it can be hard for any student to get past densely worded and lengthy reading required for courses in order to really engage with ideas and form insights and arguments, and this is often even harder for students with SpLDs. Using objects related to this reading encourages students to think more laterally and actually apply the knowledge they have, forming stronger memories of the material. Using museum objects in seminars also engages student’s natural curiosity – encouraging students to speak up in class and share their ideas.

“The project has been a fantastic experience - it has given me the opportunity to see some amazing objects and has totally changed the way in which I think about my own learning.”

#### **The future of the project**

The project has made it clear that museum objects could be incredibly useful in making learning more enjoyable and accessible for all students, not only those with SpLDs and it would be great to explore how to implement these ideas over the next academic year – whether by helping small groups of students access museum collections to supplement their own learning or by reaching out to staff to increase their use of museum objects in seminars.

The project has been a fantastic experience - it has given me the opportunity to see some amazing objects and has totally changed the way in which I think about my own learning.”

### **Case Study, Alessia Lee**

“Thomas Kador introduced this project with a view to encourage teachers to implement museum objects from UCL’s rich collections to facilitate learning and broaden approaches to teaching. The idea of this project resonated with me as I had become increasingly interested in alternative, and more interactive and varied means of education during my previous academic year spent in Finland at Helsinki university, where I perceived an active inclination towards the innovation of teaching methods (such as in the Autonomous Learning Methods teaching programme for which I volunteered as a teaching assistant).

For our first meeting, Thomas brought along a few artefacts from the UCL Petrie museum of Egyptology and asked me to guess what their function might have been. I was not too successful at first but the process was intriguing and memorable and thus potentially useful in a classroom context. Although this is not a particularly new idea, it is evident that in recent years education at all levels has become very text-heavy, especially in higher education, which although to some extent is necessary, but text alone can be unhelpful for more visual learners or those with specific learning needs.

Our project culminated with a public event held at the UCL Art Museum which we presented as: “making teaching more accessible and learning more engaging” where we gave our guests the opportunity to sample some of the objects available to them and offer their first impressions and feedback on how we could proceed further with integrating tactile and kinaesthetic learning and if, where and how it would be viable to adopt this as a regular practice in teaching. Thomas led the event, outlining the motivations and desired outcomes for the project while we assisted in liaising with the attendees, provoking discussion about our assigned collections of objects, considering reactions and welcoming suggestions.

“...these objects as props can ultimately facilitate conversation by making it easier for students to relate to, through playful discovery, the intellectual discussion.”

Overall, feedback was highly positive and encouraging; we found that there are lots of people interested in public engagement at UCL and making more research accessible, that people would be willing to embed the artefacts in a meaningful context and utilise them particularly in science and history classes to demonstrate how science and technology have evolved over time, and that these objects as props can ultimately facilitate conversation by making it easier for students to relate to, through playful discovery, the intellectual discussion. There was also a rather perceptive suggestion to look into acquiring small pieces of big socio-technical systems in order to bring science and technology policy more alive, giving students more of a sense of its reality in shaping life. This to me seemed very astute and something worth taking into consideration.

Through engaging with this project, it was confirmed that the notion of fostering multiple abilities through sensory object engagements is indeed a fertile domain for further research and enquiry and I hope that through continuing to bring these resources to the fore, and reminding educators of their potential value outside of a museum context will pay dividends with reference to personal development through education.”

### **Case Study, Wyndham Hacket-Pain**

“Our project aimed to investigate how objects can be used to make learning both more engaging and accessible. After some introductory and brainstorming meetings, we set up an interactive event where five sets of objects were set up, and where students and members of staff discussed the use and meaning of the objects alongside the UCL ChangeMakers team.

The most striking moment of the event for me was when a child (probably around the age of 7 or 8) started playing with the objects in front of him with no inhibitions at all. He picked up two connected items, a carved marble thumb and an archer’s thumb guard, and placed the guard on the thumb. Merely through innate curiosity and a desire to play the child was able to correctly identify the two obscure objects quicker than anyone else.

“Our event showed that objects engage with people’s innate curiosity, and in turn help complex ideas and concepts to be discussed in a constructive and enjoyable way.”

Feedback on our event seems to agree with these findings, and I definitely felt that participants found our event both insightful and enjoyable. Objects can be an alternative way of presenting and thinking about knowledge, and can be an effective entry point for those who feel intimidated by traditional representations of academic work. Our event showed that objects engage with people’s innate curiosity, and in turn help complex ideas and concepts to be discussed in a constructive and enjoyable way. Using objects can change the focus of discussions and give a greater emphasis on problem solving and critical thinking.

I am graduating this year but am very happy to hear that this project will continue into next year and will hopefully build on the progress and success that has already been achieved.”

### **Case Study, Hannah Stanforth**

I participated in a UCL ChangeMakers project that explored the idea of incorporating objects into teaching and learning practices.

As part of a public engagement event titled ‘Making teaching more engaging and learning more accessible’ at the UCL art museum on 2<sup>nd</sup> June 2016 I set up a stand to show how I could use objects from my research to teach others about my work.

In order to demonstrate the power of objects I brought along with me two ‘DIY---Microscopes’, that in combination with a smart phone camera enables you to visualize a sample.

The sample of choice was zebrafish embryos – which I study for my PhD. The idea was, that while people viewed the embryos it would encourage discussion around the subject and the experience would enable them to learn something. What I found while running the stand was that people were apprehensive at first when trying to engage in conversation about developmental biology. However, when using their smart phone to view the embryos they became more involved in conversation and began to ask many questions. It seemed as though they were able to relate to the science by seeing the object and this made them want to engage in learning.

...if these sorts of techniques were to be incorporated in teaching at UCL, when students are already interested in the subject, imagine how much more students could get out of their courses

Some of the feedback from the attendees also included 'I learned about fish and how they grow', 'discussion is still valuable' and that to make teaching more accessible they could use 'really cool mobile phone as magnifying device'. This shows that the attendees had learned something from visiting the stand, saw the benefit of objects to promote discussion and also

Thought that the DIY—microscope would work well as an object to make teaching more accessible. I would therefore conclude that this was successful in terms of promoting how powerful the use of objects can be for teaching and learning because I was able to pass on some of my knowledge to others, who were not familiar with the subject beforehand. This highlights an important point that if these sorts of techniques were to be incorporated in teaching at UCL, when students are already interested in the subject, imagine how much more students could get out of their courses.

I very much enjoyed taking part in the project, not only at the event but also in the meetings prior to this where I learned a lot about how I take in new information as well as the other students. It has shown me other ways to approach my learning that are extremely beneficial and therefore I think it is important that the UCL ChangeMakers scheme continues. It would be valuable to see this project continue in such a way that faculty staff would use objects within their teaching and feedback as to how this improves learning, grades and student satisfaction.

For other students wondering whether to get involved in ChangeMakers projects I would definitely encourage it. I feel schemes like this are important as we, the students, are the ones who can give the relevant feedback and ideas to continue to improve UCL as we are the people using the services, attending lectures, and undergoing the student experience. You may also learn a thing or two about yourself and help improve your skills at the same time.

### **Case Study, Wataru Tague**

"The project aims to enhance students' learning, especially for those who have specific learning difficulties (SpLD) such as dyslexia, dyspraxia or ADD/ADHD. We believe that having more engaging sessions by using sensory objects can improve students' understanding, as well as teaching qualities. As a result of having more engaging sessions, it would be beneficial for students' essays and revisions. We organised a session of hands-on activities at the UCL Art Museum. We received a number of interests and positive feedback on the session from both students and teaching staff.

During the session, I supported the stall of observing the different developmental stages of zebrafish embryos by using a smartphone camera as a microscope. Some indicate that visual materials help their understanding. This also shows that using art objects helps students, not only those who have SpLD, but also any visual learners. By using a smartphone as a microscope, students can take pictures or movies and use them for their revision. In addition, using smartphones as magnifying devices instead of microscopes allows to provide students with more opportunities to get involved in learning environment, even with limited budgets. The feedback from the session also suggests that using artefacts help students understand deeply yet sometimes it can be difficult to bring or access to those objects. It could be suggested that the use of 3D printed objects during seminars makes teaching more accessible. Although this project targets at the university level education, it would be useful if we could expand our targets from different education levels.

## Case Study, Trupti Kolvekar

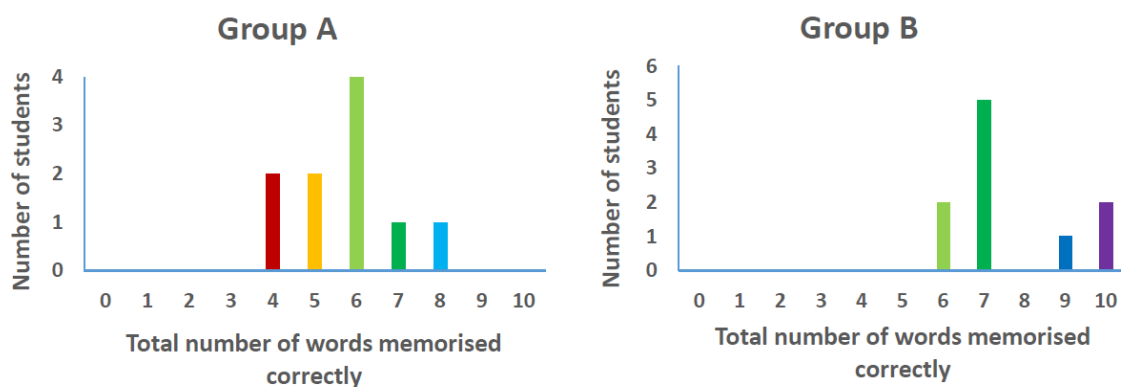
“The Influence of Objects and Imagery on Learning New Vocabulary”

Two groups of 10 students were selected and given the following list of 10 words in Latin:

1. equus- horse,
2. vehementer- violently
3. gladius- sword
4. nemo- no one
5. caput- head
6. pulcher- beautiful
7. pecunia- money
8. magnus- big
9. liber- book
10. flumen- river

Group A was given 20 minutes to memorise each word and meaning without any visual aids or objects. Group B was also given 20 minutes with several objects and images to aid memorising the vocabulary list.

### Results:



### Results:

The preliminary findings show that Group B had a greater proportion of students memorising most of the vocabulary compared to Group A. In Group B, all 10 students were able to memorise over 5 words unlike Group A. Students felt that the use of objects and images made learning the vocabulary much easier and less monotonous. Group A felt that they would have been able to memorise more words with the use of imagery and context.

“Students felt that the use of objects and images made learning the vocabulary much easier and less monotonous.”

### Conclusion:

Our findings show that students benefitted from the use of imagery and objects when learning new, unfamiliar vocabulary. Students can find this technique very useful when revising for exams and teachers may find it easier to teach their students with the use of objects during lectures.

## Case Study, Harry Begg

### *The Benefits of Object-based Learning to the Study of Politics: Political Science and Art Galleries*

“The words ‘Political science’ for many has connotations of tedious political analysis, often much divorced from the realities of politics. Game theory, quantitative analysis and public management all ring such bells: for me (a political science student with a specific Learning Disability) and you (reader) both.

The UCL ChangeMakers study, ‘Object & museum based learning for students experiencing specific learning difficulties’, considers how creative engagements with objects may have benefits for students’ learning process. It aims show how bringing students’ heads out of their books and into different learning environments may improve their learning experience. For students with SpLDs, this can have the benefit of giving them a break from the process of learning through course texts, which can be an onerous one given the additional energy required to read, digest, and note each page. My gut feeling is that students more generally could learn a lot from engaging with object-based learning, and here, I will explore the teaching of Dr Cathy Elliott of the Department of Political Science, and show how she has been challenging teaching practices by moving her teaching space to the art gallery.

Dr Elliott teaches the undergraduate module ‘International Development and Public Policy’, which investigates, in particular, ‘what development means and the history of the concept, as well as the political implications of working with different definitions of development’ and also ‘how, and in what ways, we are all **personally implicated** in the flows of power, goods, money and ideas that create a rich and a poor world’. The course thus adds a personal dimension to international development studies, and part of the aim is to alert students who are clearly interested and motivated in alleviating global poverty as to the structures they themselves live by with respect to development issues. This personal quality is ripe for the kind of immersive experience which this UCL ChangeMakers study considers.

During the module, students were taken to photographer Nick Danzinger’s exhibition, *Revisited*, at the Royal Geographic Society. The exhibition used photographs to explore the impact of the United Nations’ Millennium Development Goals. Danzinger returned to photograph individuals whom he had first photographed five years earlier in 2005, when the UN’s policies were at an earlier stage.



The photograph is of Pov, who when Danzinger first photographed him in Cambodia in 2006, earned a living shining shoes alongside his sister. After falling into a fight and being arrested, his mother had to pay a bribe of \$100 to free Pov from prison. With an interest rate of 30% per month, the loan took five years for the family to pay off.

Danzinger, who also presented a talk about the exhibition at UCL convened by Cathy Elliott, offers what might be described as an ‘immersive’ or ‘inhabited’ look at the realities of poverty that continue in spite of all the work that has been done since the Millennium Development Goals were first adopted. Shavon Bell, a student on Dr Elliott’s course, wrote of attending the exhibition and its impact on her and fellow students’ engagement with the talk:

'Coupled with the readings, seminar groups within 'International Development and Public Policy' evaluated the success of the exhibition— was it successful in creating empathy between the subjects of the photos and the viewer? Was it therefore an entirely unbiased view of the lives of individuals [...]? Was it effective in inspiring citizens of other countries to aid those in the Global South? Raucous debate allowed students of differing opinions to advocate for both sides of these arguments and to more rigorously examine narratives of development that they are presented with in their everyday lives. These in-class exchanges proceeded so far as to investigate the nature of the term “developing nation” itself which, as any illuminating module should, left students with more questions than answers by the conclusion of class.'

Meanwhile Natalia, another second year undergraduate at UCL, writes, 'In art, development is not expressed as an objective mathematical calculation, but rather as a view on how the notion of development is reflected in everyday lives, and the variety of possibilities to express it is endless'.

Dr Elliott herself describes the exhibition visit and its impacts as one of the most inspiring experiences of her teaching career. In addition to the emotive aspects of visiting an exhibition like Danzinger's, visiting an art gallery as part of a politics course also alerts students to how art galleries are 'curated', and knowledge is organised in certain ways, and in itself necessarily has certain agendas it wishes to pass on to visitors. In one essay for the course I have been given access to, a student proposes her own exhibition at Tate Modern, hoping to offer a 'critique of stereotypical 'exotic' representations of people from the Global South is an accessible attack on post-colonial discourse. Similar artworks shall attempt in this exhibition to challenge the global health development discourse in the same visual, and crucially accessible, manner.'

It seems to me that there are several aspects of the learning process which are showcased in Dr Elliott's module:

- Visual learning. Students were inspired by 'seeing' development, not just reading about it.
- Discussion of 'lived' experience. Students enjoyed debates which engaged not only with course readings and theoretical underpinnings to development, but also lived experience, including Danzinger's exhibition.
- Empathic engagement. Students may have been studying towards a political 'science' module, but it is clear that empathy was a part of the learning process. One can read about 'the lives behind the statistics', but this is not a replacement to the kind of immersive experience that Danzinger's exhibition offered.

Object-based learning is not something that necessarily needs to involve 'touching' objects. Tactility can take many forms, and spending time in a curated exhibition can provide similar experiences to what we might consider more traditional forms of object-based learning, like spending time studying artefacts at a museum as part of an Archaeology degree. Dr Elliott's teaching is particularly interesting as a case study as she is using object-based learning in a subject which is traditionally particularly book-based.

How might this be a particularly useful learning method for students with SpLDs? Due to this piece of writing being post-hoc, I have not been able to attend the exhibition with students myself, and for confidentiality reasons I have not been able to discuss with students with SpLDs who took the International Development and Public Policy module whether they found this aspect of the learning process particularly fruitful. As a student with an SpLD, I find that on a first read of a scholarly article or book that it is difficult to grasp the wider 'gist' of the argument that underlies it. It is often only through re-reading or through discussion with peers (or through revision before exams) that I am able to extract these wider arguments. Attending an exhibition like this deals with the arguments that a lot of the readings on the IDPP course are dealing with in a visual form.



“... I think it would be very important to hear the stories that students with SpLDs had to tell about their specific experiences, rather than hear less nuanced and personal experiences through reading comments put in surveys.”

Having a tutor attending the exhibition, the learning process is also directed and monitored, and so a lot of what is going on can also be explained to students at the exhibition itself. Attending an exhibition like this would not mean that students avoid lengthy reading lists, but it might provide a ‘spark’ moment that gives them conceptual access to some of the debates that are going on in the scholarly literature. If a student with an SpLD is really struggling to keep up with readings on a week-to-week basis, the exhibition will also give them the conceptual grounding needed to engage in a seminar: they can participate in discussion even if they have not read every article or book on the reading list.

I can see other subjects which would also be ripe for object-based learning within political science. The Wellcome Collection would be an excellent place for a tutor to take students studying health policy; the British Museum or the Imperial War Museum (etc.) for students of nationalism; a public square, community centre or other public space for students of citizenship. To capture whether these learning processes are particularly useful for students with SpLDs, I believe it would be necessary to have a student representative of some sort (e.g. someone from this UCL ChangeMakers project?) attend the exhibition and then (confidentiality etc. depending) reach out to students with SpLDs and have a chat with them to understand how it might have improved their learning experience. I see this as being more beneficial than surveys and other data capture techniques. This may be a result of my bias as an interpretivist political scientist, but I think it would be very important to hear the stories that students with SpLDs had to tell about their specific experiences, rather than hear less nuanced and personal experiences through reading comments put in surveys.”

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### Jewish Museum Late Event

**Department:** Institute of Archaeology

**Team:** Sahara Baranow, Larkin Glaze, Kitty Hadaway, Theano Moussouri & Mira Vogel

Comments from Student Case Study Poster:

“For our UCL ChangeMakers project a group of five MA Museum Studies students programmed and delivered a late opening event at the Jewish Museum London.

The project was immensely successful. It set out to target a younger, culturally engaged audience (25-35) – defined by the Audience Agency as ‘Experience Seekers’. This target was reached with about 200 visitors on the night; we even turned a small profit. We also gained a lot of experience regarding event management in museums. Sporadic feedback that was given by visitors on the night was remarkably positive.

UCL ChangeMakers allowed us to realise some of our ideas for the event that would not have been possible otherwise. The training that is offered through ChangeMakers can also be immensely supportive. Our project had already been well underway, so it was a little too late for us to use the training provided.

“UCL ChangeMakers allowed us to realise some of our ideas for the event that would not have been possible otherwise.”

Completing such a large scale project was immensely rewarding. At times, it proved to be challenging, when progress relied on external confirmations or assistance. On the whole, it was a great experience.

Our project was a one-off project, but it would be great, if future cohorts of students can learn something useful from our experiences.

If you are thinking about undertaking a UCL ChangeMakers project, you should definitely go ahead with it. The support and resources can help to elevate your project to a completely new level. Plus, it is always useful to do additional training on project management, if that is where your interests lie.”

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### Student-Staff Research Awareness Project

**Department:** School of Pharmacy

**Team:** Rebecca Lever, Mina Mansor & Vanit Patel

**Overview:** To increase awareness amongst the student body of the research base of the staff who deliver their course, and hence the research that underpins and shapes their teaching, in line with the aims of the Connected Curriculum.

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### Transitioning into Masters Level study

**Department:** Faculty of Brain Sciences

**Team:** Julie Evans

**Overview:** The main aim of the project is to enhance student experience and better prepare incoming Masters students for their intense period of study at Masters level at UCL. The project will use the words and experiences of current Masters students to develop a leaflet: Transition to Postgraduate Study in the Faculty of Brain Sciences, UCL - this will be sent in advance of enrolment to all offer holders.

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### Developing Transparent Marking Criteria for Undergraduate Experimental Research Reports

**Department:** Division of Psychology and Language Sciences

**Team:** Florin Gheorghiu, Duncan Kavanagh, Alistair McClelland & Anastasia Vikhanov

Case Study by Anastasia Vikhanov:

“The project my team and I were working for was connected with changing the marking criteria for the lab reports that Psychology and PALS students need to submit quite frequently. People were unhappy with the inconsistency in the marking and couldn’t understand how to improve. The supervisor of the project in collaboration with colleagues came up with a new scheme and the aim for my team was to

conduct two focus groups with students and lab demonstrators to see whether the new scheme looked better for them.

So far it is difficult to say whether the project was successful, because the scheme still needs to be implemented into the real life. The feedback we've got from two focus groups was generally positive. Lab demonstrators felt that it would make their lives easier, because students would get a better understanding of what is needed to achieve a first. Students supported this idea too; they felt like the new scheme is much clearer than the previous one. People also mentioned a few issues with the new scheme that can easily be tackled.

"UCL ChangeMakers is a great project, because I truly believe that all the actions and decisions made on the university level could not be fair without asking for students' advice and opinion."

The project was a very interesting experience for me, as it allowed us to learn the opinions of people from both sides of the problem. It was also my first experience arranging and conducting the focus group. We had the freedom of planning it whatever way we wanted to. UCL ChangeMakers is a great project, because I truly believe that all the actions and decisions made on the university level could not be fair without asking for students' advice and opinion.

In terms of plans for the project, I guess we will see the outcome of it next year when the new system is being implemented in practice. Even though I will be a third year student and won't really get a chance to 'feel' the new system, I really hope we did our best to improve the university life for our peers."

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### The BAsc Interdisciplinary Digi-publication

**Department:** The Bachelor of Arts & Sciences

**Team:** Kate Wallis & Sara Wingate-Grey

**Overview:** This project aims to further advance students' critical interrogation of interdisciplinarity; and further develop a through-line for research skills, practices and understandings which the first year of the degree programme teaches. The project will also explicitly provide a connected curriculum specific experience for students as researchers, enabling them to collaborate on a student-led project which will expand and build on knowledge and skills acquired in the Core module, Interdisciplinary Research Methods (IRM) - which is taken by all first year BAsc students - and which seeks to enable students to explore questions of qualitative research approaches, methods and ways of thinking.

## REACT Project

**Department:** UCL Centre for Advancing Learning & Teaching (CALT)

**Team:** Claudia Balseca, Christian Gutierrez Tejas Joshi, Abbie King, Jenny Marie, Steve Rowett, Alex Standen & Moira Wright

**Overview:** The aims of the REACT project are:

1. Identify who the hard to reach students are for undergraduate, postgraduate taught and postgraduate research cohorts
2. To begin to identify means of engaging them more fully in university life

This will be done through analysis of NSS, PTES, PRES and student Barometer data, Moodle usage statistics, progression rates and interviews with key staff.

Outcomes: Claudia, Christian and Tejas interviewed 11 members of staff to understand their different perspectives on who the 'hard to reach' students are at UCL. Tejas presented the findings at the UCL Teaching and Learning conference with the following poster:

**WHO ARE THE 'HARD-TO-REACH' STUDENTS AT UCL?**

An overview of the ongoing REACT project on student engagement at UCL

**What is the REACT project all about?**  
REACT, an abbreviation for "Realising Engagement through Active Culture Transformation", is a multi-university project focusing on enhancing student engagement in higher education. The project originated in three unique student engagement initiatives supporting student-staff partnered activities on a variety of topics at the Universities of Winchester, Exeter and London Metropolitan University.  
The project now extends to 10 more universities, of which UCL is a member.  
You can find more about it, and related initiatives on student engagement: [www.studentengagement.ac.uk](http://www.studentengagement.ac.uk)

**eact** UCL ChangeMakers

Presented by  
**Tejas Joshi**  
tejas.joshi.1@ucl.ac.uk

Our group  
Abbie King,  
Alex Standen,  
Claudia Balseca,  
Christian Gutierrez,  
Jenny Marie,  
Moira Wright,  
Sally MacKenzie,  
Steve Rowett,  
Tejas Joshi

**At the**  
UCL Teaching and Learning  
Conference 2016,  
UCL Institute of Education,  
April 15, 2016

**Aims of our study**  
To identify the 'hard-to-reach' students at UCL- across the undergraduate, post-graduate (taught and research) courses.  
This identification will help initiate specific action towards enhancing their engagement, and channelling efforts to enhance student-staff activities to achieve this.

**Methodology**  
Given the diversity of UCL as an institution, and the spectrum of stakeholders (both staff and students) it is home to, identifying hard-to-reach students relies on inputs from each of these groups.  
Another aspect relevant to this project is that it is a longer term study and will focus on certain facets at a time, the findings from one directing the latter.  
This study deploys both qualitative and quantitative methods.

**Existing Data**  
Response rates and response content analysis for surveys such as NSS, Barometer, etc.  
Analysis of student performance in terms of progression, academic performance, etc.  
Reflecting upon data from existing student engagement initiatives at UCL such as UCL ChangeMakers, etc.

**Interviews**  
The interviews are a key aspect of this study. We have identified representative members from across UCL, who directly or indirectly interact with students or are involved with student engagement programmes at UCL. Presently, qualitative interviews with these members are in process.  
Professors, teachers and tutors Faculty Deans/ Heads  
Student-led Bodies Volunteering Bodies Educationalists  
Representation Bodies Support Teams, International Offices, etc.  
Following the findings from these interviews, the identified groups of students will be targeted for interviews.

## The Multilingual University: using linguistic diversity as a resource

**Department:** Institute of Education

**Team:** Arnaldo Bernabe Griffin, Claire Hao, Sian Preece & Gozzal Utemuratova

### UCL Teaching & Learning Conference Abstract:

Higher education institutions welcome the cultural diversification of the student population. However, they seem less certain about how to approach the linguistic diversity that accompanies a culturally-diverse body of students. In this paper, we report on a collaborative staff-student ChangeMakers/

Connected Curriculum project at the Institute of Education that seeks to illuminate this issue. It is our contention that UCL is a 'multilingual university' in which diverse linguistic resources are embodied in the student (and staff) population that can be used for teaching and learning.

In this paper, we present ongoing research being undertaken by staff and MA students in the Applied Linguistics and TESOL (ALT) team at the IOE. We report on the data collection tools that the project team designed for investigating the linguistic landscape of UCL, the linguistic repertoires of the students in the ALT cohort and ways in which bi and multilingual students at UCL make use of their linguistic diversity. We give an overview of the data sets to date and discuss the next steps for the project team.

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## Student Research Groups and their Assessment

**Department:** Political Science

**Team:** Yvoni Efstathiou, Sandra Hain, Carolyn Maurer, Nils Metternich, Lucas Pokrywa & Simon Woell



“Is it possible to predict where refugees will flee? Are there different factors influencing who becomes an internally displaced person (IDP) instead of a refugee? Five MSc Security Studies graduate students and their lecturer asked these questions, inspired by the unexpected mass refugee migration to Europe this year, with their research supported and funded by UCL’s ChangeMakers programme.

Throughout the 2015-2016 academic year, Yvoni Efstathiou, Sandra Hain, Carolyn Maurer, Lucas Pokrywa, and Simon Woell, and Dr. Nils Metternich in the Department of Political Science worked to understand what factors influence a person to flee during conflict. They also researched if there were different factors associated with fleeing within a country (becoming an IDP) versus crossing a border (becoming a refugee). The team was invited to present their findings to world-renowned experts at the Network of European Peace Scientists Conference in Milan, Italy this past June. This is one of the first student research groups within the Department of Political Science that has been accepted to an academic conference and will submit their findings to a peer reviewed journal alongside their coursework.

The team found support for their argument that people initially flee based on the actual or perceived threat to their lives. The project tested different types of conflict intensity on migration patterns, including: the number of violent incidents, the area conflict spreads across, and the number of casualties. They observed that contrary to previous research, the number of casualties from one-sided violence matters more to migration numbers than the area affected by violence.

The most innovative finding of this research is that IDP and refugee migrations have different push factors; the combination of who perpetrates one-sided violence (state or non-state actors) and who the violence targets (politically included or excluded groups) creates different types of migrations. If a group of people is targeted by their preferred group, meaning the actor they support (such as an included group targeted by the government, or an excluded group targeted by non-state actors), this creates large refugee migrations. This shows that when groups target populations who support them, they flee further, suggesting those institutions lost legitimacy and trust from the people and discouraging incentives to return.

However, IDP migrations reveal a more complex pattern. Only when non-state actors target their own population (excluded groups) were large IDP migrations observed. This suggests that people (especially excluded groups) flee the immediate conflict, but stay within their states, at least for the first year. This new understanding differentiating IDP and refugee migrations could greatly affect policymaking and humanitarian preparedness and response to conflicts. First, the findings show support that refugees and IDPs are not the cause of conflict but a consequence, as migrations are a result of high casualty rates from persecution through one-sided violence. Second, if a conflict is assessed by disentangling who perpetrates violence against who, then third parties can better determine if there will be mass IDP or refugee migrations, and through the research's predictive model, an estimate of how many will flee. This, in retrospect can explain the mass migration of refugees to Europe this year, meaning this research could in the future help external actors to understand migration patterns in advance. This then means third party actors could provide assistance faster and more effectively, because they will know where and to what extent to provide services, either in-country, or to neighbouring states.

Conference presentation on Prezi:

(<https://prezi.com/vk59ynlsjr1/metternich-et-al-neps-2016/>).

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## Teaching Research: Student in Control

**Department:** Physics & Astronomy

**Team:** Paul Bartlett, James Claxton & Richard Tweed

### **Case Study by James Claxton:**

“Our UCL ChangeMakers project aim was to enhance two of the 1<sup>st</sup> year Physics experiments by enabling students, with the use of a Raspberry Pi, to collect data with a sensor. The purpose of this was to encourage students to understand that the programming skills they are learning during their first year can be applied to real situations.

Initially we tried using light dependant resistors with an LED to detect motion but found that the ambient light saturated the detector. We tested some low powered infrared lasers but found that they could not cope with the distances required. The solution we came up with was to use an infrared LED with an infrared detector. When an object passed the LED, the light beam to the detector was broken and the Pi would record the time and duration of the break. The code was produced with the 1<sup>st</sup> year students coding ability in mind. We intended from the beginning to provide the students with parts of the code incomplete so they would have to use their knowledge from the coding course to complete and expand it. Since I had just completed my first year I also acted as a “consultant”, to determine if the content was appropriate for first year students. My main role entailed designing an enclosure for the various components and the Raspberry Pi. I did this using AUTO CAD software which we then 3D printed. Richard Tweed was the technical and programming lead who constructed and implemented the system.

“...now other students can observe how an experiment was developed by their very peers.”

I believe the ChangeMakers scheme can be utilised effectively to improve the Physical Sciences teaching practices as now other students can observe how an experiment was developed by their very peers. They will also realise that the lab sessions they attend are not static but can evolve should they wish to improve them.”

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### Student-Led Changes to our Assessment & Feedback Practices

**Department:** Statistical Science

**Team:** Sandra Joksaite, Alessia Mele, Matina Rassias, Yixuan Sun & Jeremy Wong Diffa

**Overview:** We will be working in partnership with the students on this project to benchmark the Department's practice against the NUS Assessment and Feedback Benchmarking Tool and choose priority areas to enhance further.

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### Collaborating with Campus and Online Students in the Educational Development Phase of a New Online Group Design Module

**Department:** Medical Physics & Bioengineering

**Team:** Billy Dennis, Eve Hatten, Lok Man Ho & Elena Tsolaki

**Overview:** The MSc in Physics and Engineering in Medicine course team are developing a teaching resource for a new group-led Medical Device Design and Project Management to launch in 2016/17. For most project management modules at UCL, student collaboration requires regular meetings of students in person. This MSc is a pilot Masters programme with both campus and online cohorts. This project aims to evaluate the logistics of linking such groups through the Medical Device Design Task and to work with campus and distance learning students to develop a practical educational delivery model to encourage effective online collaboration in such projects.

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### Showcasing Undergraduates at BSP to Prospective Students

**Department:** The Bartlett School of Architecture

**Team:** Duncan Betram, Elisabete Cidre, Nin Johnson-Marshall, Alexander Ross, Syon Yoon & Heather Yuen

#### UCL Teaching & Learning Conference Abstract:

“This talk aims to disseminate interim outputs of the UCL ChangeMakers project *Showcasing Undergraduates at BSP to Prospective Students* currently being undertaken by the Bartlett School of Planning Open Day Ambassadors. Students are preparing supporting materials for our Open Days (at UL, UCL, BSP) and Summer Schools to address the lack of visual and graphic materials to market our programmes. The e-resources being prepared (i.e. an e-book - to pull together examples of undergraduate coursework to create an open day experience for our prospective students that showcases the very best of BSP academics achievements; a short film – collecting testimonies from our current cohort on the student learning experience and how their skills and abilities have been developing and excelling), will display the breath of the work undergraduate students undertake,

demystifying applicants assumptions that Planning students only really study planning policy and are unaware of the design and social dimensions.

More than simply disseminating the outputs of the project the talk will reflect how the project has furthered dimension 6 of the Connected Curriculum (i.e promoting a sense of community and belonging at UCL through the interactions that students have with each other and with staff; and promoting an inclusive learning and research community), by discussing how students becoming partners in their education can reveal heightened feelings of belonging to the academic community.”

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## PGTA Scenarios

**Department:** UCL Centre for Advancing Learning & Teaching

**Team:** Judith Borghouts, Caterina Paolazzi, Saba Riaz & Alex Standen

Extracts from full project report:

### **Aim:**

To develop a set of scenario-based resources for the training and development of postgraduate teaching assistants (PGTAs).

### **Process:**

- Initial focus group for feedback on scenarios developed by the partner institutions (5 participants).
- Recruitment of three student partners (participants in focus group) to co-lead project.
- Survey sent to all previous participants of mandatory UCL training for postgraduates who teach to inform scenario topic choice (47 responses).
- Development of 16 scenarios.
- Follow up focus group for feedback on newly developed scenarios (4 participants).

### **Experiences of participating in the project**

- Participating to this project made me more aware of other constructive and positive perspectives on possible problematic situations. As a relatively inexperienced PGTA, it will definitely allow me to better balance my work and more confidently face possible issues in future years.
- It was really reassuring to realise how interested UCL is in improving PGTAs' training in teaching practice (and partially also ethics). It would definitely be helpful if this interest could filter through the bureaucratic aspects (timetable, hours of work, room booking) which sometimes seem to receive more relevance within a departmental perspective.
- It was insightful to discuss scenarios with other PGTAs and hear how they would approach certain situations. It helped me think critically about what I would do in certain situations. It also helped me reflect on situations I experienced in the past and if I were to approach that situation in the same way now.
- Taking part in developing the scenarios, and thinking of different possible options, made me explore a range of possible solutions, and helped me think further about more possible solutions than the one or two I would immediately think of. I think it is a great opportunity for PGTAs to read, discuss and develop case studies as a part of their training. It provides starting PGTAs with useful resources and provides all PGTAs a platform to discuss problematic situations with peers.



## UCL ChangeMakers Communications

Department: UCL School of Management

Team: Jane Burns & 3<sup>rd</sup> Year Marketing Communications Undergraduates

Marketing communications is essentially a complex practitioner led discipline where activity is planned, emergent and constructed. The pedagogic challenge is to combine the presentation of a body of knowledge whilst being conscious that in order to have any impact and deeper learning outcomes, students need to synthesise unique responses to real world problems which will usually lack a clear solution. During the autumn of 2015 around 50 3<sup>rd</sup> year undergraduate students taking an elective module in marketing communications undertook a UCL ChangeMakers project as a piece of assessed coursework.

They were asked to work collaboratively in groups to develop their understanding of UCL ChangeMakers and create plans for an awareness campaign for the UCL Student ChangeMakers initiative for the 2015-16 academic year, and beyond. The student cohort was diverse in terms of home departments and backgrounds, so by harnessing the social network effect of students undertaking the project, this in turn raised the awareness level of the general student population. The image here shows a typical student team:

The

# com.UNI.cation

project

*Com.Uni.Cation specialises in developing high impact, practical and well considered marketing communications programmes. It has a strong reputation, founded on its ability to be creative whilst basing its work on solid theoretical foundations and evidence based research.*

## Meet the team:



**Mohammad Abid Ali**  
Electronic Engineering  
Project Management  
Finance planning



**Alexandros Lattas**  
Web development  
Online Marketing  
Psychology  
Management



**Marina Alvarez Manso**  
Advertising  
Public Relations  
Audio-Visuals  
Project Management



**Jan Peters**  
(consultant)  
Gallup Strengthsfinders  
specialist  
[www.katalytic.co.uk](http://www.katalytic.co.uk)



**Tina Bagherzadeh-Saffarian**  
Software Engineering  
Business Analytics  
Programming



**Jack Reynolds**  
Electronic Engineering  
Data Acquisition  
Analysis



**Jackie Kinsey**  
(consultant)  
Organisational Change  
specialist  
[www.thoughtworks.com](http://www.thoughtworks.com)



**Sandra Rosado Pizarraya**  
Advertising  
Public Relations  
Audio-Visual  
Project management

satisfied a number of overarching requirements of the ChangeMakers programme, in that students, module staff and CALT staff worked collaboratively to develop the student responses. The outcomes of the student projects were a structured, integrated and coherent sets of activities, many of which will have the capacity to become ChangeMakers projects in their own right. By undertaking the coursework, students' awareness of UCL ChangeMakers was raised as well as giving the opportunity to undertake original research, work collaboratively across year groups, disciplines and with staff from across UCL.

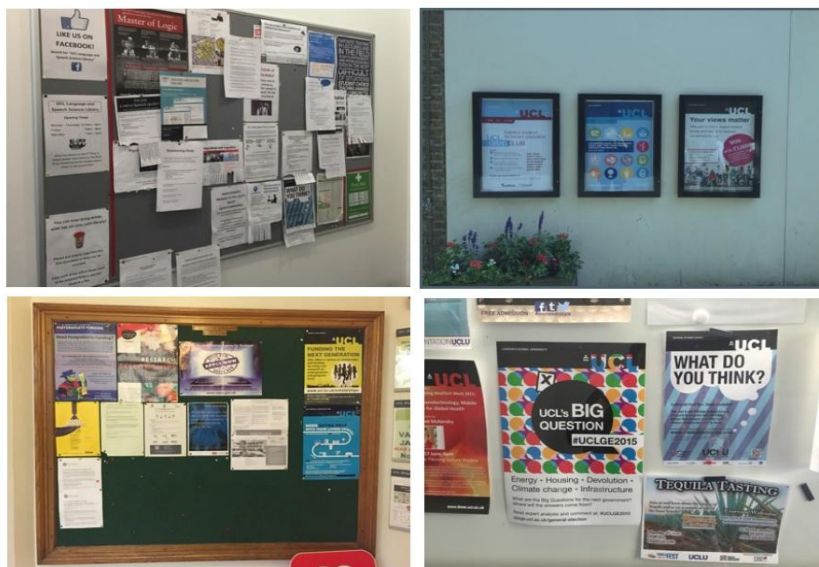
The initial task was to understand the audience for communications about UCL ChangeMakers. UCL has (<http://www.ucl.ac.uk/about-ucl/facts-figures>):

- 37,000 students (approx.): 52% engaged in graduate studies
- Students from 150 countries study at UCL
- Almost 13,000 staff: 840 professors and >6,000 academic and research staff
- More than 200,000 UCL alumni

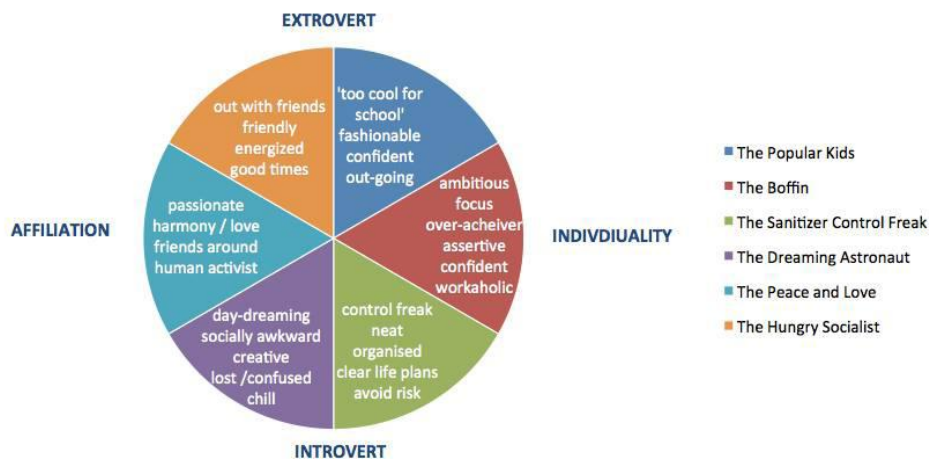
Moreover these students are perceived to be part of 'Generation Z' which is characterised in the marketing literature as being:

- Conscious consumers
- Motivated by making a difference
- Questioning cost: value ratio
- Value transparency and dialogue
- Digital natives
- Brand savvy
- Bombarded by information and promotional messages (noise)

The issue of communicating UCL ChangeMakers is further compounded by the perception that the programme presented an 'adult voice' and was not clear about what the direct benefits of participation would be (what's in it for me?). Students concluded that UCL students are a difficult audience to reach because historically UCL over communicates and under reaches students with its messages. The sheer volume of communications noise blocks out clear message reception.



Students conducted original research into many aspects of student behaviour including where they spend their leisure time and produced a number of highly original audience typographies to provide insights and assist in the development of messaging and activities.



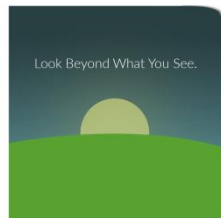
The project required thorough consideration of the audiences and their needs, original research, analysis, synthesis and development of innovative solutions. During the final week of term the students presented their work to the project sponsors (UCL ChangeMakers team and UCL Communications) and delivered a detailed marketing communications plan for summative assessment.

Poster for the Library.



Sticker for UCLU Coffee cups.

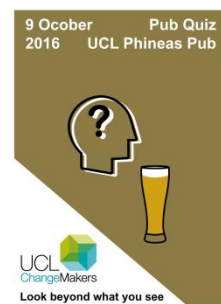
With heat sensitive paint, it changes to the UCL Change-makers logo when it gets cold.



Poster for the Gym.



Poster for the Pub Quiz.



Student responses to the project were universally positive; high levels of engagement were matched with some high quality work.

## Section 5: The R=T Consortium

R=T (Research = Teaching) is a UCL Connected Curriculum initiative designed to inspire both students and academics to take an active role in research-based education.

A total of 25 R=T ChangeMakers from 10 UCL Faculties have been involved in the Consortium.

15 R=T ChangeMakers, six UCL professors and six non-UCL professors co-led five masterclasses (Arena Open events), five focus groups and two events (one on the UCL research-education and one on use of technology in research-based education).

Manuscripts for the 100,000-word R=T book entitled “Connecting Research and Teaching: Students as Partners in Shaping Higher Education” have been completed and will be submitted to the publisher (UCL Press) by 1 May 2017.

16 book chapters on research-based education written by R=T students with their partner professors, and 8 case studies on research-based education co-written by UCL academics and another 31 UCL students.

A student editorial team consisting of 10 R=T ChangeMakers co-developed the R=T Framework for inspiring research-based education through student-staff partnerships. The Framework highlights the key barriers, opportunities and principles in student-staff partnerships in connecting research and education.

The R=T Consortium is a UCL Connected Curriculum initiative in partnership with UCL ChangeMakers and UCL Arena, and is led by Vincent Tong, Alex Standen and Mina Sotiriou (Arena Centre).

## Section 6: Developments for 2016-17

As with the pilot year, this round of UCL ChangeMakers has been a huge learning experience for us. While there have been some huge successes this year we have also highlighted many areas where we would like to refine and continue developing the initiative. We have also listened carefully to the staff and students undertaking work with us both formally through an evaluation survey and the case studies but also informally in our day to day contact with those individuals. We hope these developments reflect some of the suggestions and comments we have received:

- There will now be two submission deadlines for UCL ChangeMakers projects. We will keep the November deadline and in addition run a June deadline. The June deadline will be targeted at Undergraduate and Postgraduate Research students. By asking for proposals at the end of one academic year we will be able to award funding so that projects can begin as soon as the new academic year commences in September. This should give, particularly undergraduate students, more time to work on their projects without bunching the majority of the work up in the already busy Spring Term. The November deadline will remain and will be particularly targeted at Postgraduate Taught Students.
- The UCL ChangeMakers Scholars will not run the same next year. Rather, we will recruit UCL ChangeMakers Facilitators from our current pool of UCL ChangeMakers students & StARs in June/July (for Undergraduate departments) ready to begin work in September to work with departments in developing their ASER Action Plans. The Facilitators will not work in their subject departments/disciplinary areas and will engage other students in the process of developing the plans, particularly the expertise of departmental StARs. From the action plans, projects will be scoped out and run within in the department by departmental students in much the same way as the Scholars worked previously.
- The new UCL ChangeMakers Facilitators will work in 10 Undergraduate departments and with 10 Postgraduate Taught Programmes felt to have most to benefit from the work. The Facilitators for Postgraduate Taught programmes will be recruited in December ready to begin work in January.
- There will no longer be a distinction between student-initiated projects and staff grants. Both will submit proposals through the same application process and be selected by the same panel of staff and students. Projects will be prioritised where they show a strong sense of partnership between staff and students.
- The application form is longer and asks for more details (e.g. budget proposals, timeframes, sustainability & proposed impact) in order for the panel to better judge the feasibility of proposals and for the UCL ChangeMakers team to better support projects.
- Sandra Lusk will be taking over as UCL ChangeMakers Manager for 2016-17 while Abbie King is on maternity leave.

There will undoubtedly be other changes and developments as both UCL ChangeMakers and the university continue to enhance education in line with the values of the Connected Curriculum and in the spirit of working in partnership with students so keep an eye on our website and follow us on twitter:

[www.ucl.ac.uk/changemakers](http://www.ucl.ac.uk/changemakers)

@UCLChangeMakers

