

DfH: Summary of Key Feedback, Learnings and Actions on the Bath Blend: November 2020

Process:

In order to understand student experiences of the Bath Blend, the DfH undertook a ‘stop, continue and start’ analysis in every S1 and Yearlong unit in teaching week 5. These data were collated and responded to at a unit level, with feedback being articulated back to each unit cohort by the unit convenor in teaching week 6. Actions taken as a result of the analysis were also fed back to the DoS of each programme. The DoS also received feedback from their SSLC, the university wide survey and from open sessions facilitated by the CLT for each of the programmes. Each DoS then produced a summary of key issues and actions and these have been presented to the student cohorts (in a ‘You said, we did’ format) and also to the staff teams. This was completed by the end of teaching week 7.

Below, the key feedback, learnings and actions on the Bath Blend are presented for each programme in the DfH:

Sport and Exercise Science / Health and Exercise Science:

DEPARTMENT FOR HEALTH SPORT AND EXERCISE SCIENCE	
ACTION PLAN (1)	
You Said...	We Did / Will Do...
1) Can you provide materials well in advance of LOIL sessions (e.g. ≥48 h prior to)?	Unit Convenors to upload relevant materials and reading list ASAP in advance of the class. Note. some activities may require students to not have familiarised with specific content before-hand. However, if you have a DAP you should discuss your needs with the Unit Convenor well in advance
2) We feel there is a large quantity of information and materials available (Moodle), what shall we prioritise?	Unit convenors to ensure their Moodle areas clearly indicate what is essential vs. what optional
3) Some IPT sessions appear as a “filler” because they need to be “not-essential” to reach the unit learning outcomes. Better having more practical / hands-on activities	“ inessential ” (for a unit to stand even without IPT) does not mean “not important” for learning. Indeed, IPT can be/is used to reinforce skills (e.g. critical abilities, complementary skills – IT, also in view of assessment) and can be made available for people from home (e.g. via recording, handouts, worksheets). In the latter case particularly, IPT can have “essential” content. Recording may not always be the best option to share IPT content with those attending from home. An in-depth revision of IPT provision and format is on-going at a Dept level, based on experience and feedback from Sem 1.

You Said...	We Did / Will Do...
4) There are uncertainties about how Exams will take place in January (format)	Information about exams has just been communicated by Registry. The DOS has just sent (to students and unit convenors) email indicating the key aspects of exams in January.
5) (for Y1 only) It would be nicer to have some assessment during Sem 1 in all the year-long units	Reduction in assessment load was a key driver of "curriculum transformation", and the new format of Y1 units reflects that objective. However, there are a number of formative assessment elements which will prepare students to get ready for summative assessment. Unit convenors to highlight more clearly the timing and function of formative assessment within their units.

DoS communication to staff:

- Group work (breakout rooms) is appreciated – to make it more effective students suggest making the rooms no bigger than 5 people and to allow self-allocation to rooms
- Anonymous interaction tools and activities (e.g., using mentimeter or pollseverywhere) were considered effective in promoting engagement (or maybe as a way to “break the ice”)
- Students would prefer that not all the LOIL time is spent delivering lecture content. They would prefer to either: (1) have the lecture content recorded in bite-size sessions, and use the LOIL time for reinforcement activity (e.g. interactive tasks, worked out tutorials or exercises, problem based learning, etc.); or, (2) have some of the LOIL for lecture-type content (e.g. particularly for content heavy units), but that staff spend more time “live” on more difficult content (you can collect feedback to identify that) and the rest is left for recorded materials or self-directed learning
- Moodle areas and all communication in general should differentiate very clearly what is essential from what is “nice to have but not key”
- Unit convenors should check very carefully that all reading resources are available/accessible online, as many students cannot go to the Library.
- Unit convenors to make it clear that IPT is “inessential” in that a unit can live without it, but that it can be incredibly valuable e.g., for skills development and in support of learning. In fact, “essential” content CAN be provided in IPT, IF those contents are made available (in whatever format you think is effective) to those that cannot attend in person.

FdSc/BSc Sports Performance:

You said	We did
Slow down with the content, so we can write notes during the lecture when you are explaining diagrams etc.	I will look to consider more the speed of progress through the sessions.
Use more Kahoot as an alternative to padlet	As a result of this comment I have introduced more kahoots (note week 6 quiz) and will also reduce the use of padlet
Please could you advise on what reading resources are most useful to read for each week- only as time is sometimes an issue and it is challenging to read all options uploaded	I will advise on key reading at the end of the lectures.

Maybe a single video showing the excel steps without it being in a zoom lecture so we can go through in our own time but also its easier to locate all the parts we've done so far etc. :)	Instructional video recapping key excel data analysis skills added to Moodle.
Stop - As many break out rooms they sometimes last too long.	Agreed that these could be reduced. Solution is to make the task bigger/more complex or to reduce the amount of time expected in breakout rooms.
Show an example exam question relating to topic area covered each week for us to answer in our own time to fully revise the information :)	This is already in place but perhaps better signposting of these exam questions during LOIL sessions.

Too much content in LOILS	Space created in the scheme to allow students to undertake some self-paced learning. More space for discussion created.
Stop - Breakout rooms	Breakout rooms will continue to enable discussion between students and staff. However, the cohorts' attitude and engagement with breakout rooms will be challenged (and hopefully improved)
Continue - Kahoots to start sessions to get knowledge from previous session and build on the next session.	Will continue to make use of this exercise

Sport Management and Coaching / Sport and Social Sciences:

You said/we did

- Break-out rooms -- Shorten the length, number and amount
- Continue discussions but use chat in the main room instead of breakout room – Students encouraged to use this feature more
- More emphasis on assessments – this is timely, and an explicit focus will be directed here.
- Students to turn cameras on – continue to encourage students to do this
- More/less text on slides – UC will address this individually [unit specific]
- Explore integrating other tech tools (e.g., Kahoot – Staff to continue to explore and integrate into pedagogy)

Additional comments

- General feedback on online lectures is very positive – noted that online lectures are very engaging across the board.
- Lecturers are taking on feedback constantly, creating a positive rapport and sense of trust with students.
- Support from the department has been strong. Expressed that staff could not really be doing more to help students. Real sense of understanding of the challenges that staff face this year.
- Excellent contact from Personal Tutors and Dissertation Tutors. Having Teams meetings is positive.
- Moodle is really useful and helpful

DoS communication to staff:

LOILS – These are working well so whatever you are doing please continue! However, in terms of **breakout rooms** there may be some inevitable fatigue setting in. Some issues here relate to tasks, timings and group sizes. Based on the feedback it would appear that groups sizes of 4-6 work best and in some cases, students feel they don't have enough time to complete tasks but there are other times they complete tasks very quickly and are just twiddling thumbs. A preference for shorter sharper breakouts (5-7 minutes) in smaller groups where they work through a clearly directed task and roles are designated are working better. Students are enjoying the flexibility of LOILS and being able to re-access sessions later and I have come across nothing negative thus far. Please share your s-s-c results with the teaching groups acknowledging your actions, this process is much appreciated by students.

IPT – Students recognise the benefits of IPT and have enjoyed coming together in class. They enjoy group work and problem-based tasks. There has been a *coming to terms* with IPT and its purpose, but we have made some excellent progress here and there is much value being added both socially and pedagogically.

Tutorials – Students feel like they are being supported and nearly all tutors have been in touch and tutorials are ongoing.