



From Module Development Fund to Module Delivery Fun

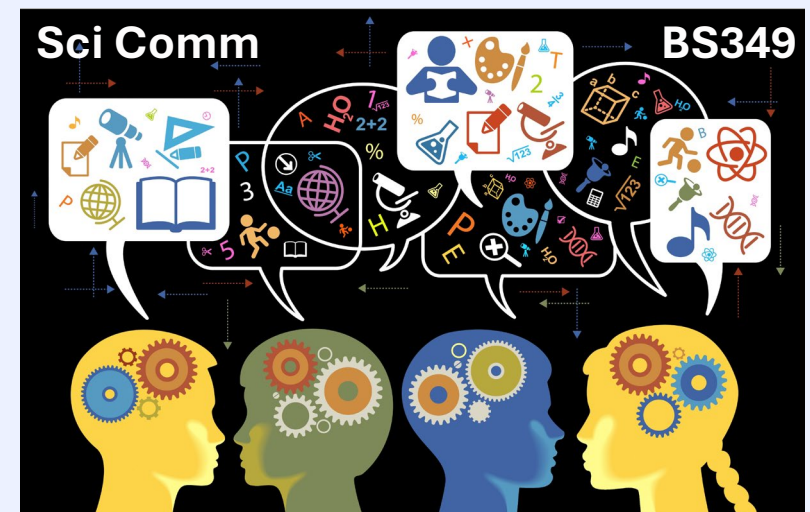
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Background

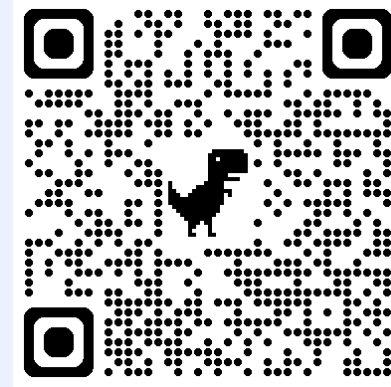
- School of Life Sciences (SLS) have ~1200 UG students
- SLS has a long running Y3 Sci Comm module
 - Optional module
 - Open to all degrees
 - 175-200 students a year
- WIE came and spoke at the Whole School Meeting about the Module development fund



Module development fund (MDF)



- Public and Community Engagement MDF
 - £2000 for adding in PE to a module or making a module with some PE incorporated
 - £5000 for a whole module focused on PE module
- Funding for Student co-creators
 - 3x Y4 students
 - Had previously completed Sci Comm
- Funding to help buy resources



Initial planning



- Academics
- Course director
- Student co-creators

New Y2 Module

- What do we want?
- What do we need?
- How do we do it?



Sophie



Christine



Ian



Lamita



Adwoa



Bhanuya

The Module: LF249 – Sci PE



- **Skills focused workshops** - skill development

- PE in museums
- Idea creation
- Evaluation
- Social media and PE
- Pitch/Presenting training
- Weekly opportunities to reflect

- **Museum Activity Delivery Day**

- **Assessments:** Group Pitch (50%), Individual Reflective Essay (50%)



Assessment 1 - Pitching



- **Formative** - Pitching practice to peers
 - Individual pitches - share own ideas
 - Create final project idea
- **Summative** – Group pitch to academics (One activity per group)
 - Details of activity, learning outcomes, underpinning science
 - Evaluation plan
 - Social media plan



Assessment 2 – Reflective Essay



- **Formative** – weekly opportunities

Moodle quiz:

- Which specific skill(s) did you strengthen?
- How confident do you feel applying these skills in future?
- What challenges did you face, and what strategies did you use (or could use) to overcome them?



Assessment 2 – Reflective Essay



- **Formative** – weekly opportunities
- **Summative** – essay
 - Personal reflection on skill development
 - Activity evaluation data
 - Peer feedback on skills
 - **Before** delivery
 - Collaboration, organisation, creativity, problem solving, scientific research
 - **During** delivery
 - Teamwork, communication, audience awareness/inclusivity, engagement, problem solving



Peer Feedback From

1) Before the delivery

Skills	Score /5	Evidence
Teamwork and collaboration Working smoothly as a group: sharing roles, supporting each other, and maintaining consistent communication.		
Organisation and time management Attending group meetings, planning the activity, preparing materials, rehearsing delivery, and ensuring everything works as intended.		
Creativity Designing engaging activities, demonstrations, or resources for your group.		
Problem solving Being able to improvise if something does not go to plan and overcome challenges.		
Scientific research Ensuring the activity was based on solid scientific grounding		

2) During the delivery

Skills	Score /5	
Teamwork Working smoothly as a group: managing roles, supporting each other, and maintaining consistent activity delivery across the session.		
Audience awareness/inclusivity Understanding visitor's needs (e.g. attention spans, prior knowledge) and adapting on the spot when needed. Ensuring activities are accessible for diverse learners (different ages, abilities, and learning styles) and promoting a welcoming environment.		
Engagement techniques Knowing how to keep visitors involved through questions, hands-on tasks, movement and a level of energy.-on tasks, movement		
Clarity of science communication The ability to explain scientific ideas simply, accurately, and in an age-appropriate way e.g. using analogies, visuals, and checking for understanding. Being able to answer questions without confusing visitors		
Problem solving Being able to improvise if something technical does not go to plan.		

Museum Activity Delivery (MAD) Day – Feb Half Term



- ~75 students (14 groups)
- 14 different, student developed public engagement activities
- 2 time slots
- 1 museum take over day
- 2 very anxious academics!!



Group Photos





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How do you feel the day went for you as individuals delivering public engagement?



Positives - What went well on the day?



Thank you for creating such an incredible day yesterday!

A HUGE well done to the students

The museum was definitely busier as a result of the students' activities

The atmosphere was fantastic, and families were so well engaged



Feedback from the museum

My crew of 5 had a great time.

I could see and hear from other visitors how well received the activities were

The activities were really well thought through, educational and fun!

It really brought the Dippy exhibition to life, which is something we love to see

Challenges



- Getting students to plan ahead – request resources/use existing resources
- Trusting that our training had prepared students
- New skills needed scaffolding e.g. pitching and reflective writing
- Timetabling of an optional module available to all degree streams and an external partner



Successes



- PE delivered to over 300 visitors by our brilliant students!
- Real skill development in action
- Great for student employability
- Authentic, inclusive assessment (with nicer marking!)
- New outreach activity ideas



Student Quotes



“The pitch enabled students to break down roles, enabling them to practice **organisation** **collaboration** and **marketing**.”

“It forced students to **think about every aspect** of the activity they were running from a **variety of perspectives**.”

“It was an assessment where I was **able to practice** and have control, helping me **manage my disability** during the time far better than traditional assessment methods which I believe improved my outcome’

“It challenged students to **communicate scientific information** in a simple understandable way, a concept not as frequently assessed in HE but vital to **future career skillsets**”

Questions? Thoughts? Comments?

