Digital student exemplars
Enhancing the digital experience of students

This case study is relevant to the digital student challenge:

Deliver a relevant digital curriculum

Improving success by flipping the learning

At **Hull College**, established practice in maximising student enjoyment and success in construction, engineering and motor vehicle programmes is being extended to a further four vocational areas. Different types of technology are being used to enhance learning in ways contextualised to meet the needs of each curriculum. Work in progress includes:

» Exploring the use of apps and **Google Sketchup** is proving popular with construction students. They particularly enjoy the apps with multiple choice revision questions which they can take away and use as revision even without internet access

» Using **Xerte toolkits** to create flipped learning tutorials in hair and beauty curricula that learners can complete from home has revealed that learners are more than happy to work in their own time if the right resources are provided. The plan is to use these more extensively throughout the course during the next academic year

» Video recording engineering students while they are doing practical work for revision and self-reflection. This is deepening their learning and fostering pride in their mastery of vocational skills. Peer assessment and feedback is also being trialled

» Use of tools such as **Padlet** and **Nearpod** to support content development and formative assessment in the higher education business curriculum to teach research skills

The effectiveness in terms of impact on student achievement and the efficiency in terms of value for money will be evaluated to inform the college e-learning strategy.

This project is part of the learning futures programme, commissioned and funded by the Education and Training Foundation.

How does this meet the challenge?

» Piloting and evaluating the introduction of new technologies and digital approaches is allowing the college to develop a more robust understanding of how a range of technologies can be introduced in different curricula.

» Contextualising the use of these tools and approaches to meet the needs of different subjects and learners will also inform the development of the e-learning strategy

» Staff are actively engaging in curriculum development as well as developing their own skills and confidence in using a range of digital technologies and approaches

» Feedback from staff indicates that the flipped learning model appears to be motivating and engaging learners

Find out more:

The learning futures programme: **Improving success by flipping the learning**

Contact:

Emily Armstrong, libraries and e-learning manager: **Emily.Armstrong@hull-college.ac.uk**