2il Gynhadledd Dysgu ac Addysgu

 2nd Annual Learning and Teaching Conference

16 Mis Medi – 18 Mis Medi| 16 September – 18 September 2014

# Crynoldebau / abstracts

Poster Session

## The CADARN Learning Portal

## Dr Tom Bartlett

The CADARN Learning Portal aims to stimulate and support the production of educational resources, put the results on-line as part of a browsable, bilingual database of Welsh higher education study schemes and in so doing inspire new entrants to our institutions.

## 'Expressing Opinions' An Art History Distance Learning initiative

## Alison Pierse

A poster session. Highlighting our new 10 credit, Level One, distance learning Art History module. Contrary to expectations and national statistics, the student completion rates of assessment were higher than the 'face-to-face' version. We have incorporated traditional student support strategies from Lifelong Learning in to the student support system for the course. The poster is already made as it was one of the 5 final Learning and Teaching initiatives shortlisted for an National Award and presented at the UALL Conference (Universities Association for Lifelong Learning) in April 2014. The poster will be in English because the Conference was held in England. This coming year the course will be taught through the medium of Welsh.

## AU Exemplary Course Award

## Mary Jacob

Submit your AberLearn Blackboard module for the AU Exemplary Course Award, deadline 21st November 2014.

## Instructional Video for Enhancing Student Learning

## Dr. Tom Holt

Video is a rich and powerful medium which can be used effectively to deliver instructions from a teacher to a learner without the need for one-to-one personal interaction, promoting proactive, unlimited and random access to learning and learning materials. The associated benefits include: time and location flexibility; self-directed and self-paced learning; promoting a collaborative learning environment, and; permitting students to view realistic situations and sequences in motion. Here, instructional videos were produced and made available to students sitting a second year "Physical Analysis of Natural Materials" laboratory class. Laboratory work must be conducted precisely and accurately, following strict, sequential steps, and without prior knowledge of the environment, equipment and materials, being able to absorb and follow seemingly straightforward instructions becomes difficult. Traditionally, students were guided through the experiments in a one-hour preparatory session given before the laboratory practicals, with written instructions also provided in the form of Technical Leaflets. Despite this, students often struggled completing the laboratory practicals autonomously, or to a satisfactory standard. The specific aims of the research were to: 1) Develop a more effective and efficient way of providing instructions to students; 2) improve the student’s meaningful learning through integrating instructional videos, and; 3) enhance the learning experience of students undertaking the practical classes. At the end of the course, students were asked a series of questions. Students preferred the instructional videos to more traditional methods of receiving instructions, owing to their time and location flexibility. Furthermore, the instructional videos helped improved the students' analytical, numeracy and subject-specific skills, suggesting that the videos provided more than just immediate instructions that were held in the working memory. Finally, the instructional videos appeared to have made the experience of the laboratory practicals a positive one, with many students noticing an improvement in their skills and engagement with the component.

## Enhancing AberLearn Blackboard Presence

## Kate Wright