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Paper 93 – Poster

'Student Facing Procedures'. The improvement of student engagement using Podcast version 2 - a pilot Lyn Rosen

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Abstract

New nursing and midwifery students face a salvo of information related Student Facing Procedures. These are related to professional conduct issues, and include, Fitness for Professional Practice, Student Complaints, Student Disciplinary, and Fitness to Study, Academic Misconduct and Academic Appeals. This information is currently captured in the written form, in a number of different handbooks. Feedback from students suggested that some found this aspect of their programme perplexing, and it advantaged those with read-write preferences to learning. A small scale pilot project was undertaken to develop an alternative flexible method of reinforcing, in simple terms, these important polices and protocols. The aim was to move away from a situation where key decisions about learning are made in advance by the teacher, towards a situation where the student is offered a range of accessibility options to review the information (Collis and Moonen 2002). A simple podcast was recorded, related to one of these polices, examinations and assessments, which supplemented the information provided in the orientation phase of the programme. It was accessible via the programme Virtual Learning Environment, to first year students as their initial assessment was introduced. The rationale for developing the podcast was to enable three key areas of flexibility to be addressed, those of pace, place and time, enabling the students to control their learning by listening many times over (Huann & Thong 2006). Uptake of the podcast was encouraging; out of 470 students one third accessed it in. A small scale evaluation was then conducted to elicit the students' perception of flexibility and helpfulness in terms of reinforcing their understanding of the policy when preparing for the submission of their first assignment. This poster will outline how this project was managed, evaluation results will be presented, and details will be included to show how this technology will be used more widely to develop generic content related to ALL Student Facing procedures.

Collis, B. and Monnan, J. (2002) Flexible Learning in a digital world. *Open Learning* 17(3):217-30

Huann, T. Y and Thong, M.K. (2006) Audioblogging and podcasting in education. *In Podcasting for Learning in Universities. Society for Research into Higher Education*. New York. Open University Press