**Academic Domain Case Study Template**

**Title**

**The title should not end with a full stop but may end with a question mark. Do not use italic text. If there is a subtitle, it should be preceded with a colon [:]. Use capitals only for the first word and for proper nouns.**

**Example:** Covid-19: mitigating impacts on the local economy

**Example:** Enhancing student experience by developing new virtual tools for peer support

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| Using technology to improve engagement, retention and attainment of student and employee cohorts in synchronous and asynchronous contexts  |

**Impact Summary**

**A summary account of the impact generated by the activity and how the impact was achieved. No complicated text formatting is possible. Word limit: 200**

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| Using technology to promote the change from information giving lectures to a more interactive approach has shown a consistent improvement in student achievement. Introduction of asynchronous communication e.g. message boards, recorded lectures, use of social media, online forums for all modules offered a more inclusive curriculum. A similar approach to teach employee cohorts achieved changes in business strategy. Introduction of computer assessed examinations has made assessment more time and cost effective. Lessons learnt have enabled a faster change to online learning necessitated by COVID-19. Understanding of digital approaches to monitor online student attendance has ensured accurate measurement of retention. Students have embraced these changes and early indications of becoming more independent learners have been observed through assessment where a wider range of resources have been used.  |

**Authors/Creators**

List the key authors (contributors) to the case study. For each person, select the domain in which the case study is located (by checking the appropriate box or boxes); also, select the role that best describes each person's role in contributing to the case study. For each person, select the domain(s) in which the item is located (by checking the appropriate box(es); also, select the role as appropriate.

(T; Teaching, R: Research, B: Business & International, P: Professional Practice, L: Leadership & Management)

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| --- | --- | --- | --- |
|  |  |  | **Domain(s)** |
| **Name and email address**  | **Email address** | **Role e.g. Author** | **T** | **R** | **B** | **P** | **L** |
| *Kate Davis* | *Kate.davis@kingston.ac.uk* | *Author* | *X* |  |  | *X* |  |
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**Partners**

**Organizations that were involved in the development and/or achievements of the case study.**

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| 1. | The employer forum I set up (comprising of organisations of differing size that I have sourced from my contacts) is well supported and provides lecturers from industry. Employers come together to share ideas, network, meet students and discuss project ideas. In 2018/19 40 projects for work experience and to multiple staff and modules across the undergraduate and postgraduate spectrum. Examples of BH5004 CIP sourced clients: 4Delta, A A K S Handcrafted, ACCA Global, Accenture, Affinity Holidays, Ashley Nicholls, AYSWAP, BizGive, Brymec, Capita, Cath Collins, Core Digital Consulting, Culture Vulture, Curado, Dialogues, DWA, E3 Consulting, Farmfit, First response, GSK, Hobbledown Adventure Park, JDH Music Ltd, Joe Brooks, John Cooper Architecture JCA, Kingston Business School, KnowThyBrand, MAESTRI della PASTA, Mr Truffle, NAPAC, Neoslip, PJ Downs & Associates Ltd, Pottery Bar, Retro Vintage, SSRO, Strategic Discourse, The Ardonagh Group, The Art of Cinema, The Unified Wolves, The Velvet Principle, The Westminster Society For People With Learning Disabilities, Victoria Walsh Coaching, VWC Coaching, Westminster Society for People with Learning Disabilities, Winch Design, Woodmansterne Primary School. |
| 2. |  |
| 3. |  |

**Faculty, school or research**

**The Faculties, Schools or Research Centres with which this item should be associated**

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| *Kingston Business School, Department of Management, Project Management Research Group* |

**Dates**

**For Domain Case Studies, enter today’s date.**

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| 2nd December 2020 |

**Key Achievements**

**Single-sentence summaries of the benefits produced by the work that is described in the case study. Enter up to 6 key achievements.**

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| 1. | Improved student engagement during lectures evidenced by student feedback and attendance. |
| 2. | Online learning introduced quickly. For example, BH5004 CIP was available online in three weeks due to March COVID-19 lockdown that was used by multiple external clients. |
| 3. | Employee cohorts reported an increase in self-confidence and ability to renew business strategy. |
| 4. | Computer assessed examinations made modules with large student numbers cost effective.  |
| 5. | Improved student retention and achievement in modules over 10 years consistent with the introduction of digital learning. |
| 6. |  |

**Key Aims**

**Describe the purpose of the work and its intended significance. Word limit: 200**

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| The purpose of this work has been to deliver a curriculum that learners find engaging and stretching and was more inclusive. Universities use guided independent learning and fewer contact hours as a model for curriculum delivery and more recently have increased the number of students to over 200 for many modules. My keen interest in technology-based learning led me to believe that its use could make an impact on directed learning by introducing remote communication, hence encouraging deeper learning. It also had potential to make lectures more interactive leading to better student engagement, especially those who are less confident. The strategy was to develop online self-assessment to encourage deeper learning and improve grades and multiple-choice final assessments that removed subjectivity and would be fairer to the large numbers of students taking the module. By developing online learning more students can access the curriculum, the impact should be seen in increased student recruitment. |

**Approach**

**Describe the methods or modes of working that you adopted in order to address the aims of the case study. Word limit: 200**

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| My approach was to ensure that my knowledge and skills in technology CPD were continually updated, to network and research current literature. Students and staff were kept informed of changes that I was making and given opportunities to discuss advantages and disadvantages. I measured the impact from student surveys and the uptake of my ideas by other colleagues. I gave presentations about my ideas to colleagues and was open to change. The clear improvement in student achievement and retention in my modules and the freeing up of lecturer time to devote to their research and administration was key to others recognising the power of technology for their own teaching. Keeping pace with a rapidly developing field and applying my knowledge to learning has underpinned my approach. My ability to implement change, learn from experience and share the results with colleagues was significant in enabling a sustained transition to digitally enhanced teaching learning and assessment.  |

**Key Outcomes**

**Describe the main outcomes that arose from the case study. Explain what has changed as a result of the work; Identify the benefits and the beneficiaries. Word limit: 300**

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| The main outcomes were: * Increased learner engagement and hence improved retention and achievement figures compared to modules that were delivered without digital intervention
* Expressions of interest from colleagues to upskill while gaining a personal reputation for technology expertise and improved lectures
* Student interaction with each other through message boards encouraged critical thinking and reflection
* Less confident students empowered to actively participate in formal lectures noted in student surveys
* An unexpected outcome of a technological approach to learning has been the smooth transition to complete online learning necessitated by COVID-19
* An acceptance of alternatives to face to face presentations through narrated PowerPoint slides
* Effected a change in module delivery and assessment from 0% using technology to enhance teaching and assessment to 98% in a period of 10 years
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**Key Outputs in repository**

**Please provide details of any other related records already available in the repository.**

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| --- |
| **Full name of output held in repository (copied from repository page)** |
| *Full name of output held in repository* |
| Davis, K., Pinto, J., DiMaddaloni, F. (2021) Routledge Handbook of Planning and Management of Global Strategic Infrastructure Projects – Chapter 2: Significance: The need for better benefits realisation in megaprojects. Taylor and Francis. ISBN 9780367477486. https://www.routledge.com/Routledge-Handbook-of-Planning-and-Management-of-Global-Strategic-Infrastructure/Ochieng-Zuofa-Badi/p/book/9780367477486 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2014) [*Project management.*](http://eprints.kingston.ac.uk/id/eprint/33506/) 2nd ed. Harlow, U.K. : Pearson Education Limited. 631p. ISBN 9781783992843 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2011) [*Project management.*](http://eprints.kingston.ac.uk/id/eprint/33508/) Harlow, U.K. : Pearson Education Limited. ISBN 9781849599764 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2010) [*Business information systems.*](http://eprints.kingston.ac.uk/id/eprint/6513/) 3rd ed. Harlow : Pearson Education Limited. ISBN 9781849591461 |
| [Benson, Vladlena](https://eprints.kingston.ac.uk/view/creators/124.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2008) [*Business Information Management.*](http://eprints.kingston.ac.uk/id/eprint/4110/) Ventus Publishing ApS. 83p. ISBN 9788776814137 |
| [Benson, Vladlena](https://eprints.kingston.ac.uk/view/creators/124.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2008) [*Business Information Management: Exercise Book.*](http://eprints.kingston.ac.uk/id/eprint/4111/) Ventus Publishing ApS. 39p. ISBN 9788776814144 |

**Other Key Outputs**

**If there are outputs relevant to the case study that are not currently held on the repository, but which may be accessible elsewhere, then please add links to them here (e.g. a project website).**

**URL Types: Artist, author, collaborator, Conference, Demonstration, Exhibition, Funder, IP, Organisation (beneficiary), Organisation (impact enabler), Organisation (policy), Performance, Project site, Publisher, PubMed, Research Dataset, Venue.**

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| **URL** | **URL Type**  |
| *URL* |  |
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**Key Data**

**List any metrics or quantifiable evidence that is associated with the case study, for example: percentage change in income; increase in audience size; number of journal articles arising from the project; increase in stakeholder satisfaction ratings; financial savings achieved.**

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| **No.** | **Key Data Title** | **Key Data Value** |
| **1** | Increase in stakeholder satisfaction ratings | The impact of this initiative is demonstrated by data from 2015 – 2019: an overall MEQ score on BH5004 CIP of 4.59 and an average student attainment mark of 71%.External Examiner’s Summary Report available for 2019/20. |
| **2** | Increase in stakeholder satisfaction | BH5004 in 2019/2020 – 100% students passed the module. |
| **3** | Increase in stakeholder satisfaction ratings and audience engagement size | In BO5501 Operations and Project Management 2020/21 with blended delivery it is easier for the lecturer to directly track attendance with the online session. In 2019/2020 the classroom on campus sessions were getting 10% physical attendance. In 2020/21, the online lectures are getting, on average 67% (120 out of 180 students) attending every online session. This has been reflected in the grades received for the first assignment compared to last year where the number of higher grades has been achieved (44% in December 2020, compared to 9.8% in December 2019) and the number who achieved just a pass is substantially lower (5.6% in December 2020 to 20.8% in December 2019).  |
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**Funders**

**Identify any organization(s) that provided resources to support the activity described in the case study. Where available, include the funder's reference identifier for the project, and a link to the funder's website.**

**Funder Types: Cash, Data, Development, Equipment, Facilities, Staff**

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| **No.** | **Funder Name** | **Funder ID** | **Funder Type**  |
| 1 |  | *Completed on entry to system* |  |
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**Additional information**

**Any other information related to the case study which is not covered by the other fields. This information will appear on the public summary page for this item. Word limit: 200 words.**

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| **Asynchronous learning**

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| 1. First to introduce message boards for asynchronous learning
 | BB1754 in 2009 |
| 1. First to create and introduce online multiple-choice tests via LMS
 | BB1754 in 2009 |
| 1. First to employ an online portfolio of mini tests BB1754 to build up grades and assess learning
 | BB1754 in 2010 |
| 1. First to employ online meetings for global mass module teams
 | BH1754/BB2116/ BM525 in 2010 |
| 1. First to use internet as means of disseminating module information (Zoom/ Teams)
 | BH5004 in 2019 |
| 1. First to make online lectures available in accessible format during lockdown
 | BH5004 in 2019 |
| 1. First to arrange a completely online/remote placement module with 15 external clients
 | BH5004 in 2019 |
| 1. First to use Teams technology to run external remote client presentations
 | BH5004 in 2019 |
| 1. First to employ recorded narrated PowerPoint slides and video client presentations as an alternative to face to face presentations
 | BH5004 in 2019 |

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**Key words**

**Enter key words/short phrases that characterise key features of the case study. Use widely-recognised terms as far as possible. Separate the keywords by means of a semi-colon [;]. Example: Alcohol; Problem drinking; Drug abuse; Pavlovian conditioning; Cue exposure therapy;**

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| *Technology; assessment; online learning; student retention and achievement* |

**Research Areas**

**Please select the appropriate option(s) from the "Domains Case Studies" list below**

**Domains Case Studies: Business, Career Development, Civic Engagement, Conference, Doctoral Training, Impact, Income Generation, International Development, International Partnerships, Knowledge Exchange, Knowledge Transfer, Mentoring, Pedagogy, Peer Review, Practice Research, Professional Practice, Research, Research Methods, Staff Development, Teaching & Learning, Training.**

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| *Career development, teaching and learning; professional practice; Civic Engagement; Community Engagement* |

**Public Gallery**

**Images of project, films, sound files and interviews, data, graphs and tables. This may include links to media and press and social media where relevant (Some may be in ‘Other key outputs’ above, some here). Embed links in the document where this is possible and attach relevant appendices of succinct evidence not included elsewhere in the case.**

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| *Links:* |

**List of appendices (attachments):**