Visualising course information to enhance understanding during pre-entry.

Introduction

As part of the BSc What Matters? programme Creative Technologies (CT), a blended potential issue, course identity and clarity of information available to applicants during the pre-entry process, is significant. The What Matters? Project (2013) has shown the importance of providing detailed course information and the role of course identity in helping applicants make university university suitable decisions impacting on students' university experience. Project 7 of What Matters? demonstrated that many students struggle with the actual information available to applicants during the pre-entry process. This informed the development of a course specific project brief.

Methodology

Staff and students worked as partners to gather specific needs and requirements of applicants during the pre-entry process. This informed the development of a course specific project brief.

Methodology

1. To develop an online interactive infographic which can be viewed on multiple devices i.e. desktop, tablet, smartphone.

2. To help students decide if CT is the right course for them, and name course identity more clearly.

3. To contribute positively to student experiences and future success experiences, and support the delivery of the course.

4. To provide a solution for students who prefer a visual approach to learning.

5. To develop an online interactive infographic which can be viewed on multiple devices i.e. desktop, tablet, smartphone.

Objectives

1. To develop an interactive infographic that visualises course information in an engaging way that enhances understanding and identity of the course during pre-entry.

2. To help students decide if CT is the right course for them, and name course identity more clearly.

3. To contribute positively to student experiences and future success experiences, and support the delivery of the course.

4. To provide a solution for students who prefer a visual approach to learning.

5. To develop an online interactive infographic which can be viewed on multiple devices i.e. desktop, tablet, smartphone.

Results

The resulting infographics were used by staff during pre-entry talks and school visits to students considering applying for university study. Feedback was gathered from 67 respondents.

Conclusion

Students appreciate and benefit from course sharing information in contemporary ways using modern styles that are compatible with new technology. Students have clearly stated that how course information is presented has a significant impact on how they engage with it. It is important that courses emphasise with students’ situations during pre-entry and in consideration when they might choose to access course information. In what context is it relevant, through which medium and which information they use to share their choices. If students are more engaged with this information, it is more likely they will understand what the course offers and if it right for them.

References


Faculty of Arts

Staff: Davis, J., Green, T., Sheehan, Thomas, S., Carson, J., Cooke, R., Cairns, J.