



Contribution ID: 18

Type: Talk

Contributed talk: Face-to-Face Lab Teaching in an Age of Pandemic: Tragedy, Triumph and the Student Voice

Thursday, 19 August 2021 11:30 (15 minutes)

The transition from school to Higher Education is central to the student experience. Alterations to that experience are frequently missed in the organisation of HE, leading to missed opportunities and a loss of student confidence in their course design. With recent changes to the Chemistry A-level to favour independent lab working, I employed input from students and pedagogic research in order to inform appropriate changes to the University of Sheffield's first-year Chemistry lab course. Yet no sooner was my new course deployed, a new challenge arose: the Covid-19 pandemic. Suddenly, a year group would be called upon to work more independently than ever, as I designed socially-distanced, Covid-safe lab practicals. This is the story of how vision and hard work from myself, Health and Safety, technical staff, postgrad demonstrators and the students themselves resulted in the successful delivery of over 85% of a normal year's worth of face-to-face lab practicals, all without a single case of Covid transmission. Throughout the year, surveys and focus groups were used to maintain close communication with students and head off potential crises before they could arise. The results of this student input in overcoming Covid-related challenges are discussed, good practice is shared and future plans are outlined.

Region

UK/Ireland

Key words

pandemic, chemistry, practical, lab, challenge,

Primary author: ANDERSON, Tom (The University of Sheffield)

Presenter: ANDERSON, Tom (The University of Sheffield)

Session Classification: Plenary Session 3