QAA Collaborative Enhancement Project
Social Induction Framework

Case study: University of Edinburgh -
‘There’s been a Murder’

June 2022

Background

As part of a QAA Collaborative Enhancement Project, Falmouth, Edinburgh and Glasgow Universities co-created a Social Induction Framework, which uses playful learning pedagogy to help universities familiarise students with their VLE, diverse learning environments and various learning platforms during induction.

To accompany the work, the University of Edinburgh provided this case study to illustrate their application of the Social Induction framework in their own context.

You can full information about the project, including the Social Induction Framework, full report and two further case studies on the QAA website.
Case Study: University of Edinburgh – ‘There’s been a Murder’

Collaborators from the University of Edinburgh utilised the Social Induction Framework to support their veterinary students during ‘Welcome Week’ in September. They also opted for a fully online approach in their instance and included aspects of familiarising their students with the campus, which is remote to accommodation sites.

Adopting a different approach, the Edinburgh instance of the social induction framework utilised a play-based pedagogic approach to designing their interventions, preferring to adopt a central ‘Detective Murder Mystery’ theme. The thinking on adopting such an overt playful learning approach was contextualised by their experience as educators, knowing that the veterinary degree can often be highly stressful and therefore, they decided that their instance of the framework should be more whimsical in nature to counterbalance. Their murder “victim” was ‘Mr Clippy’ and their murder suspects were spread out over different locations around the campus. The overall session was introduced in a live (synchronous) virtual classroom (using Blackboard Collaborate) and their students worked in subgroups, working through a e-quiz (using Learn) to pose a series of questions to narrow down the list of suspects using deductive reasoning skills alongside collaborative social play. Each question had feedback supporting it, providing more information about how to do a task if any students got the answer wrong. In this way, the Edinburgh instance of applying the social induction framework was challenging and inclusive, which is a difficult balance to maintain given the diverse starting points, personal traits and variable starting skills present within a cohort of new incoming students. Below is an example image of the Edinburgh use of the social induction framework in action, using our semi-algorithmic approach to planning and scaffolding the social induction experience.
Murder mystery (how it looked) ...