The following are examples of previous EMOY applications which led to module innovations and resource creation for teching/learning in diverse ways.

1. **Applicant**: Lindsay Nielsen

**Module/School**: PS4093 (Psychology of Dementia), School of Psychology

**Themes**: Healthcare, Mental Health, Online resources

**Proposal:**

*Creating a lasting impact: providing long-lasting resources for students*

Introduction

The Psychology of Dementia (PS4093) taught me more than just the effects of dementia on the afflicted, caregivers, and communities: it showed me how I can leave a lasting impact as the Psychology and Neuroscience School President.

Background

In September of 2020, I started Dr. Maggie Ellis’ course, *The Psychology of Dementia*. This module discussed the neurological and psychological effects on individuals with dementia, as well as the ripple effect dementia has on the wider community. The most important information that I learned in the module is that people are afraid of dementia because they *lack access to helpful resources.* I had been among those who believed that dementia meant the end of life; now I know differently. A lasting lesson that I took from this module is that people fear what they don’t understand. When we fear something, we often avoid it or treat it as the “out-group” (a group we don’t identify with). This applies to people with dementia who may refuse to accept their diagnosis, or caregivers who do not properly assist people with dementia because they do not understand their “lived experience.” This module demonstrated that **greater resources and better access to resources result in a better understanding** **and more proactive behaviour.**

Applying the module to my leadership position

The importance of resources is applicable to every arena of life. The more resources we have, the better informed we are in conversations, in making the next ‘career move,’ in understanding peers with different backgrounds, and in navigating all the challenges we face. Since being elected School President in March 2020, I constantly ask myself, “How can I lead a life of consequence – how do I make a difference?” PS4093 taught me that in order to leave a lasting impact as President, I needed to create long-lasting resources for students. Throughout my Presidency, these resources have taken the shape of websites, videos, documents, and groups.

Creating a lasting impact

*Website*

I created a [website](https://psychneurostudents.wp.st-andrews.ac.uk/) that compiles important resources I have gathered or created during my four years as an undergraduate. The website is a way to advertise events, promote societies, and provide quick access to important members of our community, such as the Directors and class representatives.

*YouTube*

Many students have experienced a disconnect with the Psych&Neuro community because of online and remote learning. In an effort to ameliorate this situation, I have created a YouTube channel to introduce and highlight the work of Faculty and students. This project is currently in development. Here is an example of a video introducing a new faculty member, [Dr. Anna Smith](https://youtu.be/UlDfEahsp5g). There are also sections (still in the creative stage) including, “Back to Basics” with quick <5 min videos on topics such as “[Addressing an Email](https://www.youtube.com/watch?v=zPQ0IWL5K8I&t=3s)” and “How to ask for a recommendation.” A third section that will be launched in early March is about types of internships and how to apply for them.

The purpose of this channel is to create videos that will exist beyond my Presidency. Students can use these videos to get to know our School, as well as connect with Faculty members that share common interests. I hope that providing these videos will help students be more confident in reaching out for recommendation letters or career advice. The channel was created to make aspects of undergraduate and post-graduate life less daunting.

*Documents*

As a sub-honours student, I was terrified of applying for internships. I didn’t know where to look and when I found an opportunity, I felt as though the program wanted students with previous experience and multiple recommendation letters, so I never applied. I created the [Psych&Neuro Internship document](https://docs.google.com/spreadsheets/d/1OPiEX4k7DDjCfSoqhgKslKBTpGy7u87rk4ha42Xn090/edit?usp=sharing" \t "_blank) to help students find internships.

*Groups*

I identify as BAME and feel strongly about ensuring that the voices of POC are heard. Students who have not experienced adversity or racism often do not understand the lived experience. It is important that POC have a platform to be heard. In collaboration with the Psych&Neuro EDI group, we have created an EDI student sub-group, as well as roundtable discussions about racism in education. I also created a Psych&Neuro BAME student-network with fourth-year student Valerie Lye to provide a safe space for students who identify as BAME.

**Conclusion**

While *The Psychology of Dementia* focused on the effects Alzheimer’s disease, it also taught me the importance of support and resources. We avoid things when we are afraid of failing. How many times have students, including myself, opened an application and never finished it because we thought we weren’t good enough? Or how many times have we avoided uncomfortable conversations because we don’t know what to say? PS4093 demonstrated that providing detailed resources helps people to take the initial step. In this module, we created handbooks for individuals with dementia and their caregivers. These handbooks contained resources and evidence-based solutions to common problems. The simple step of being given a handbook and reading it can jumpstart plans and conversations, such as joining a support group or planning for the future. By creating and disseminating resources, I am helping students with the “initial step.” I am giving them the knowledge it took me years to acquire in the hope that they start in a stronger position than I did. PS4093 taught me that by creating resources that can be used in future years, I can continue to help students beyond my time at St. Andrews.

2. **Applicants**: Claire Macleod, Jamie Locke-Jones, Zaynah Akeel

**Module/School**: VIP (Vertically Integrated Project) – Media Transformations project

**Themes**: Cataloguing, Museums, Collections, Archives, Outreach, Academic research, Online resources

**Proposal:**

*UTSC Video Project*

St Andrews has a truly unique and underappreciated community of book scholars. Since 1997, when the St Andrews French Book Project began cataloguing and redefining the boundaries of national bibliography, this town has been the centre of paradigm changing research on book history. Our team of undergraduate students joined this community last semester as part of the Media Transformations Vertically Integrated Project. We were there to learn about the history of the book, the finer points of data visualization, and of bibliographic research. In this respect, we certainly learned a lot. But what interested us the most and where we felt we could offer the most to the St Andrews community was in a more multimedia format. Happily, our interests coincided with that of our VIP project, the Universal Short Title Catalogue (USTC). The results, while still in post-production, are remarkable.

In October of 2020, our team got together to discuss the potential of doing a YouTube project for the USTC. Zaynah Akeel had over six years of professional videography experience and Claire MacLeod had worked on video projects in the past. The goal of the project was clear from the beginning. The unique lessons and personalities within the community of book historians in St Andrews deserved to be shown to a broader public. In the previous weeks, our team had experienced just a small sample of the unique culture of academic research and couldn’t let it be contained to our weekly Monday morning meetings. As Jamie Locke-Jones pointed out, ‘I tell my friends about the USTC and they think it’s not real. It’s just that special’ We aimed to create a video series akin to the work of Brady Haran at the Nottingham Sciences department.1 Haran’s ‘office-hour’ style-videos in which he interviewed researchers, sometimes quite literally in the field, allowed a generation of viewers to encounter the enthusiasm for niche scientific research that only exists in academia. Haran’s work was undertaken to endear the viewership to the scientific community and encourage learning. We want to do the same for history.

As it happens, the USTC had found itself in need of a video production to supplement its upcoming conference on gender in the book trade. The conference is set to take place online this summer. The concern was that the lack of face-to-face interaction would limit the sociability and networking opportunities of both the scholars attending and presenting. In-person conferences also allow attendees to appreciate the unique place that is St Andrews and often stimulates interest for post-graduate students. A video project that could demonstrate the unique character of the St Andrews community would therefore fit all of the these requirements. Our interests in broadening access to academic research coincided with the USTC’s interests in promoting their conference, their postgraduate opportunities, and their research associates. With the university world being online and the academic community still realizing the potential for digital social media as a means to share research and opportunities, we had found the perfect medium to make our contribution.

After a handful of e-mails, meetings, and co-ordination with the special collections, our VIP team showed up at Martyr’s Kirk for three straight days of filming. We shot interviews that discussed the history and purpose of the USTC, the upcoming conference, and the personal interests and background of the historians themselves. The experience of running interviews was extremely valuable for all parties concerned. For the researchers, it allowed them the opportunity to communicate their research and interests succinctly – a challenge for such detailed and complex topics. Thanks to assistance from special collections, we were able to access rare books which scholars could discuss on camera. We captured the truly remarkable experience of standing next to an expert as they flip through the pages of a 16th century martyrology or a 17th century political pamphlet. We captured the surprising and fascinating life-stories of scholars who found their way to book history and to St Andrews. We also felt the freedom to ask questions on behalf of a broader audience of students. ‘What advice would you give to a student of history?’, ‘What advice would you give to someone who wants to become a historian?’, and ‘What can print revolution tell us about the digital revolution?’ The answers we received were varied, fascinating, and immensely entertaining.

At the moment, the video project is in its post-production stage. Our Vertically Integrated Project has expanded to eight students who have joined the editing process. We have scheduled the release of a series of videos starting with an ‘Intro the USTC’, followed by personal ‘spotlight’ videos on individual researchers, and their discussions with primary source material. Editing these videos will be plenty of work to keep us busy for the next few weeks but it is by no means where we intend to end the project. COVID restrictions have shut-down a number of our plans but we do intend to keep filming new content once these restriction have been lifted. We envision a project that can continue past its original goal of promoting a conference to support a long-term digital media public engagement effort. The St Andrews book history community has been a truly influential force in academia for the last two decades. We intend to bring its rich character and scholarship to a broader public.