**UNE L&T Symposium 2025 – Presentation Synopsis**

**1. Title of Presentation:**

**Enhancing Engagement: Student Feedback on H5P Learning Tools in Exercise and Sports Science**

**2. Presenter(s) Name(s) and Affiliation(s):**

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**3. Main Takeaways:**

***Takeaway 1:*** Students are more confident in their understanding of content in an interactive learning environment.

***Takeaway 2:*** Students are more motivated to complete content with the use of interactive learning tools.

**4. Application in Educational Contexts:**

***Teaching Methods:***

 - Integrating preferred H5P formats like quizzes and drag-and-drop exercises supports active learning principles and fosters student engagement through formative, low-stakes interaction.

 - Providing optional scaffolding—addresses learner diversity and promotes self-regulated learning in line with constructivist pedagogy.

**Assessment:**

NA

**Student Engagement:**

 - Prioritising high-engagement tools like quizzes and interactive videos can increase participation and motivation through gamified, student-centred learning.

 - Addressing student-identified barriers with clearer guidance boosts confidence and supports a more inclusive, engaging learning environment.

**Curriculum Development:**

 - Feedback on preferred H5P formats can inform the selection of interactive elements that align with unit learning outcomes and student needs.

 - Insights into least effective tools guide iterative curriculum design by removing or refining low-impact activities.

**5. Valuable Sources and References:**

**Source 1:** Keogh, J. W. L., Moro, C., & Knudson, D. (2024). Promoting learning of biomechanical concepts with game-based activities. *Sports Biomechanics, 23*(3), 253-261. https://doi.org/10.1080/14763141.2020.1845470

Gamified elements aim to improve student engagement, motivation, and conceptual understanding by leveraging principles from game-based learning.

**6. Weakness and Area for Future Research:**

**Weakness:**

H5P was used at this scale for the first time by staff, meaning implementation quality and design consistency may have varied. This could influence student experiences and confound feedback with first-time use effects, rather than tool effectiveness alone.

**Future Research:**

Future studies should explore how different game types (e.g., quests vs. quizzes) affect learning outcomes, particularly in university-level. Research should also examine student perceptions, differences across learner types, and long-term retention of concepts using gamified approaches.