

Transcript

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1 October 2024,



Carey, Philip 0:03

It's really, I'd say it's really nice to see anyone. I can't actually see anyone for quite a few people got their cameras on, but hopefully when you're in the breakout rooms, you'll put your cameras.

□ **Carey, Philip** started transcription



Carey, Philip 0:12

I'm just going to share my screen.

And talk you through a short presentation.

That that we set up to to manage, to just explain what we're doing on this.

So when did you want to explain how the padlet's going to work?



Wendy Garner 0:31

Yep, I'm just gonna drop it.

Well, I'll drop it into chat in a moment.

So when we get to the breakout rooms, in fact, I'm going to start at the beginning because you might just have some comments to add as you're listening to some of the summaries that we're about to share with you.



Staples Elizabeth 0:43

She's up.



Wendy Garner 0:45

So the padlet is basically linked to the five bases, which is the basis for this presentation and the basis for the breakout rooms.



Staples Elizabeth 0:46

No, she's not.

 **Wendy Garner** 0:53

So I'm going to pop it into chat now and feel free to add anything from this point forward.

There we go, Phil.

 **Carey, Philip** 1:01

Lovely. That's great.

So just to explain what we're going to do in this session.

So back in May, a few of us met in person and talked about.

The the compassionate curriculum from a variety of different perspectives.

So what we're going to do in this session is we're going to quickly revisit the data from that workshop just.

To just to refresh our memories, what we've tried to do with that data is thematically organize it the data itself. The raw data is available on the raise websites.

So you can.

You can look at that for yourself, but what we've done is we've we've tried to thematically organise it into sort of broad areas that we felt.

The essence of of the discussions.

After we presented that data for each, we're going to go into the five breakout rooms.

You'll be randomly assigned to the breakout rooms and they will be led by one of the five. The five of us.

Following the path that we fell before.

So you so I for example will be leading the session on curriculum and in the breakout rooms.

It's an opportunity to further dig into the data, but to sort of focus our thinking.

We've asked for each of the data sets to provocative questions.

That that's a probably a slightly dramatic word.

Provocative, but basically two questions that we framed around that data to to really try and tease out the ideas of how students staff partnership can really advance where we're moving with this agenda towards the curriculum.

So it and those are just example our questions. It could be that in the breakout room you'll move away from that at the end of that process, we'll all come back into the main room and each of the five.

Leaders of those groups will will feedback.

On on what's happening in that we're not going to do a big plenary session because that can get quite difficult to manage in a virtual space with quite a lot of people on it so.

So apologies for that, but as as you're aware, the chat is always open. If there's anything you're dying to say, you're more than welcome to say it.

And of course the padlet is there for you to to ask and identify any questions and then in terms of the next steps after that, what we really want to do is try and gather some case studies that we can put on the raise website.

To start colouring in some of the gaps in this to look at the work that others are doing so that all institutions can share.

That that work.

And really to provide also an opportunity to for you to ask some of the questions that we're not answering in sessions and then you know Wendy and I in collaboration with other people will will make a decision about whether we carry these conversations on as we develop the.

The sick partnership.

So when do you you wanted to say something?

 **Wendy Garner** 3:48

I was just saying I think you might have said it at the start.

Phil, sorry, but I was looking for my padlet link just to say all of this if you weren't in the first session.

The top part AV like which was in Liverpool in May, we sort of said that you know, a lot of this sort of compassionate curricular work. And these questions have come from all the sort of previous sigs we realised. We're all sort of heading on the same dire.

Of travel in terms of the big questions and the big changes needed and that being the compassionate curriculum in partnership with our students.

So that's just the context, just as a reiteration.

Thanks Phil.

 **Carey, Philip** 4:19

Great. Thanks very much.

So to talk through the data in terms of the notion of student support that Liz led the

discussions on that in in Liverpool back in May and will lead the discussions further on. These were the general themes we felt came out.

That students and staff often weren't aware of or weren't sure about what different services did that some students had a limited capacity to access services for a variety of different reasons. The academic staff, and indeed professional services staff were often questioned. What sort of boundaries they would put.

Around the way they supported students that sometimes there was a different level of willingness.

Or resistance to engage in services from different students.

That there could be obscurity around referral and signposting processes, or indeed there could be clarity around them depending on how that worked. The quality of support was an issue that was raised up, the extent to which it was fit for purpose.

Also a discussion around the extent to which universities were increasingly expected to engage in spaces that were previously covered by other statutory services, like the health service.

The idea of student LED services themselves, or examples, would be for example, Nightline, where students support each other.

Through, I suppose peer mentoring or peer support services and opportunities for students and staff to really understand through collaborative projects or collaborative research what those services are.

So that's really a thematic analysis of the discussions that were had and the questions that we're going to suggest you talk about in, in the breakout room are how can we encourage students from less advantage or low participation backgrounds to benefit from.

The support services universities offer.

Takes into account the evidence we have that the most students who have most need are often least likely to to engage in services.

And the other question is, what opportunities are there for staff student partnership in relation to developing those services as we move forward?

So hopefully that should engage Liz and her group in some quite rich discussion around around some of the student partnership ideas in relation to.

Services moving on to look at the hidden curriculum.

This was all about the expectations of the curriculum that sometimes students, and particularly those students from less advantage backgrounds, didn't necessarily know the hidden language. If you like of the university, those unspoken academic rules

that we know as academics, that our students don't necessarily know because they're here.

To learn.

And we don't always make them explicit.

So really, a lot of these are associated with traditions with ways of working that have. Literally, in some instances been managed across generations. You know, in many ways I look at my own university experiences 40 years ago.

This month I first went to university, which is a miracle Cos I barely look forward to. And you know, I'm looking at that and seeing that actually some of those rules of the game, some of the traditions are still very similar to date than as as was the case in 1984.

The idea.

Some professional services and academic staff can, or indeed students can act as gatekeepers to services that may encourage or discourage certain students from from.

Engaging the idea that students at university is increasingly seen as a norm for students.

Students might attend university without necessarily understanding the understanding. In some ways what they're getting into.

Unconscious bias.

How academic staff and indeed the institution can can reflect on conscious biases through its systems and processes and expectations on students and marketing materials and all of that sort of thing.

A power relationships play out inside and out and outside the classroom.

That's not just between staff and students, but often between student groups within that.

The extent to which.

Students from different backgrounds are able to engage in activities. If someone, for example, has significant caring responsibilities, extracurricular activities can be a little bit problematic for them.

And how all of the hidden curriculum actually thinks to that life skills and real world learning, which is such a key part of the university experience.

So the questions we're hoping this group will talk about is the hidden curriculum provides opportunities for students to gain, to gain a competitive advantage over other students if.

In some of these extracurricular activities, some of the activities around the curriculum, it can be really an opportunity for you to further your career.

So how do we manage that sense of competition with a sense of compassionate curriculum, which is about equity and support and support for all? And then the other? The other question we're going to ask you to consider is how the hidden curriculum really reflects the culture, the Dom.

Culture of the organization.

That's tacit within within its systems and processes.

So how can we get students to be part of that culture change piece so that the hidden curriculum can align with the compassionate curriculum?

So moving on to the teaching and learning the conversations and that related to a shift from teaching to a, to learning, to facilitating learning.

The idea that the role of the lecturer isn't so much to engage in didactic teaching or to support students in their learning recognising the students will approach learning in different ways.

A recognition that that learning and indeed teaching is about a human relationship. And how do we honor the human relationships in in the teaching and learning environment?

And create safe spaces where students can explore ideas and learn without fear of failure, but also without fear of judgement.

And and perhaps offending people or something like that, celebrating diversity.

How do we celebrate diversity and good teaching?

So to encourage academic staff to use a range of teaching styles in in their sessions, but also the idea that academic staff often often are and act as role models to students.

So how does that play out in the teaching and learning environment?

And then finally, to recognize that students are teachers and teachers are students, and that if we're talking about Co creation of learning, we're talking about a Co created environment where everyone is a teacher and everyone is a learner.

So the provocative questions that we're asking in relation to that is what's the role of the student voice in the recognition of good teaching?

Where do students sit in that space?

But also how do we support students to become teachers in their own curriculum?

So how do we encourage students to?

To undertake that teaching role in an informal sense.

Moving on up towards the end to look at the curriculum curriculum, really one of the big questions that was talked about is to what extent should well-being related knowledge and content be built into the curriculum. So, so how should the curriculum teach the skills and the know?

Associated with well-being or is it all all discipline specific information.

The extent to which academic literacy, so not just assessment literacy, not just understanding the hidden rules of the game but academic literacy, is explained to students, are exposed to students as part of the curriculum tool to house that built into the curriculum.

How is content in itself inclusive?

So one of the examples that was a lot of discussion about was the decolonising the curriculum, but I guess that that spreads itself out into broader notions of inclusive content within the curriculum and the way in which different groups are represented in curriculum content, but also how can.

Academic staffing when they're deser developing curricula.

Avoid their own unconscious biases. Recognizing that we all have unconscious bias. And if it wasn't unconscious, we might know we had it.

So how do how do we manage that process?

A big part of the discussions was about evaluation decision making.

So to what extent is the curriculum informed by the evidence base for good practice? And how do institutional policies and processes around the development of curriculum support the agenda towards compassionate curriculum and then finally, in terms of organization of the curriculum, how does all that curriculum content get built into a timetable that makes sense for and supports the learning of students who?

Very often may have different organizational needs in terms of the curriculum.

And the questions we're going to pose in in this is how do we involve students as active decision making in evaluation?

And also in in the whole decision making process.

So rather than that passive sense of them providing data by just turning up and passing the courses or not passing the courses, or perhaps by filling out a survey, how do we involve them more actively in that process?

So it's slightly more authentic process.

And what?

What does staff student participation in the in curriculum design look like?

When it's good, how does it look in?

In other words, I guess.

And then finally on to the the the final theme, which is assessment a lot of discussion about the different modes of assessment used recognition, the different assessments.

Will align with different student needs and that's and that breadth of assessment can be of value in the curriculum, but it can also be challenging to different learners in relation to their needs.

The extent to which assessment can be negotiated so students have a say in their own personal assessment as opposed to the broader assessment strategy.

The importance of scaffolding so students can learn from their assessment experience but also learn during the assessment experiences.

Assessment is a process rather than an outcome. The role of an alternative assessments to enable students to choose assessments that work for them, as opposed to work for the organization.

The significance of assessment culture and how we can perhaps challenge some of those embedded practices that tend to get replicated year on year in the curriculum.

How student?

What students feel about their assessments and to what extent?

Do we listen to their views of the assessment as a strategy as opposed to their response to feedback? For example, the constraints on assessment imposed by regulations?

I guess that can also be external regulations through organisations like the Ares, as opposed to just internal regulations.

But also, and this is a big feature of the discussions and assessment, is failure is an important point in learning.

So how in a very performative system, do we encourage students to learn from failure to accept failure as part of learning when we don't necessarily accept failure as an acceptable part outcome for students in their assessment journeys?

So the questions we've got there is how would the ideal culture in relation to assessment be defined and how would this be achieved through partnership with students?

So it's not just dictated by.

The institution, but it's a it's a staff student partnership.

And then the second one relates to that notion of failure. If if we do have a campaign

for failure, for learning through failure, how can we get that to reduce the stigma that both academic staff, professional services staff and students feel when when they experience failure so those?

Are the questions we're going to ask will repose those in the in the discussion room?

So don't worry particularly about that.

Hopefully we're going to put you in discussion rooms, but just a little bit of warning.

It's been a while since any of us have.

This because we're not.

It's amazing how rusty we've all quickly become after a couple of years of teaching online, so there could be a few hiccups putting you in in the different breakout rooms. So apologies to that, but we will get there in the end.

I'm going to leave one of my colleagues called Phil Rothwell to sort out the breakout rooms because if I do it, we will all end up in. I don't know, a different virtual space.

So Phil, if you can just randomly assign that and then.

We'll see how it goes from there.

So before we do that, has anyone got any quick questions they want to put in the chat or even just ask in person what Phil's sorting that out?



Rothwell, Phillip 16:26

Replay.



WG Wendy Garner 16:29

Well, can I just reiterate that we could, if you could add to the columns that are relevant to the base you're in within padlet, that would be brilliant. I'm sure the people who are chairing the meetings will be adding, but it's open to anybody to add any com.



Carey, Philip 55:23

I'm going to ask my colleagues to just feedback in relation to that, but as the breakout rooms were a total **** up for which I apologise, I'm just basically going to ask you which session that you were leading because it wasn't the one we planned. So Phil, do you want to start and just give some brief feedback?



Rothwell, Phillip 55:49

Yeah, sure.

So my session was the hidden curriculum and we had some really thoughtful contributions from that. We focused principally on that first provocation at that actually prompted a significant amount of very thoughtful discussion.

So just as a reminder, the provocation was some of the students at the first raise. Event who?

They weren't. They weren't.

Lgb students.

They come from Sheffield, I believe.

And they expressed that they found aspects of the hidden curriculum, particularly those bits associated with extracurricular.

As to be helpful and desirable in terms of competitive advantage and that sparked off a lot of a lot of discussion, a lot of ideas around.

Students building or being beneficiaries of that social and cultural capitalism.

Just playing Buddha bingo there.

He'll carry.

I got him in so, but it was really interesting. And then we we kind of began to pull that apart. There was really.

Really good reflections from Sarah and Sarah, particularly with respect to their roles and how they were kind of trying to bring in, bring in aspects to building and backfill.

I suppose.

Ideas around the the cultural capital bit, particularly with respect to employ, sort of more authentic employability aligned.

Practice and aspects of the curriculum around assessment, things like that, so that students don't have to go out and seek.

To seek that and and you know, use the cultural capital they've got, you can kind of fill it in through the curriculum in that way.

And I thought that was a really nice way to you kind of reconciling that idea of the the competitive advantage and flattening the the class differential on that one by by affording all students those opportunities for those authentic work based.

Things they can talk about in job interviews.

Things that will give them those experiences that they can call upon and build that confidence that that you don't even know exists if you're not aware of it.

So that was really interesting discussion around that Sarah talked about designing a degree program.

With that in mind, so, so being situated in an area of low socio economic, you know, in a sort of poor area and acknowledging the the demography of the students and they wouldn't be able to take on that extracurricular stuff.

So so embedding that in there?

So I think we were sort of saying how can this competitiveness, this, this transactional neoliberal.

Approach to education, which has kind of bled through since the introduction of the fees.

How can we reconcile us with the compassionate curriculum and one of the ways was by having a curriculum that supports the cultural capital?

Of a lot of students, and I think Leanne called on a lot of her experience and was just talking about, yeah, those kind of those ways that we can address, meet, meet those students and and give them the knowledge of what they should expect.

It's the lack of expectation is a big aspect of the hidden curriculum.

You know students not not seeking out those opportunities because they're not aware of the benefits of that.

So opportunities where we can.

Articulate the benefit realisation of why you would do the extracurricular stuff, why you should just sit at the back of the class.

Making notes and studying really hard and not connecting in with the additional bits, and then that obviously links through to the the discussions around you know the vocabulary that the understanding of the systems through having the familiar collections and things like that.

So all these different aspects of this, I think I think the group I don't want to speak on their behalf, but that's kind of what I'm here for, so.

The IT wasn't insurmountable.

It wasn't utterly antithetical to the compassionate curriculum. There is opportunity in there.

Through I think through.

Very clever.

Empathetic teaching. You need to be. You need to be.

FE **Ffion Evans** 59:43

To go to the cinema.

 **Rothwell, Phillip** 59:46

You need to be.

I think listening to how Sarah and Sarah designed their curriculum, you need to be really cognizant of that.

And we didn't get to the question around how students could be brought into that, but I think it'd be really interesting to speak more to them about, you know, to what extent they consulted with the students. And I know Sarah talked about NSS inputs and the the A.

Sort of a broad data level about.

Acknowledgments of these extra pieces. These back filling and filling in the gaps.

Around the curriculum and that deeper understanding and and that so it's so I suppose it was looking at the curriculum, hidden curriculum from the perspective more of not the not the barriers, not the deficit. Thinking of like they don't understand the policies and things like that but it.

More of like how can we fill up the the the the cultural capital social capital components of bad and curriculum?

So it was a really nice discussion.

Yeah, a very thoughtful inputs from everyone.

 **Carey, Philip** 1:00:43

Thanks for Wendy.

Do you want to book through yours?

WG **Wendy Garner** 1:00:48

Wendy.

 **Johnston, Wendy** 1:00:50

Vanderbilt.

 **Carey, Philip** 1:00:50

Of course.

I'm really good at this, aren't I?

This is just like a master class.

Announced stuff anyway.

Wendy, go on or I'm looking at you.

You wouldn't know 'cause. You're on camera, but yeah, Wendy Garner. If you do that, then Wendy Johnson. Sorry.

WG **Wendy Garner** 1:01:04

Okie Doke, well, we're on assessment. And our first question was around culture and how can that help?

How we can change that to help with compassionate assessment and the second was about failure and helping to reduce the stigma and see the learning value of of of, of failure and inverted commas.

So we spent more time on the 1st question.

And so some of the points that I'll round up the first point was around student agency and actually that you know it is something we do to them locus of control.

That that they are have very limited control over what, how they're assessed, what they're assessed, etcetera. And you know they're not.

We don't.

We talked about readiness and I think this is very true.

Someone is a psychologist who does a lot on learning theory with the students who are teachers go on to be teachers.

Sorry, you know, it assumes everyone learns in the same way at the same rate in the same stuff and is ready at the same time.

And so that was really interesting because one of our colleagues came in to talk about at their university.

It's actually more flexible than that.

And so they can attend the module, but they only do the assessment when they're ready, and that's at the point at which they pay to do the assessment.

So this idea of readiness, I'm quite interested in, even though it be a total nightmare for any QA regulatory department.

But it's it's what the learning theory would point to.

Then we talked about negotiation, which is linked to that, isn't it?

When do we hand it in and?

Perhaps having more negotiated assessment?

Again, lots of pragmatic issues.

But I have to negotiated modules in a former life talked about formative and a lot of us do staged.

Patchwork, these things that are credit bearing in terms of word equivalents, because the students seem to like.

And they see that as something that's good for them. If we're talking about compassionate because it helps take a chunk out of their final submitted summative submission.

But also they get some feedback, which means it might actually save them from failing or might help them get a better mark than if it just been 4500 summative.

We talked about projects and someone had a student group team who worked with revalidation panels, which I thought was quite innovative.

But we also noted and I'll go on to the second question now Phil, that in inverted commas, it's tricky to take forward a because I suppose singling out assessment away from the bigger picture, the curriculum, the how everything works, it's difficult someone's reporting.

It's quite difficult to innovate because everything else the knock on effect, you know, you got to look at the big picture and also different areas support.

Are more open to this in terms of disciplines.

That others you know and to to us to conclude that question and second one shorter. Don't worry we were saying almost takes us back to OK then what's the nature and purpose of higher education, what we're doing here developing skills, knowledge acquisition or both because that was a.

Massive bearing on how you assess what you assess, whether you assess actually.

So back to the big questions with that.

And then failure, we didn't have as much time, but we said what?

What militates against making failure?

You know something we can.

Celebrate.

Is academic rigour, regulations, metrics, grade inflation, the need for students to feel like they're being looked after and well supported, and not to fail. In other words, and we talked about, you know, what they students want, what they say they want, perhaps what off they said, Ofsted off.

Students think they want is not what they need.

Children, like chocolates, doesn't mean it's good for them so.

Being compassionate does what does that actually mean? Supportive.
Or challenging and I think we know the answer, but it's made us wonder in our group, OK, what do we mean by compassionate, which is a quite a good question to end on.
We also said everything's down to the marketization of education, but we didn't want to get too political.
But it's not insurmountable, as the previous group said, but I think we have to go big picture to actually make some movement on this.
Sorry, Phil, that was too long.



Carey, Philip 1:05:11

No, it wasn't too long.

I am a super duper duper host.

I went into a a room called assessment. Notice that somebody was in a room that I was supposed to be in.

So I've done an assessment a while, so whatever I was supposed to do clearly hasn't been done.

But what the hell?

So I'm now going to feedback what our group said on the assessment and it's interesting where we've aligned with what you said.

So it'd probably be a little bit quicker.

We might as well do that now, and by the way, chocolate is good for you.

So let's just sort that one out.



Wendy Garner 1:05:40

Oh yeah. OK.



Carey, Philip 1:05:42

One of the things that in terms of that notion of failure.

There was a recognition that there's a value of formative assessment where students can fail and where failure could be something that they will learn from that. But the often formative assessment is problematic for a variety of reasons, and one of those reasons is sometimes the students don't engage.

With it, and is there a different model?

Do we either?

Do we either teach students why they should do formative assessment, but so to persuade them to do it, or do we?

We use our own regulation regulations in a more creative way and perhaps look at how.

Performance can be mitigated in assessment, so rather than students submitting a work, it's marked and that's that's the end of it.

And if they failed, they failed.

If they passed, they've passed that there's an opportunity to retrieve and that so you know, an opportunity to say to a student, you could have done better if you've done this, can you?

Can you do that?

And they can verify somehow that they can do that and then that becomes their mark. So.

I suppose to build the formative into the summative.

That that part of the discussion I think ended quite quickly and we sort of veered away from the questions quite a lot, still aligned to the questions, but moving away from that into that idea of assessment literacy which led on to a much broader and fundamental set of.

Questions about around really what was the purpose of the university as the university in an era where knowledge is contextual and changing all the time and generated in lots of different ways, to what extent is?

The role of the University of didactic institution that gets student transmits information to students.

Rather than a supportive institution that gets students to understand the challenge that information presents.

So if you if you look at universities through that lens, then the idea of assessing students the way we currently assess students just doesn't make sense.

So the extent to which?

Assessment aligns with how students navigate their way through information rather than regurgitate information, or even even critique information.

It's it's a different journey that our students are on. So that led to discussions around authentic assessment.

But also the idea that if we want to champion Co curriculum Co creation in the curriculum then that can be constrained by institutional regulations that mean that change can often come a year, a year and a half after it's required. So to move away

from a pay it.

Model to look at just a regulatory environment in which change can be something that happens much more.

Rapidly and in relation to student needs as they are occurring rather than as they occurred.

And one of the one of the comments was that was made.

It's something that I've reflected on a lot in the past couple of years is in the pandemic. We responded with lightning speed to the fact that our assessments just weren't up.

Up to to what we needed them to be, that actually we would have had to have closed the university if we'd have carried on assessing the students the way we planned to do so we we adapted and changed our regulations and that was all deemed OK.

It all it was worked through in every single institution it was managed.

And yet, when it comes to other demands on students, we don't have that creativity and that drive to change.

And to what extent the pandemic actually gave us a model for assessment change that would help us.

To be more responsive to student needs, has those student needs are happening rather than responsive to students needs in a very reactive sense.

And I think just to finish off that discussion, you know what one of.

Our colleagues on the call talked about a shift in the idea that assessment is this highly structured, rigid scientific process that is aligned with notions of validity and reliability, and that very restrictive quality assurance thing into recognizing that the assessment by teaching is a human interaction and that.

As a human interaction, it needs to have a degree of flexibility to enable us to assess. Students capacity rather than their ability to reflect back towards what we needed so. Trusting Wendy.

The conversation that you had, which aligns with that, but this was looking at it through a slightly different lens, I think so.

Thank you very much, Wendy.

God knows what you did yours on, so that'll be an exciting thing to see other Wendy Johnson. If you want to explain to us.



Johnston, Wendy 1:10:18

He did teaching.

And and thanks to the group that I worked with, he had some fascinating conversations. I think the first thing to say is quite a few of us were quite intrigued with the first question because it could be interpreted in a number of different ways.

And what we discussed was what are we really defining as good teaching?

You know, do students recognize good teaching styles?

And do we actually does their student voice get dismissed?

Within all the teaching styles that we have.

Some of us felt the question needed to be to be better qualified.

And we looked at sort of the the fact that students perceptions change with time.

So if we captured the student voice whilst they were with us throughout the three years.

We'd get a very different student voice than we do when they've actually graduated, and they might come back to us and give us a very different perspective on on their, on their teaching and learning.

So we sort of said it was very easy to capture the student voice whilst whilst they were with us, but very difficult once they leave we sorted then talked quite some length really as to whether our students feel safe to be able to have a voice.

So you know, and how do we ensure that our students feel safe enough to have that voice?

And be comfortable enough to express themselves.

You know, we talked about the divide between students and us getting bigger every year.

And so, you know, we're a year older each year, but our students are coming in at the same age.

So is this divide between us and them?

We said that there's a big shift in teaching style, which may be affect our students. So they used to things like very quick 15 minutes, Tik toks. Whereas we're delivering sometimes 4 hour sessions.

And you know, how do we actually help to build autonomy?

We need to recognise the student's needs.

And we need as well as making students feel safe to be able to have their voice, we need to recognise that some students have a real fear of expressing themselves and having a student voice.

We need to look at our teaching styles.

Do our styles actually stifle student voice?

We discuss students have an expected on what good teaching should be.

We talked at length again about community, creating a community within the classroom which enables students to have more of a voice and to share that voice, to treat them like adults, and to use we rather than you know, them and us and Catherine use the word Pixie D.

An umbrella a number of times, you know. Do we need this Pixie dust to be able to help build these communities, to build relationships and to have a you matter? Sort of philosophy so that our students do feel engaged and that they know that they matter both within their peer groups, but they matter within within the bigger picture.

We also talked about the fact that we need, we need to make sure that our students know how to learn and that we're teaching them to be effective learners.

And again, you know a couple of you have mentioned COVID and we again talked about how student engagement is fundamentally changed after COVID, but also because people have got caring responsibilities.

Our second question, like most of you, we did last on.

So we were looking at how we support students to be teachers and again, we thought this was quite a tricky question.

And one of the things that we talked about was can all students.

Be involved in becoming the teacher, or should all students and then we link that to can we afford not to look at this?

Lots of us talked about Co creation.

Catherine gave some really great detail about research that's been done within Co creation in different universities where students really, really value Co creative Co creation.

But equally, we said that if students don't want to be involved in in being part of the taught session, part of being a teacher, do we actually alienate them?

You know, can it be perceived to be threatening? And then the last thing that we were talking about was honesty at the end of it, you know, we need to be honest.

We need to consider all perspectives, both students and staff, and that's where we finished.

So that's very quick overview.



Carey, Philip 1:14:58

I just feel I ought to point out that when you were speaking, Wendy Garner, otherwise known as the other Wendy, put something in the chat.

Which one?

I first read it said interesting Wendy Johnson's teaching styles can be highly controlling.

It should, but obviously that wasn't what she meant.

It was commenting.

I just read out the bloody hell. She's a bit rude, isn't she?

But now I realise what she was saying.

Anyway, it entertained me, so hopefully it will entertain you, Liz.

Last but not least.



Clifford, Elizabeth 1:15:26

OK.

So we were student support and the questions were how can we encourage students from less advantage low or low participation groups to access and benefit from support and what opportunities might there be for staff student partnership activity in this area.

So I think what where we started from I think was this sort of Inc inclusive approach and that a lot of that should be about reducing barriers, reducing hierarchy or perceptions of hierarchy between staff and students.

Different things around helping you know, show a community of learners, I suppose.

And and that that would be have like A2 fold benefit I suppose. So if we show that staff whose staff are what their experiences are, what their roots into higher education were, then somebody use the expression you know can be a bit WAVY and curvy you know?

Not linear. You know that that actually can be quite.

Supportive for students who might be a little bit anxious about their own backgrounds not being.

Traditional or whatever.

You know, whatever traditional is and that that would be twofold because it might help reduce some anxieties or stresses that students have in the first place.

But it also helps to make staff seem more approachable so that when a student does encounter a difficulty or isn't unsure, or is unsure of something they feel like they they can talk to staff you know. So there was things around that.

You know, one of the group, I think it was, Jen said something about she almost deliberately.

Leaves spelling mistakes, for example into some of her slides.

So it sort of shows. You know, we can all make mistakes. Somebody else had an example of how an induction staff do a a bake cakes, you know, and some will be better than others, you know. But it's just that willingness to appear not the expert in certain.

Circumstances that, that's helpful.

There are other examples given of activities during induction that can help introduce students to the idea.

Failure and that failure is OK in a in a low stakes environment.

So you know marshmallow activity but also that that activity is repeated. So it helps students to see that they can learn from failure and that those sorts of activities were seen to be sort of more engaging for staff than some of the traditional ice breaking activities.

We also talked about sort of pinch points along the way and there were an example shared of various institutions that do sort of wobble weeks or another example which I've put in to this main chat of an institution that's mapped out this sort of student emotional journey.

So that we're kind of like pre emptying in a way or thinking about when when a student's likely to encounter difficulties or wobble or start to be disengaged and maybe prepare for that.

And and that that sort of led into a sort of a discussion around the sort of staff, student partnership and the extent to which you would sort of perhaps share that kind of those pinch points with students?

You know, is it sort of forewarned?

As forearmed. If you like. If you sort of share that kind of.

Stress points.

Pinch points with students early on.

Is that sort of dangerous?

If you like because it's sort of, you know, or is it quite helpful?

But it sort of went into the Staff student partnership because the group felt that involving students from other levels might be useful here so that they can share their well, you know, this is what this is. When I found it difficult. This is the strategy.

Use that kind of thing.

And but that when you're involving students in that way, it's got to be rewarded. So it's got to be valued.

It's got to be either through paid activity, that kind of thing.

Somebody gave an example of a nice reverse mentoring that had worked quite well, involving students in giving feedback on assessment language, how how understandable it was, for example.

And I think just to finish an important point around understanding who our students are, you know, we can have perceptions of our student body, which might be quite out of date.

And so, you know, maybe we're through pre arrival questionnaires, that kind of thing, you know, so somebody gave an example.

I think it was Jen again who sort of talked about.

They'd surveyed students and sort of it was quite stark.

How many were commuting students but commuting from quite long distances?

How many students had part time jobs and I think this is important.

It's sort of understanding.

You know who our students are and that can help inform.

Our services.

So it was a, it was. It was a good discussion.



Carey, Philip 1:20:30

OK.

Thanks Liz.

We're very close to the end though. We've got 3 minutes left. So just to say thank you very much for the discussion.

Apologies once again for the mess. This is being recorded, but I shall either work out how to edit out the bits when I'm looking at the screen trying to work out how to put people in randomly in groups, and failing absolutely miserably, or just delete the recording or.

Just burn my computer, so one way or the other.

That will be tidied up before before you get sight of it. You will have access to the chat for a while.

So there's lots of stuff on the chat.

What Wendy and I will do, we'll scrape that, scrape documents and stuff out the chat and share them on the raise website unless we're told not to.

So if you put stuff out there, you don't want shared, just let us know and we'll keep it away.

Likewise, over the next couple of weeks, if you want to send us information, then that's something else that we can share on the website.

We'll also try and open some sort of dialogue to see how.

We how and whether we move this forward through the the SIG, the special interest group.

 **Wendy Garner** 1:21:35

And felt.



Carey, Philip 1:21:35

Perhaps on to the next phase.

Sorry, Wendy.

Yeah, you, you go ahead and you can close it now.



Wendy Garner 1:21:40

No, no, just to say, if anyone's I've I've said in the chat, if anyone's got any short case studies for our next event.

I think that would be useful.

Please drop them into padlet or as is, or we could even put them on the and put them on the raise CIG or e-mail Phil and I. That would be amazing.

We want to take it forward.

It's so important, but it's so difficult but not insurmountable in all respects.

So thank you everyone.

It will all go up on the Waze website.

In due course and if anyone wants to volunteer to host one of the future sessions, your institution, be pleased to hear from you.

Thank you everybody.

Thanks, Phil. Wendy, Liz and Phil.

