

2022 Partners in Learning Conference 26th January 2022

Workshop Abstracts

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| **Keynote, 9.45 - 10.30** |
|  | **Presentation Title** | **Singing Our Own Song: Rethinking Decolonising in the Academy** |
|  | **Presenters** | Professor Jason Arday, University of Glasgow |
|  | **Abstract** | The Academy still remains a site for systemic and institutional racism. Disrupting these inequitable cultures requires a state of continual vigilance. This talk focuses on the continued collective work and allyship required to disrupt and dismantle racially inequitable structures within the Academy and the reconfiguring required in decolonising our curricular. Jason Arday is (since January 2022) Professor of Sociology of Education at the University of Glasgow, School of Education. He is a Visiting Research Fellow at The Ohio State University in the Office of Diversity and Inclusion. Jason holds Visiting Professorships at Coventry University, London Metropolitan University and Nelson Mandela University. He is a Trustee of the Runnymede Trust, the UK’s leading Race Equality Thinktank and the British Sociological Association (BSA). Jason sits on the Centre for Labour and Social Studies (CLASS) National Advisory Panel and the NHS Race and Health Observatory Academic Reference Group. Jason is a Fellow of the Royal Society of Arts (RSA). |
| **11.15 - 11.35** |
|  | **Presentation Title** | **Student partnership at Christ Church Business School: Transforming the student experience.** |
|  | **Presenters**  | Cécile Tschirhart (Director of Learning and Teaching, Christ Church Business School), Isatou Faye (3rd Year BSc Logistics and ESOP student partner). |
|  | **Abstract** | This case study will introduce the ESOP (Enhancing Student Outcomes Project) established as the flagship Learning and Teaching project at Christ Church Business School, Canterbury Christ Church university in September 2021. The ESOP ambition is to enhance student outcomes and the experience of students, closely in line with the university strategies. It aims at creating a culture of trust, transparency, and accountability amongst academic staff in relation to student outcomes. It is hoped that participation in the project will empower academic staff and students to take positive and constructive action which in turn will be reflected in the improvement of student metrics. The ESOP consists of three workstreams and is co-led by a student whose role includes input in the framing of the initiatives by reaching out to fellow students as well as active involvement in the delivery and evaluation of the project’s interventions. Informed by Hayley, Flint and Harrington’s (2014) conceptual model for working with students as partners and the study of good practice as described by Cook-Sather, Bovill and Felten (2014), this case-study will briefly highlight the strategic purpose of the project before reporting on the progress of two key interventions to date: the PULSE scheme (NSS and Students as Partners) and the Belonging initiative (Closing our Gap). |
| **11.35 - 11.55** |
|  | **Presentation Title** | **The Case of Viga & Wallace - a cross faculty project to co-produce a teaching resource.**  |
|  | **Presenters**  | Julie Weir (SL Medicine, Health & Social Care, School of Allied & Public Health, BSc Paramedic Science); Mike Stephens (lecturer, Medicine, Health & Social Care, School of Allied & Public Health, BSc Paramedic Science). Laine Slater (Combined Hons BA in Creative Writing & Media and Communications); Paul McGranaghan (freelance sound recordist, sound designer and film maker); Kevin Lawton-Barret (Senior Lecturer, Forensic Investigation, School of Law, Policing and Social Sciences); Dan Millen (Combined Hons BA in Creative Writing & Media and Communications); Louise Devismes (Combined Hons BA in Creative Writing & Media and Communications); Professor Carolyn Oulton (School of Humanities, PD Creative and Professional Writing). |
|  | **Abstract** | My paramedic students often ask why they could not work with the policing students in simulation scenarios, so in 2019 I saw an opportunity to tackle this issue when I was asked to become involved in an innovative cross-faculty working group, set up to explore how the new Mabb-Lovell court room teaching space could be used. The group comprised of colleagues and students from across the disciplines, from Health, Social Work, Law, Policing, Forensic Science, Creative Arts, and the Humanities. We set up a project with an aim to develop a teaching resource, in the form of a short film that could be used across those disciplines. The film focused on an idea we had for a fictitious criminal case scenario and court room trial, involving child neglect and domestic violence resulting in the death of a child.Development of this resource involved students as co-producers, as creative writing students were engaged to write a film script, direct, and take on acting roles. A Film student kindly agreed to record the film footage and two paramedic students took on (paramedic) acting roles in the film. Members of staff took on acting roles or were used in professional advisory roles. We subsequently went on to run a mock trial of the case, with our students acting as the jury. The positive impact of the various participants working together during production and delivery was the promotion of active engagement and partnership working. This best practice initiative was also a good example of students as co-producers through creation of teaching materials in Higher Education. |
| **11.55 - 12.15** |
|  | **Presentation Title** | **Reflections on Co-creating a Virtual Placement: Bridging the Gap to Leadership.**  |
|  | **Presenters** | Mary Makinde (Senior Lecturer in Forensic Investigation/Strategic Lead: Closing Our Gap, Faculty of Science, Engineering and Social Sciences). Students – names to be confirmed, CCCU and University of Brighton. |
|  | **Abstract** | This presentation shares our exciting journey in co-creating a virtual placement - Bridging the Gap to Leadership. This placement, a collaborative HEE-funded project between Canterbury Christ Church University and the University of Brighton, was initially for one year, yet our work continues. As part of CCCU’s Closing our Gap strategy, this placement is aimed at improving learning outcomes for Black, Asian, Mixed Heritage and Minority Ethnic students within their Health and Social Care placements. Since January 2021, 19 students from our Allied Health Professional programmes (Physiotherapy and Occupational Therapy) have had a Bridging the Gap to Leadership Placement. Students join at various points across this year, inducting the incoming students, ensuring a coherence to the overall project. There is flexibility built into the placement to allow students to consider their own specific learning needs, choose their topic of interest and put their own mark on the project. The achievements from this placement range from the development of practical resources, such as podcasts, webinars, and animations, to the influence on ideas, through discussions and partnerships with our placement providers and amongst ourselves. There are personal achievements, gaining the skills, and confidence, required to produce such resources and delivering these to an audience. The graduate attributes are developed, most specifically, skills and understanding for leadership. During covid, we stepped with slight trepidation into the ‘unknown’ of a non-traditional placement and we are inspired by the experience. We would appreciate sharing our venture as partners in learning, in creating a learning community across two universities, and showcasing our resources. |
| **12.15 - 12.35** |
|  | **Presentation Title** | **The Benefits of Peer Mentoring in Partnership with Students.**  |
|  | **Presenters** | Co-presented with Peer Mentors including Rose Phillips (L6 BA Psychology), and Kath Abiker (Academic Strategic Lead: Student Retention, Inclusion and Success).  |
|  | **Abstract** | The session will overview our Peer Mentoring service and update on our new Believe, Achieve, Mentor, Empower Mentoring Scheme. It will cover examples of how we work in partnership with Peer Mentors and includes student perspectives of the benefits of peer mentoring: 1. Training (including inclusive practice and celebrating diversity)
2. Being a mentor and having a mentor.
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