

2020 Learning and Teaching Conference

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| Keynote 9.50 – 10.30 | |
| **Title** | **Supporting students’ multiple and multidimensional transitions into and through Higher Education** |
| **Presenters** | **Professor Jonathan Glazzard** (Leeds Beckett University) |
| **Biography** | Professor Jonathan Glazzard is a researcher, teacher educator, and qualified teacher. His research focuses on a broad range of topics and disciplines, including mental health, LGBTQ+ inclusion, special educational needs, critical disability studies, critical psychology, sociology and early literacy development. Jonathan was awarded the status of National Teaching Fellow in 2015 and Principal Fellow of the Higher Education Academy in 2016. Prior to his current role, he led the primary teacher training provision at the University of Huddersfield (2005-15) and was Head of Academic Development (2015-17) at Leeds Trinity University. |
| **Description** | This presentation will explore student transitions into and through Higher Education. It will conceptualise transitions as on-going and multiple rather than sequential and linear. It will apply the theory of multiple and multidimensional transitions (Jindal-Snape, 2012) to explore students' lived experiences of transitions. Theoretical concepts including resilience, stress, self-esteem and agency will be explored. The implications of key research for higher education pedagogy will be discussed, with specific reference to students with autism and LGBTQ+ students. |

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| Session one – 10.45 – 11.45 | |
| Workshop 1 | |
| **Title** | **MA gatherings: writing, workshopping and wellbeing** |
| **Presenters** | **Dr Sonia Overall**, Programme Director MA Creative Writing, School of Humanities  **Ms Peggy Riley**, Lecturer in Creative Writing, School of Humanities |
| **Description** | Members of the MA in Creative Writing programme team have set up weekly MA Gatherings, facilitating cross-cohort contact through Blackboard Collaborate. The aim of these sessions is to foster students’ continued writing practice through lockdown, to address any study concerns in an informal and supportive setting, and to write together to improve wellbeing, This Pecha Kucha session will give some highlights from the gatherings, the team’s integration of student support and wellbeing with creative practice, and the pedagogic lessons learned so far.  The programme’s response to the additional anxieties and challenges faced by students during the pandemic has provided a space for community building and shared support. This meets several of the University’s Learning & Teaching Strategies, with particular emphasis on Building Learning Communities (through the live workshop space and follow-up discussion board); Students as Partners in Learning (through collaborative working online and responding to student suggestions for weekly activities); Supporting Success for all students (using TEL to enhance inclusivity); and Flexible and Responsive Learning Environments (adjusting and responding directly to the challenges of lockdown).  The programme already uses a blended learning model, chiming with the TEL Strategic Objective “to develop increasingly flexible modes of delivery including through part-time and blended learning opportunities”. The MA Gatherings have also presented students with a real-world digital response to problem solving, encouraging individuals to work with new technologies and expand their digital literacy. |
| Workshop 2 | |
| **Title** | Together apart: nurturing inclusive, accessible and diverse connections within the Canterbury Christ Church University (CCCU) community during COVID-19 |
| **Presenters** | **Angela Richmond-Fuller, BEd, MA,** Senior Lecturer in Computing, School of Engineering, Technology and Design |
| **Description** | This presentation will focus on fostering a sense of belonging and community through inclusion, accessibility and diversity in Computing within the School of Engineering, Technology and Design (ETD) during the COVID-19 lockdown and beyond.  In particular, I will focus on building teaching and learning communities by working towards co-creating collaborative spaces for creative exchange by students through Blackboard and Sharepoint, and MS Teams for staff members to share good practices to improve teaching and learning outcomes; co-creating accessible environments where everybody’s potential is recognised and nurtured through a combination of support and challenge.  What strategies foster a sense of belonging and community in learning and teaching? What strategies can be employed to motivate and engage our diverse student body to collaboratively co-create and provide peer-feedback to one another as they worked together on achieving learning outcomes?  How can staff members support one another to engage students and improve achievement outcomes?  The Health and Wellbeing Framework outlines our CCCU value of integration of excellent teaching, research and knowledge exchange. To work towards achieving this, I will also outline co-created collaborative spaces and initiatives both within our school of ETD and inter-departmentally. |
| Workshop 3 | |
| **Title** | **Getting to know each other through breakfast—A cohort leader’s method of facilitating group belonging within a cohort** |
| **Presenters** | **Joan Lawrence,** Senior Midwifery Lecturer, School of Nursing, Midwifery & Social Work |
| **Description** | Objective: To facilitate the development of feelings of belonging within a cohort of student midwives to address self-isolation, through having breakfast together.  Setting: A university student restaurant. This space was selected as all students were familiar with it, thus it encouraged a more informal and friendly environment in which to meet.  Participants: 36 first year student midwives  Findings: All students have attended at least 2 cohort breakfasts and have felt that engaging with each other in this way has encouraged them to speak to students that they would not normally speak with. They have learnt about each other on a personal level, which has facilitated a sense of group identity and belonging, especially in those students who self-isolated as they have fed back that the cohort breakfast has given them the confidence to get to know their peers better and to address their own unconscious biases.  The cohort breakfasts have been very successful in facilitating feelings of belonging in students who had felt alienated within the cohort. The activity enables all students to develop confidence to become effective communicators, where they can respect diversity and challenge stereotypes. Additionally, the activity has engaged the cohort as partners in learning through building an effective learning community, which creates a sense of belonging, where life-long friendships  are nourished. Additionally, students have been able to develop a positive rapport with patients and teams in clinical practice, which improves care provision and employability.  Since the national lockdown the cohort breakfast has continued via Bb Collaborate. In total 50 students attended these virtual breakfasts. Students have been encouraged to continue to get to know each other through small talk and not discussing university, placement or Covid 19. |
| Workshop 4 | |
| **Title** | **Can BAME students thrive when they feel alienated? - Importance of fostering a sense of belonging for BAME students at all levels** |
| **Presenters** | **Edith Lewis**, Senior Lecturer and Faculty Academic Developer, School of Nursing, Midwifery and Social Work |
| **Description** | A sense of belonging from a psychological perspective is crucial to understand BAME students and how they can feel alienated within a white majority environment. The presentation will consider the impact of this on BAME students’ motivation to learn and engage within and outside the curriculum. Literature evidence shows how BAME students can have less sense of belonging in comparison to their white counterparts in exclusively white educational settings. A sense of belonging is human behaviour with long history in psychology literature. It refers to an individual’s need for affiliation, relatedness, positive regard, social connection, acceptance and respect within the university environment. The session will consider findings from a 2-year BAME Early Career Research Award on sense of belonging and offer practical strategies that can help support BAME students achieve their full potential, thrive and experience positive wellbeing. The session will include strategies suggested by BAME students who participated in an online survey and 2 focus groups. Considerations will be made on the multiple levels of belonging and relationships cited by the BAME students who engaged with the research.  Trigger question from the survey will be provided:  Q14. Based on your experience at CCCU to date do you feel a sense of belonging? Yes- 61; No- 39 %  If no please say why and how the university can improve on this? |

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| Session two – 12.00 – 12.50 | |
| Workshop 5 | |
| **Title** | **Movement and mental health—the ‘new norm’ of online movement** |
| **Presenters** | **Dr Kristy Howells,** Reader, Faculty of Education |
| **Description** | The session will firstly focus on the importance of movement and mental health, in the recent All Party Parliamentary Group on Fit and Healthy Childhood report (2019) we reported the importance of movement in a holistic way to improve and maintain positive physical, social and emotional health. Movement can help remove distress, help develop a positive sense of identify and positive wellbeing. In our earlier work (Bailey, Howells and Gilbo, 2018) we also reported that physical activity can have an important role in protecting young people from mental illness and has the potential to save lives as it reduces feelings of hopelessness, suicide and self-harm. The second part of the session will examine in a new curriculum design approaches and online learning, how a sense of belonging within sport, physical activity, physical education can be developed. How movement through time and opportunities can be enhanced and support mental health and wellbeing through times of uncertainty, and times of increased levels of anxiety, worry and stress. And thirdly the session will examine how we are currently teaching our teachers how to teach physical education through an online way to ensure children are physically educated, in a physical, cognitive and social manner, whilst still maintaining social distancing, to ensure our graduates are ready to teach in all aspects of the curriculum. |
| Workshop 6 | |
| **Title** | **Life and Study—Embedding wellbeing in the curriculum** |
| **Presenters** | **Dr Martin Watts,** Subject Lead – Arts & Humanities Foundation Year  **Rev Dr Jeremy Law,** Dean of Chapel  **Lucie Duncan,** Head of Student Wellbeing  **Mark Campbell,** Foundation Year student |
| **Description** | This year (Semester 1) saw the first presentation of a new core module in the Arts & Humanities Foundation Year - 'Life & Study'. The module was developed after 4 years of Foundation experience and research into the student experience of the diverse and varied cohort that typically presents at Foundation level. Whilst some students arrive with declared mental health and other disabilities, many more emerge during the early months of the course. These are often complicated by challenging family and personal circumstances ranging from caring and parental responsibilities to being shunned as the first person in their family to engage with higher education.  Life and Study was devised to equip students with an understanding of higher education, an awareness of institutional, peer and personal support and a number of coping strategies to enable them to live and study in a university environment. The presentation will demonstrate how the module was structured, delivered and, most important of all, how it was received by students.  This presentation is focused on widening access and wellbeing, developing a sense of belonging. |
| Workshop 7 | |
| **Title** | **A sense of belonging: finding new norms for wellbeing through partnership spaces** |
| **Presenters** | **Wendy Cobb**,Senior Lecturer, Faculty of Education |
| **Description** | The Family Links Emotional Health network is a longstanding project at the Faculty of Education aimed at strengthening collaborative partnership spaces for students, academics, charity and school partners. The project has a focus on promoting emotional health and wellbeing as foundational for all teaching and learning. This year network members including doctoral students, alumni, academics, school staff and mental health experts have contributed to a series of discussion and sharing spaces through recorded discussions, webinars, blogs and resource sharing with a focus on the new Relationships and Health curriculum which is a statutory provision for schools from September 2020. This lightening talk will share headlines from the year long discussions. Beginning with a focus on the development of wellbeing though social connectedness during Children’s Mental Health Week and responding to the emerging mental health crisis of the current pandemic, our discussions have placed a renewed emphasis on the importance of a sense of belonging for communities of learners. This talk presents an opportunity for further discussions about establishing new norms for wellbeing through collaborative spaces where students and alumni are partners and resilient leaders of learning. |