Forum

Learning and Teaching Committee

UNIVERSITY of York

ISSUE 47 | AUTUMN 2020

Inclusive and engaged learning: Face to face and online

Contents

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Editorial

Dear Reader

Welcome to the Autumn 2020 edition of *Forum* magazine.

It's been a longer time than usual since our last issue. As with so many aspects of life and work in the sector this year, the production process for the magazine has been very different as a result of COVID-19, and has faced new challenges. Ordinarily, one of our issues each year would be based on the papers and activities presented at our Annual Learning and Teaching Conference. This was held on March 13th 2020, with the theme of 'Inclusive and Engaged Learning'. Our keynote speaker was Dr Yota Dimitriadi, Associate Professor at the Institute of Education, University of Reading. Dr Dimitriadi's lively, thought-provoking presentation was called 'Reflections on disability, inclusion & accessibility in academia', and made creative and engaging use of interactive technology. The Learning and Teaching Form would like to thank everyone who attended and contributed to the conference this year.

When the UK went into its first national lockdown, our energies as teaching staff were directed towards moving our teaching online for the Summer term. Many roles and responsibilities changed as the institution geared up for the necessarily swift implementation of new methods and approaches. As Spring turned to Summer, colleagues will recall that our thoughts turned quickly from examination boards to planning for the Autumn term. The Learning and Teaching Forum Committee continued to meet and to reflect on how they could best support colleagues at this difficult time. I'm grateful to the Committee for proposing additional members for the magazine team, and for their collective contribution to this edition, the article 'Teaching in a Post-COVID World'. We recognise, of course, that it may be a very long time before we are, nationally or globally, 'post-COVID', but wanted with the use of the phrase to acknowledge the many ways in which teaching practices had adapted this year. It seemed, in light of our new ways of working, that the conference theme ought to be adapted for the current edition, to 'Inclusive and Engaged Learning: Face to Face and Online'.

Our 47th issue of *Forum* magazine therefore includes reports and reflections from projects and initiatives that took place before the pandemic, and also approaches that were devised in response to the new teaching conditions. James Lamont shares the results of his investigation into how teachers at the International Pathway College experienced the change to online teaching, while Kelly Devenney, Emma Geddes, Hannah Jobling, Polly Sykes and Jenny Threlfall report on their initiative aiming to improve the experience of minority ethnic social work students. With the Student Engagement Project, Annis Stenson, Clare Burgess, Thom Shutt and David Gent exemplify collaboration between staff and students as they explore the importance of community for engagement in learning; Helen Recchia, meanwhile, focuses on the use of breakout rooms as a means of students engagement in online teaching. Ruth Penfold-Mounce highlights the potential of walking as a pedagogical tool with reference to the York Crime Walk and Death and Culture Walk (DaCWalk) podcasts, while Rebecca Benzie and I reflect on the benefits and challenges of team teaching. I hope that, collectively, these articles will offer a mix of new ideas, innovative explorations of issues, and a sense of the shared experience of learning and teaching in 2020.

I'd like to thank all the contributors, and also Glenn Hurst, Chair of the Learning and Teaching Forum, and Julia Hampshire in the Academic Support Office for their support in putting the issue together. Thanks to Allison Loftfield for permission to use the conference poster design for our cover image. Thanks also to the *Forum* associate editors – Mark Egan, Alex Benjamin, and Alex Reid – for your enthusiasm, engagement and teamwork.

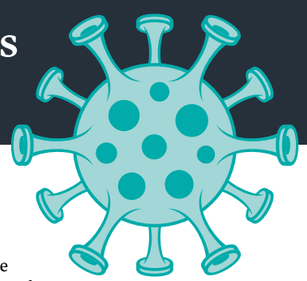
With my best wishes for the rest of the academic year,

Benjamin Poore (Theatre, Film, Television and Interactive Media)
Editor

Forum is published biannually by the Learning and Teaching Forum at the University of York
Design and print Design and Print Solutions *york.ac.uk/design-print-solutions*

Teaching in a post-COVID world

First hand accounts of adapting to challenges faced in this new environment



In March 2020 students and educators alike made the sharp but necessary pivot to online learning as part of a broader set of measures intended to slow the progression of COVID-19. This tumultuous period, which remains part of an ongoing and dynamic situation, has been somewhat of a 'trial by fire' for many of us who, in most cases, have had to quickly adopt a number of largely unfamiliar technologies and practices to ensure the best possible outcomes for our students. However, the pressure to shift to an online or blended model of teaching also necessitates time and patience – two things that are decidedly at premium in a world learning to live with COVID. Additionally, it is important to acknowledge that such provision will often be unfolding against a backdrop of personally difficult circumstances for all involved.

In many cases the rapid transition has necessitated the purchase of webcams, microphones, or other equipment by university staff and departments. It has also become more difficult to ensure equity with respect to the student experience, particularly considering the important pedagogical differences between distanced and classroom-based learning. Related to this are concerns about the varying quality of equipment home learners may, or may not, have access to. Moreover, being sequestered in a home environment also brings its own personal challenges if we are to consider the impact of potential issues such as prolonged isolation, a strained family dynamic, or bereavement.

While this period will always be remembered as highly challenging it has also brought with it many valuable lessons and, indeed, reasons to remain positive. Educators everywhere have risen to the challenge, and the rapid refinement of practices has been both explosive and extremely impressive. In the spirit of the remarkable adaptability of our sector we have asked members of the Teaching and Learning Forum to share some of their insights, experiences and solutions to the challenges that they have faced in the wake of COVID-19.

Knowing what students know

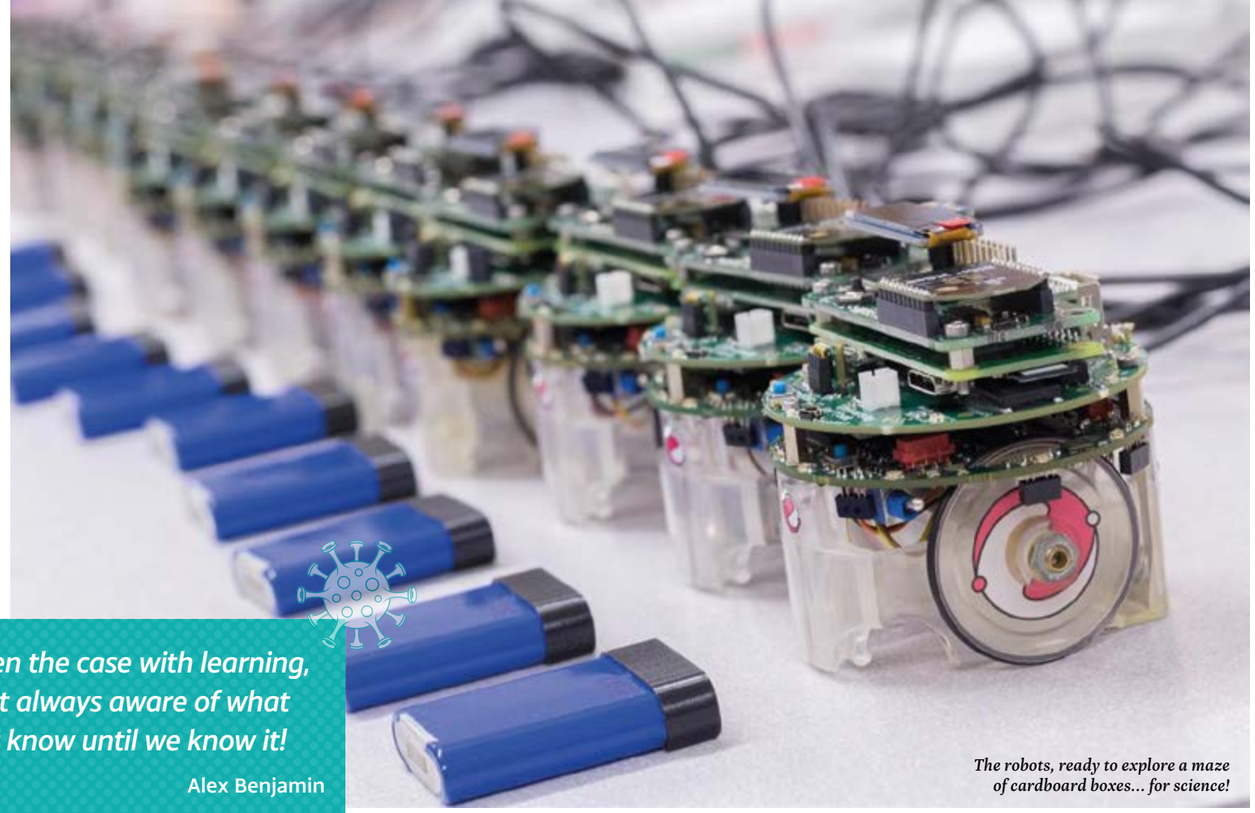
ALEX BENJAMIN
Psychology

One of the biggest challenges I found in the move to online teaching was my loss of error-handling ability during practical work. I teach Research Methods

in Psychology and a lot of my teaching is done in the PC lab, demonstrating how to use software to perform statistical tests. Although it was relatively easy for me to record myself using software, and to share my screen, I was suddenly unable to get any live feedback about how well the students were picking it up. In the lab I can watch several students make the same mistakes from the back of the class, and address this live in the room either individually or to the group, but online I was having to rely on the students letting me know where they were getting stuck.

As is often the case with learning, we aren't always aware of what we don't know until we know it! Consequently, there has been a shift in responsibility from myself, or our Graduate Teaching Assistants, for noticing and correcting errors as they happen. As a result our students have had to develop more awareness of their knowledge practically overnight in order to get the answers they would normally derive from the live practical sessions. Although this challenge was partly addressed using breakout rooms, screen sharing, and peer support, I also think it allowed students to take ownership of their learning and forced them to become more aware of what they did and didn't know, beyond a more trial-and-error approach that they may have taken in PC lab sessions up until now – which I overall think is actually a good thing! For this ongoing term we are deliberately fostering some of this 'unforeseen outcome' into the learning dynamic with our students. Specifically, we are encouraging students to develop their own 'error-handling' while simultaneously building up their confidence with statistics, as per more traditional classroom learning.

> *As is often the case with learning, we aren't always aware of what we don't know until we know it!*
>
> Alex Benjamin



The robots, ready to explore a maze of cardboard boxes... for science!

Adapting group work

GLENN HURST
Chemistry

The Summer term of 2020 was the first occasion for over twenty years since inception that the distinctive 'Group Exercises' team-based activity was facilitated totally online with approximately 170 undergraduate chemistry students. The activity consists of students working in randomly allocated teams of four to six members to complete a structured learning package to solve chemistry problems with industrial relevance and to communicate their solutions via a presentation (and executive summary with team meeting minutes), which are formatively and summatively assessed via stage 1 and stage 2 tasks accordingly. In completing this, students are able to develop their personal skills in a chemistry context. An unanticipated benefit from online delivery was the potential to enhance the digital literacy and time management skills of students by having to communicate and complete the assessment virtually, and in some cases, in different time zones. Through this, such virtual collaborative working may more closely mimic how diverse teams work together within and between professional organizations and hence may serve as a useful experience to prepare students for modern teamwork after graduation.

Ref here: ***https://pubs.acs.org/doi/10.1021/acs.jchemed.0c00750***

Embracing online teaching

STEPH JESPER
Information Services Teaching and Learning Team

I remember the first Zoom session I taught in. I remember the nervousness; the not-being-sure-whether-this-is-really-going-to-work-ness. But it did work. It worked quite well, in fact. OK, I might've needed to tone down my trademark over-the-top animations a bit, but I could draw on the screen quite nicely so that was a reasonable trade. It took a few sessions to iron out some of the finer points: I made a ***Schools and Colleges*** clock to overcome the awkwardness at the start of the session; we worked out that questions in the chat generally worked better than un-muting, and that pointing out to people where that chat was was also quite a useful thing to do. There's still a few things we haven't been able to crack: properly recreating a seminar environment or the one-to-one supervision of a computer lab (yes we have breakout rooms and screen sharing, but it's not the same); it's hard for people to work with an application, instructions, and a Zoom call on the same screen so our teaching is inevitably much more 'lecture-y' and much less hands-on as a consequence. But we've also started (or at least we did it with our Access sessions) just offering a Zoom as a space to hang out and do the exercises with other people around and someone to ask if you get stuck.

There are indications the students are adjusting too. Summer term is usually our quieter term in terms of numbers with students typically seeming to have better things to do at the end of the academic year than electively brush up on their digital skills. But this summer our numbers have been massively up: four times the attendance we usually get. Perhaps people had less else on at that time than they usually would... But be it through convenience or circumstance, it's been a curiously successful, albeit ridiculously busy, summer and now we're making big plans for what new things we can do moving forward.

Outreach in a post-COVID world

ALEX REID
Psychology

One of my roles in the Department of Psychology relates to Outreach and, needless to say, the vast majority of our plans were quickly scuppered following COVID. On top of this, adapting our teaching provision to focus more on on-line learning has forced us to put this agenda largely on the back burner. Despite these setbacks it has been truly fascinating to watch the academic sector respond and adapt to this new world, both institutionally, and in the microcosm related to outreach provision.

In terms of the latter there is evidence of excellent practice from within our own institution as internal initiatives such as ***Next Step York*** and the ***York Summer School*** have quickly reshaped their approach through rapidly sourcing (or adapting) pre-existing lecture recordings, activities and related supporting materials for online public use. Similarly, in some external organisations, effective outreach has been promoted by cleverly adapting the existing infrastructure. For example, ***I'm a Scientist Get Me Out of Here***, our partner organisation for running online outreach events in the Psychology Department, would normally run online classroom Q&A sessions with a nominated selection of scientists. To adapt to the new environment they essentially turbo-charged this approach by ***altering the ecology of their web-based interface*** to a 'home' environment while simultaneously reducing the time commitments of everyone involved. The net result was the relatively stress-free engagement with hundreds of school children by scientists on a weekly basis, including several members of our Department who donated their time to this initiative. Therefore an issue that remains once the dust has settled is how favourably these new approaches relate to the original fare: What are the trade-offs? Could they be improved further? What do we keep? I have a strong feeling that some of these adjustments will serve us well in the long run.

feature

> *As lockdown was implemented, it rapidly became clear that the one constant is that everything is variable.*
>
> Ian Gray

Remote student internships

JULIA SARJU
Chemistry

One of the highlights of this summer so far has been working with two undergraduate students to develop a master's level online course (Development Team Members: Professor Andy Parsons, Ross Ward, and Taylor Dixon). While many of the summer internship opportunities sadly but understandably had to cancel or postpone, we were able to go ahead with our project remotely. Both students have made invaluable contributions to this project, including creating personalised, high-quality videos (amongst other educational materials) to introduce students to new, cutting edge, research in chemistry; to scaffold their comprehension of the related primary literature; and to highlight how the research builds on core chemistry topics. Initially, we were concerned with how remote working might affect our communication, team-working, and the overall experience of our student partners.

Although the distance between us could have caused a significant barrier to productive group working, we found that Google documents and slides facilitated collaborative content creation and tools such as Google Chat and Zoom allowed for easy and informal communication. Both students were able to undertake training to create accessible digital content which was delivered remotely by the Programme Design and Learning Technology (PDLT) team. Overall, this has been a highly enjoyable and productive project, we have benefitted hugely by working with our student partners and they have developed a range of valuable employability skills such as communication, digital pedagogy, digital accessibility, and remote collaboration. Remote paid internships offer an inclusive alternative for students who would benefit from being able to work from home; particularly those for whom home-working would be beneficial due to chronic illness or disability or for those without accommodation near the University.

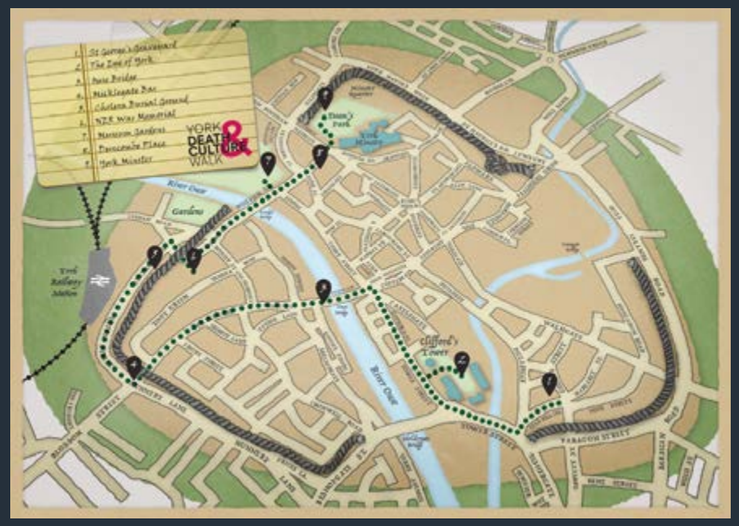
Adjusting teaching provision

IAN GRAY
Computer Science

As lockdown was implemented, it rapidly became clear that the one constant is that everything is variable. Old methods of working were being rewritten, with new problems emerging daily. However, solving those challenges has also been immensely satisfying. In particular, before lockdown I had obtained a grant for a student research placement to work on a swarm robotics problem that we've been trying to solve for a while now. Swarm robotics is a research area that uses a large "swarm" of small robots to achieve tasks, like for example mapping a building. We construct a model of a building inside our robotics laboratory, and release the robots to run around it. We still had the student, but our lab was off limits. Well, over the following weeks we had to work out how to perform a very lab-based research project entirely by remote. We managed to get the robots across York to the student's house, and worked out how to build a facsimile of the lab out of cereal boxes, other bits of cardboard, and a lot of sticky tape. Following a lot of trial and error the promising results have been presented at the ANTS 2020: 12th International Conference on Swarm Intelligence.

Creative & critical pedagogy: *Learning on the move*

Ruth Penfold-Mounce *explores walking as a creative methodology of critical pedagogy.*



As a teaching and learning tool, walking offers hope and stimulus particularly in a time of pandemic. During lockdown in the UK we were encouraged to exercise for up to an hour a day. Going out for walks, often in a family bubble, became hugely popular. The benefits of walking and talking have never been more apparent.

Walking in a group around the centre of York listening to podcasts, and with landmarks to discuss, is a teaching and learning methodology that has been embraced by the Department of Sociology. It allows for an immersive understanding of the spaces and places visited on the walking route around York city centre where the walker is studying, visiting or living. Walkers can smell the dampness of the remaining architecture of St Leonard's hospital in the Museum Gardens and reflect on how the ill were housed there and the suffering endured by the mentally ill in past centuries. We encourage students, and also the general public, to engage with the York Crime Walk and Death and Culture Walk (DaCWalk). This combines the benefits of walking in order to keep fit and enhance mental health but also to learn and inspire the imagination in relation to big societal issues that affect everyone.

These interdisciplinary walks reveal issues of gender, race, social class, as well as political and social issues relating to power and justice and the importance of drawing on history and biography. Walking generates understanding through experience in moving through spaces and place, aiding walkers to get in touch with 'storied lives' in sensory and embodied ways particularly if walking is conducted in (carefully socially distanced) groups. However this immediately poses the potential pitfall of using walking to aid learning and teaching – learners have to actually turn up and walk!

Not only are these walks a creative methodology but also a critical pedagogy. They evidence theory and practice of mobile learning in understanding, knowing and explaining the relationship between lived experiences and wider sociological and criminological analysis (O'Neill, Penfold-Mounce, Honeywell, Coward-Gibbs, Crowder and Hill, 2020: 16). Consequently the two walks are more than a simple route map but a 'pedagogic tool' that can evoke a critical imagination for, and with, participants whether students or members of the public.

For example the DaCWalk inspires the imagination through introducing participants in active ways to people and landmarks that define York's history and long-standing relationship with death and death-practices. It provokes conversation and provides insight and knowledge into death as a cultural matter which affects everyone in some form. The podcasts drive home the fact that death matters, *matter* (Penfold-Mounce, 2019). Death is everywhere and ever-present but nowhere more so than in the ancient and beautiful walled city of York.

Using walking as a pedagogic tool offers an immersive experience embedding research into learning that is accessible to all even during a pandemic. The York Crime Walk and DaCWalk are available to all – staff, students, and the public – and offer an active University of York research led learning experience. The walks offer the chance for public engagement with learning and teaching from the University as well as the development of self-reflection and conviviality with fellow walkers. At their heart the two walks offer the opportunity for learners to not just be taught about certain topics but to have their imagination provoked in terms of big societal issues that affect us all, namely crime and death.

*Visit: **yorkcrimewalk.co.uk/*** and ***https://www.york.ac.uk/sociology/research/death-and-culture/dacwalk***

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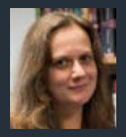

Dr Ruth Penfold-Mounce is Senior Lecturer in Criminology and a co-director of the Death and Culture Network (DaCNet). She is Chair of Board of Studies and Director of Criminology programmes in the Department of Sociology. Ruth is passionate about engaging with the public, undergraduates and postgraduates through imagination inspiring research-based teaching and learning. Follow her on twitter: ***@DeathandCulture***

Promoting student engagement

Using breakout rooms in synchronous online teaching for undergraduate student midwives

***Helen Recchia**, Lecturer in Midwifery for BA (Hons) Midwifery Practice Programme, University of York.*

The use of virtual learning environments for undergraduate students and many others has seen a significant increase this year due to COVID-19. When students are learning remotely a synchronous online session, where everyone joins a meeting at a scheduled time, is one way to create participation. In addition, using breakout rooms enables a facilitator to divide a larger group of students into smaller groups to undertake particular activities and promote student engagement.

The introduction of using breakout rooms for undergraduate student midwives

COVID-19 has meant that the way in which lecturers deliver teaching, which for many, was predominantly face-to-face, has moved unexpectedly online. Undertaking the role as module lead for a small cohort of second year student midwives during this academic year has incurred many changes to the way content has been delivered.

At the start of the COVID-19 pandemic, a creative approach needed to be developed to ensure students were supported writing their dissertation proposals, despite not physically being able to attend the campus. There are a number of recognised challenges and benefits of online learning (Gillett-Swan, 2017), and many students are not used to this style. The aim of using breakout rooms was to emulate face-to-face teaching through online teaching methods while still offering students the same opportunity to engage with each other and their lecturers, albeit with a different technique.

Implementing creative and engaging learning environments

Deciding on a midwifery related topic of interest and a research question is an iterative process and one which requires discussion with peer-assisted and lecturer support. To ensure that all students within the cohort felt able to contribute to the discussions, the small group was divided into two, and breakout rooms were facilitated by two midwifery lecturers. This enabled the students to still receive feedback from different lecturers, akin to the 'speed dating' style undertaken on campus.

Chandler (2016) suggests that the only significant barrier to breakout room use relates to the tutors' confidence. Therefore, it is helpful if you can have two designated hosts to support the session. One of you can manage any queries or questions from the students in the 'chat' and also deal with any technical difficulties, whilst the other host can focus on the actual delivery of the session. Setting a time limit is also helpful when using the breakout rooms, as it can become challenging for all parties to remain focused and engaged in sessions which exceed 60 minutes. At the beginning of the session it is helpful if the lead host sets out to the students the expectations and aims of the session, including how long it will last, if the session will be recorded and any 'Zoom etiquette' reminders for participants. Further information and support in relation to setting up Zoom and frequently asked questions can be found at the University of York IT services (2020a).

Summary

Many university students this year will see the majority of their programmes delivered online. Fortunately, there are many online resources now available for students at the University of York to access to support them with writing a dissertation (University of York, 2020). It is essential that those facilitating learning for students that traditionally took place face-to-face remain creative and innovative with their approach to online learning for students.

Breakout rooms can promote student participation, peer support, focus, and offer an individual approach to activities such as writing dissertation proposals. The use of breakout rooms will certainly be considered for other future modules on the midwifery programme and also to support the incoming cohort of students during their induction weeks. The use of breakout rooms is a positive and innovative way to keep students engaged in small group activities without impeding their learning.

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Helen Recchia is an experienced midwifery lecturer for the BA (Hons) Midwifery Practice Programme, in the Health Sciences Department. The dissertation module is the largest module (40 credits) for the student midwives and one which requires the module leader and team to continuously encourage the students to embrace critical thinking and promote confidence and independence for this project. ***helen.recchia@york.ac.uk***

article

How International Pathway College teachers are responding to the challenge of teaching online

Reflections on the first ten weeks of teaching an online pre-sessional course.

Background

The International Pathway College (IPC) offers Foundation and preparatory courses for international students. The summer pre-sessional courses are a very busy time, with a large number of students taking classes in English for Academic Purposes (EAP) and academic skills prior to entering their Masters or undergraduate course. These classes normally take place in classrooms in the Piazza Building in Heslington East, with facilities such as interactive whiteboards and the use of electronic materials. These are popular courses and attract a high number of students as well as requiring a large number of teachers.

The COVID-19 pandemic has made meeting in classrooms impossible, and hence online teaching has become necessary. The IPC quickly moved online, with classes taking place via the Blackboard Collaborate online classroom and materials presented using the University VLE. This shift was very quick, and represented a change of working practices for many teachers. For this reason, it is important to investigate how teachers experienced the change to online teaching, and how they have adjusted their teaching styles to meet this situation.

While many teachers at the IPC had limited experience with teaching online, it is a fast-growing industry and is hugely popular in major markets such as China (Manegre and Sabiri 2020). From a teacher's perspective, it is clear that online teaching involves additional or different skills to those required for in-classroom teaching (Compton 2009; Hampel and Stickler 2005). Recording teachers' understanding of the challenges related to online teaching, and how they overcame limitations, will be important for understanding this moment in the history of EAP, and to track the development of online teaching at the University of York.

A survey was sent out to IPC teachers who volunteered for the project, and free-association discussions were organised in order to explore participants' answers in more depth. Further interviews were arranged, as some teachers were unable to participate owing to schedule constraints, with eight participants in all. The group was experienced, with all participants having at least five years teaching experience, but only 50% had any experience of teaching online prior to summer 2020.

Findings

The results of the survey and discussion yielded three main findings. Firstly, while there were some technical issues with online provision, these were mitigated somewhat through teamwork and support, minimising the disruption to classes. Secondly, teachers experimented and changed established habits, in particular with instructions and lesson planning, in order to adapt to the online environment. Finally, teachers reported missing the physical classroom, but were impressed by the rapport and bonding among students.

> *There was a widespread agreement that teaching online lacked the emotional input and feedback that comes through a classroom.*

Technical issues

Firstly, as might be expected, many teachers had a lot to learn very quickly. The rapid shift to online teaching represented "a learning experience" but teachers were quick to adapt. In particular, technical aspects of using the software proved difficult for some, and it was necessary to learn quickly. As one participant put it, "it felt like we were laying the track as the train was coming!"

Many participants expressed frustrations with low quality connections and students losing the connection halfway through the class. This has occurred with multiple platforms, including Collaborate and Zoom. However, the need to adapt quickly and the issues with connection did also provide examples of good teaching practice and teamwork. Some of the participants cited a positive experience of observing an online lesson from more experienced colleagues, an example of developmental peer observation in action.

Moreover, with technical problems the team was there to offer support and guidance. A teacher reported being ejected from a class due to a connection problem. While this was "a huge embarrassment", another teacher was available to quickly step in and resume the class until they were able to reconnect. Quick support from coordinators and colleagues, using Google chat, was also described. While the transition to online teaching has created some technical challenges, it is clear that traditional teaching skills, such as peer-observation and a collegiate atmosphere, has mitigated some of these.

Planning and delivery

There are several differences between teaching in a physical classroom and teaching in an online setting. The lack of a shared space of interactions between students and teachers has resulted in changes to some basic and well-established teaching skills, pushing teachers to re-examine their methods and approaches.

One example concerns the giving and checking of instructions. Clear, precise instructions combined with appropriate questions to check students' understanding are an important skill for the second-language teacher. Participants who had previously given oral instructions claimed that the lack of a shared physical space led them to plan instructions and activities more carefully, using visual cues like PowerPoint slides, to reduce the risk of students misunderstanding and to focus on the "take away" of the lesson. This is an example of the transition to online teaching leading to a potential improvement in professional skills.

Secondly, while participants expressed some frustrations with the Collaborate software, they also experimented with new teaching practices and styles. A teacher described using a 'poll' function – in which teachers and moderators can create instant polls for students – to check understanding of instructions. While the teacher expressed some doubts about the value of this, concerned that students would often just select the most popular option rather than the one they thought to be right, this shows innovation and adaptation of resources to meet teaching challenges.

Overall, the participants were positive about the changes in teaching skills required. In the survey, 85% of respondents stated that they have improved in their online teaching skills and methods. The shift to online teaching has helped teachers improve their online teaching skills, but also given many an opportunity to revisit traditional teaching skills.

Emotional feedback online

Some of the participants with less experience of online teaching found the experience to be strange. There was a widespread agreement that teaching online lacked the emotional input and feedback that comes through a classroom. With webcams turned off for most of the lesson to improve the network quality, participants found themselves talking to a computer, rather than a group of students. Moreover, conversational conventions like turn-taking operated differently online.

One solution offered was the increased use of emojis and visual feedback. Collaborate and Zoom come with a suite of emoji characters that can be added to a written message quickly and easily. Widespread emoji use was reported, with many teachers saying that they provided a way to express emotional responses clearly. It was also reported that they helped put the students at ease: for example, if a student's mistake was being highlighted, using a smiley face at the end conveys to the student that they are not being scolded but rather are receiving advice. These approaches have been described by Hampel and Stickler (2007) as examples of "facilitating communicative competence": adapting and changing classroom skills to fit the online environment, overcoming the challenges of communication via computers and devising new ways to boost communication in the shared classroom.

While many of the teachers said that they missed the opportunities for face-to-face interaction with students, others highlighted that despite this, the level of classroom bonding was "amazing". However, it is clear that the emotional gap between an online classroom and a physical space is worthy of further investigation. As online teaching becomes more and more mainstream, meeting the emotional needs of teachers and students will become an important issue.

Conclusion

The study aimed to identify the experiences and changes of practice of teachers participating in a course which has moved from a physical classroom to online. Overall, three main areas of interest were identified: technical issues, changes in lesson planning and delivery, and the emotional limitations of online teaching. Despite these issues, the overall consensus from the questionnaire was positive, with nearly 90% of respondents describing moving online as a positive or satisfactory experience and a participant describing *"a real feeling of achievement for everybody"*. Participants were also convinced that online teaching skills will be an "inevitable" requirement in the future. It seems likely that online teaching will take a greater role in future pre-sessional courses.

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James Lamont has taught Language and Study Skills at the IPC for two years. Prior to this, he spent six years teaching in Japan. He holds a Trinity Diploma in TESOL, as well as an MA from York.

article

Team teaching

Academic practice in action

Rebecca Benzie *and* **Benjamin Poore's** *investigation into 'liveness' in lectures had an unanticipated result: they discovered the pedagogical benefits and potential of team-teaching across a whole module.*

> *The challenge of knowing when to speak in order to verbalise your method, in reference to subject matter or pedagogy, or when not to speak in favour of space for students' verbal exploration became a delicate balance.*

Background

In August 2019, we began planning a lecture series for a project supported by the University of York's Strategic Learning and Teaching Fund. The aim was to investigate and enhance the sense of 'liveness' in first-year introductory lectures, and to measure the effect on student learning, engagement and attendance. Though we'd agreed to plan the lectures together, we soon realised that, in order to have co-ownership of the material and to reflect the dialogic way that they'd been written, the project would be best served by delivering all the lectures together. On that principle, there was a logic also to us co-teaching each of the seminars, with additional support from our department, TFTI. That way, neither of us would appear to our students to be the 'guest' or the 'leader'.

We both came to this project with previous positive experiences of team teaching. For us both it had been a case of joining a well-established module and inheriting the session structures, subject content, and lesson plans. We found that our previous encounters with team teaching had been of collegiality and value, while simultaneously resonating with Kathryn Plank's notion of a 'messiness' beyond the 'familiar and predictable' towards 'uncertainty, dialogue, and discovery' (2011: 2-3). This, Plank reminds us, 'is what learning is all about' (2011: 3). In this article, we reflect on what we learned about team teaching in lectures, then seminars, and conclude with a discussion of how this experience has influenced our thinking about online teaching.

'A true team, rather than alternating experts': Reflections on co-lecturing

The above quotation from Plank (2011:8) captured the approach that we wanted to prioritise. To achieve this, we committed to regular preparation meetings which, as Richter and Thomas found, 'assured us of time to plan each course meeting in detail' (2011:58). Co-lecturing required us to actively think about interaction, pace, tone and form rather than simply dividing up portions of the lecture to deliver in turns, as if we were individual lecturers who happened to be in the same room. Maintaining co-ownership of the material also felt key; as we were writing new lectures, it felt like shared thinking from the planning process through to delivery. This gave us space to learn, articulate and explore new ideas and interpretations. We found this foregrounded the buzz of co-learning that filtered through to our lectures, where we aimed to create a state of readiness where we could respond in the moment to the students and to each other.

In the co-delivered lectures, we showed the mechanics of our teaching, not only moving away from the notion of experts but also foregrounding our teamwork approach. For example, in our second lecture, some chairs that we'd planned to move during the lecture to illustrate a point, turned out to be fixed in rows. Rather than try to 'cover' the problem in the hope that the students wouldn't notice, we discussed it openly and found a makeshift solution. Small things in lectures, like who has the 'clicker', could make a big difference to how cooperative and 'team-like' the lecture felt. Making a point of passing it back and forth, anticipating the other lecturer's need for it, or asking for it, meant we could be collaborative and open about the mechanics of lecturing with our students.

To speak, or not to speak: Team teaching in seminars

Having two teachers in a seminar setting enabled us to model best practices such as picking up on one another's points and offering a follow-on, or linking them directly to a reference in the reading. However, this also meant that by design the teaching voices in the room were doubled. The challenge came in the temptation to always offer an additional point, and learning that we both did not need to summarise every task. Conscious of not consuming twice the airtime, it was helpful to reflect in the moment: does this idea expand on what my colleague has said or is it the same idea in different words?

Building on this practice, we found that decentring the source of authority in seminars not only avoided pulling extra focus in having two teachers but also further foregrounded an environment of co-ownership of the learning. Plank identifies that team teaching makes it 'impossible to stick with a teacher-centred classroom in which the teacher is the sole authority delivering knowledge to the students' but rather this approach 'encourages students (and teachers) to view the subject matter from multiple perspectives' (2011: 3; see also Game & Metcalfe 2009: 46). This took on the form of at times both including our perspectives and approaches into debate, modelling that there is no 'right' position from which to explore an idea, while also choosing moments to signal to students that we were going to step back and let them lead discussion. This highlights the learning experience as shared and encourages articulation of process and exploration.

In our focus on decentring the voice of authority, we noticed that for some students there was still a tendency to choose to speak to only one of us, and that this did not seem to follow a fixed pattern with who set up the exercise. Questions of seniority and gender were inevitably at play here. Richter and Thomas identify this challenge, noting 'general confusion among the students' regarding the roles of co-teachers which for them, as was our case, was 'further complicated [...] by our different statuses' (2011: 66-67). Actively decentring the voice of authority and passing questions to the whole group for consideration moved towards challenging these one-to-one patterns of answering, but it appeared to be an ingrained response from students.

The challenge of knowing when to speak in order to verbalise your method, in reference to subject matter or pedagogy, or when not to speak in favour of space for students' verbal exploration became a delicate balance to observe and reflect on within our team teaching experience.

Implications for online teaching

Counterintuitively, perhaps, there is much that can be applied here to online learning. There's a risk that in online space, particularly with the partial absence of visual and/or auditory cues, the lecturer's voice can be used to 'fill the silence' to make up for that perceptual deficit. As lecturers, team teaching has taught us to be brave in knowing when to speak online and when to give space to students (which may cause a moment of silence). Silence does not always need to be filled by lecturers' own talk, or when co-teaching, by lecturers talking to each other. In the case of co-teaching online, there can also be very practical benefits: having two lecturers means that each can attend to different types of talk, for example, one teacher guiding verbal discussion and one focusing on the chat box and weaving that discussion in.

Although university teaching has traditionally centred the figure of the solo lecturer, our experience has enabled us to reflect on how team teaching models – and, crucially, engages students in – the dialogic processes on which the modern university is built, such as peer review, attending conferences, and research supervision. It can therefore be a positive means of inducting students into the university as a research community. Whether students or teachers, we are not single repositories of knowledge and subject authority: we develop and learn through collaboration and teamwork.

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Dr Rebecca Benzie is a Research Associate in Theatre in the Department of Theatre, Film, Television and Interactive Media (TFTI). Her teaching interests include feminism and contemporary playwriting while prioritising a pedagogical approach that cultivates a relationship between theory and practice.

Dr Benjamin Poore is a Senior Lecturer in Theatre in TFTI and the department's Director of Learning and Teaching. His interests are in dialogic pedagogy, the transition to university study, and the role of creativity in learning.

feature

Improving the experiences of minority ethnic social work students during practice learning

***Kelly Devenney**, **Emma Geddes**, **Hannah Jobling**, **Polly Sykes** and **Jenny Threlfall** from the Department of Social Work and Social Policy explore issues and challenges for BAME social work students.*

Universities UK recently reported a Black, Asian, and Minority Ethnic (BAME) attainment gap of 13%, a picture reflected at the University of York. Research across social work education suggests that BAME students have lower continuation rates and attainment outcomes, as well as taking longer to complete their programmes than their white peers (Hillen and Levy, 2015; Tedam, 2014).

A critical aspect of social work programmes is the practice placements students must pass to qualify as a social worker. Students spend 200 days on placements where their work is assessed by a trained and qualified social work 'Practice Educator' (PE) and overseen by a team manager. If a student struggles to pass a placement, it has a significant impact on completion and attainment rates, as well as the student's overall experience of the programme. With funding from the Widening Participation Initiative, our small team set out to understand the experiences of our minority ethnic students on placement and how they might be improved. In order to do this, we undertook interviews and focus groups with practice educators (PEs), social work teaching staff, and of course, students themselves.

It is worth noting before we go any further issues relating to terminology. The term BAME has been used within Higher Education to refer to Black, Asian, and Minority Ethnic students. We retain this term where it has been used by previous research and statistical reports. However we acknowledge that the term is problematic due to its reduction of heterogeneous communities, groups and individuals to an acronym. We have chosen to use the term 'minority ethnic' in the remainder of this article in line with guidance from Advance HE (2020), while recognising that the term similarly homogenises diverse groups of students. We argue however that although the students included in the project represented several different ethnicities, they shared experience of navigating majority White organisations.

Limited Diversity

Whilst we set out to specifically understand experiences related to placements it became evident that the placement experience was connected to and reflected a much wider context including the department, the university, the geographical area of York and North Yorkshire, and the context of higher and social work education in the UK. All these contexts, to varying degrees, have limited representation of ethnic diversity. The placement organisation is one of a number of majority White spaces a minority ethnic student navigates during their degree. The particular demography of York and the surrounding areas means that our minority ethnic students are very likely to work in placement organisations that have limited ethnic diversity and work serving predominantly White communities. The limited diversity within placement organisations (and within our department) has not gone unnoticed by students. During their interviews, students referred to the lack of racial diversity as a permeating feature of their university experience and one which made raising issues more difficult.

Racism

It was clear from all our interviews that minority ethnic students experience racism whilst they are on placements. The vast majority of the time, this racism comes from the service users the students interact with. Whilst all the PEs we spoke to had sympathy for students who experienced racism and expressed a desire to protect students, there was a lack of clarity about the appropriate way to respond when an incident occurred. Many organisations did not have clear guidelines or policies to follow (or if they did, PEs were not aware of them). Students reported that whilst they were supported through the emotional fallout from any incidents, no clear action was taken. The particular power dynamics at play for students, who are ultimately reliant on the PE and the placement organisation to pass or fail their practice, left some students feeling unable to challenge organisational responses.

> *During their interviews, students referred to the lack of racial diversity as a permeating feature of their university experience and one which made raising issues more difficult.*

Some participants did give examples of effective and meaningful responses. What these responses had in common was active and vocal involvement from a management level. Where managers had either promoted a clear policy from the start, or took responsibility for action when an incident occurred, both students and PEs felt adequately supported and protected. Our department needs to work proactively with placement organisations to develop and make visible clear policies that support meaningful action to protect our students. These policies should include protocols for staff who support students on how to respond if they witness racism or discrimination towards a student in the workplace, or if a student raises this as an issue. Policies should also include a statement of the support and action students (and their PEs) can expect from managers in the organisation and processes for liaising with the university to support a robust response. Active discussion and consultation with organisations to develop workable policies which acknowledge the complexity of practice would be required. Our department benefits from an 'Equality & Diversity' committee who are able to discuss issues such as these in order to develop plans.

Culture & Identity

Whilst the student participants spoke explicitly about the issue of race, PEs and other placement staff were more likely to use the nebulous term 'culture' when discussing the experiences of minority ethnic students. The challenges minority ethnic students experienced on placement were frequently attributed to 'cultural differences'. This was surprising, given that many PEs and staff also suggested that they had limited experience of working with service users or colleagues from diverse 'cultures' and were also concerned that they had a limited amount of training on 'culture and diversity'. The basis upon which such judgements about 'cultural differences' were being made was vague and unclear. The potential difficulties around the idea of 'culture' were also raised by students, who reported that PEs and other colleagues on placement sometimes had limited or erroneous understandings of their cultural backgrounds based on presumptions and pre-conceptions. Students found themselves in the position of 'educating their educators' on their religious, racial and cultural backgrounds. At its least problematic, this issue places an additional burden on students to explain aspects of their

culture to those they work with (although most students did not mind taking on this role). At its most harmful, this lack of cultural understanding led to stereotyping of students based on their race or ethnicity and a perception that 'cultural differences' were problematic and challenging, rather than a strength. Social workers often apply a 'strengths based approach' in their work with service users, which could equally be adapted to their practice in training students. Strengths based approaches focus holistically and positively on the assets, skills, knowledge and capacity of individuals and communities, rather than any assumed 'deficits' (Payne 2020).

A related topic discussed in our interviews was 'identity'. Most staff and PEs felt that good practice in working with minority ethnic students was to openly discuss issues of identity and encourage reflection on how identities impact on practice. However, very few PEs suggested a two-way process of reflection which included an examination of how their own identities and racial background might impact on their work with minority ethnic students. The onus was often on minority ethnic students specifically to consider their racial identities, whereas the 'whiteness' of the PE was left unexamined. Where PEs did discuss reflecting on their own racial identity and explicitly considered the specific strengths of students from minority ethnic backgrounds, they were either from a minority ethnic background themselves, or they had worked extensively with minority ethnic students or communities in the past.

One-off training on 'cultural competence' of the type usually offered to social work professionals is unlikely to adequately address complex issues of identity and power. We are developing a more ongoing, reflective and supportive series of events in which university staff and placement organisations can explore these issues meaningfully and openly over time.

Language & Communication

PEs and staff frequently suggested that issues of language and communication were a potential barrier to success for minority ethnic students (including minority ethnic students from the UK, rather than just international students). Again, these issues were sometimes framed as being 'cultural'. From these discussions it was evident that PEs and staff may have a narrow frame of reference for 'adequate' communication skills. Students were aware of this and described gradually changing their natural styles of communication, including their accents, to 'fit in' with the expectations of their placement organisation. Some students regretted their decision to adapt to these expectations, feeling they had not been their authentic selves and had allowed crucial aspects of their identity to be moulded into a standardised model of practice, which was to some extent racialised. This issue is a systemic one and is reflected in the way that we teach students to communicate and which 'communication skills' we value and assess. Suggestions for supporting minority ethnic students with language and communication centred on asking them to watch 'best practice' examples of older White men, whose work on communication skills has formed the core of communication skills knowledge and training in our profession for decades. It's evident that a limited (and racialised) understanding of what represents 'good communication' permeates social work education. In order to disrupt this and promote a more inclusive and diverse understanding of a range of communication styles, we must begin with interrogating our own curriculum as well as providing appropriate training and support for our PEs to broaden their understanding of what constitutes good communication.

Conclusion and next steps

The issues identified are systemic, rather than related to placement learning alone. The approaches to tackling these issues therefore require a unified approach involving the department, the university, partner organisations and those involved in social work education more generally. We have been able to take some actions immediately in partnership with placement organisations. We have developed a joint statement on equality & diversity which includes a commitment to support ongoing research into the experiences of minority ethnic students. We are also developing a termly 'book-club' meeting where practitioners and academics can discuss key (academic and non-academic literature or media) which challenges our perceptions and approaches to race and ethnicity. This is intended as an open and collaborative shared space for ongoing reflection and discussion.

However, developing a response that targets many aspects of a system will take some time and we don't have all (or even many) of the answers yet. However, we feel it's important to begin to think in a bigger way about long-term sustainable, systemic change and we are hopeful that this project represents the start of that process for our department and our programme.

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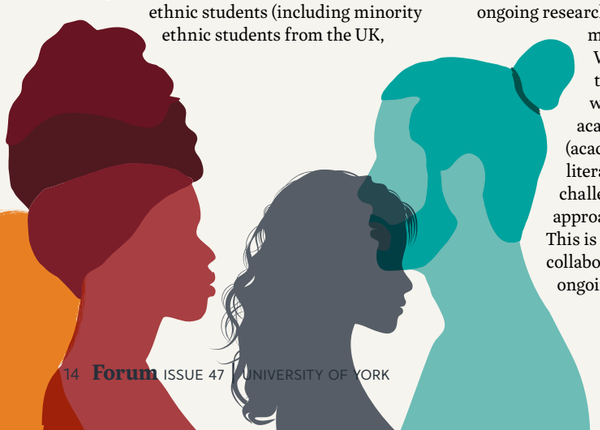


Dr Kelly Devenney is a lecturer in Social Work in the Department of Social Work and Social Policy and current programme lead for Social Work. Her research interests include young people and migration.

Emma Geddes is a practicing social worker and PhD student. Her thesis is a qualitative exploration of women's experiences of the loss of a child to adoption. Her interests include adoption, social class and social work with children and families.

Dr Hannah Jobling is a Lecturer in Social Work, with interest in the history of social work, the policy-practice relationship, knowledge transfer, critical realism, mental health, and theories of power.

Polly Sykes is a Lecturer in Social Work and the Placements Coordinator for qualifying Social Work programmes at York. She is an experienced social work practitioner and has a particular interest in social justice and equality.

Dr Jennifer Threlfall is a Lecturer in Social Work, with significant practice and research experience with parents from marginalised communities. She worked in the USA for a number of years, conducting research with African American families and their experiences of negotiating education systems within the context of racial and economic inequalities.

The importance of community for ENGAGEMENT IN LEARNING

Findings from the Student Engagement Project.
***Annis Stenson**, **Clare Burgess**, **Thom Shutt** and **David Gent**.*

The *Student Engagement* project, run by Academic Support Office in 2019/20, was a strategic project designed to investigate the factors that motivate or inhibit students' engagement in learning at York. The project involved qualitative research with students across the University, particularly focusing on 12 participating departments drawn from all three Faculties. The project – and this paper – was co-produced with three student interns, who generated much of the project methodology, tailoring it to the target audience, and also conducted the bulk of the research and data analysis. Our experience was that participants would open up in discussion with fellow students in a way they may not have done with staff.

This paper summarises some of the key findings from the project, focusing on the importance of academic communities to engagement in learning. This echoes recent literature which has emphasised the importance of affective dimensions of learning to student engagement (Wimpenny & Savin-Baden, 2013).

Methodology

We interviewed 123 students, across 20 individual interviews and 19 small group interviews. We used a core question set which focused on both the behavioural aspects of engagement, such as attendance, participation and independent study, and the emotional aspects, such as sense of belonging and relationships with staff and other students. Each interview was transcribed, with transcription data thematically coded in Nvivo 12. In addition, we carried out a card sort activity at 'pop up' events across campus, reaching 121 students (65% UG, 35% PGT) from 21 departments. Our overall total of 244 students is a significant sample size. Students volunteered to participate and were thus self-selecting: it is possible we failed to reach the most disengaged students. While our sample was broadly representative, we did have an imbalance with fewer male students.

Above: The team present an overview of the Student Engagement project in a workshop at the Learning and Teaching Conference, March 2020

Card sort findings

At the 'pop-up' stands, students were asked to select the top 5 factors which most (whether positively or negatively) influenced their engagement in learning, from 21 preselected cards. The table below presents the most commonly selected factors, split between UG and PGT.

By far the most common factor chosen for both UG and PGT students, selected by 55% of respondents overall, was *'My interest in the subject'*. This provided an important source of motivation for students. Beyond this, two categories relating to teaching staff – *'Attitudes of teaching staff'* (30%) and *'Teaching styles and approaches'* (27%) – proved popular. Mental health was noted as a particular challenge to engagement by around a quarter of students overall and a third of UG students. These factors emerged in greater depth in the interviews.

Interview findings

Nearly every interview saw participants raise the vital influence of academic staff on their engagement in learning. Whilst

this included reflection on teaching techniques, it was striking how often students referred instead to interactions with staff. If they felt that staff were invested in their learning, the difference to engagement was at times transformative. One Humanities student reflected that the strong encouragement of their tutor had given "*me the confidence to believe in myself and believe in my work*". At a more basic level, students noted the importance of staff knowing their name and being welcoming and not 'scary' (a common quote). Positive reactions to contributions within seminars also boosted confidence. By the same token, a number of participants noted that if they perceived their contributions to be criticized or not valued, it could inhibit their engagement for weeks afterwards.

Students also commonly discussed the importance of peer relationships to their learning, noting the importance of knowing other students on their course. As can be seen in the quote box, this was seen to influence attendance, and – more broadly – to provide opportunities for informal academic support. These findings accord with other research which has shown that peer relationships provide a key source of support and motivation for students (Harding and Thompson, 2011; Xerri *et. al.* 2018; Noyens *et. al.*, 2019).

Our participants further indicated that, within seminars, whether they knew other students – even just their names – vitally influenced their willingness to participate. If they did not feel comfortable with their peers, they were far less likely to engage, partly due to fear of being judged.

What, then, generates this sense of comfort? Our participants frequently suggested that small group and pair work within larger sessions helped break down barriers between students and built their confidence. Whilst this is a well-known technique, it was notable how valued it appeared to be amongst students. Students also commonly referred to community-building activities which gave them opportunities to make friends, such as informal group work or field trips. For example, one Sciences student noted that *"I know quite a few people who didn't really attend much in the first and second year, who then attended almost everything this year because they've had field trips and formed groups."* Icebreakers at the start of sessions were also often suggested, though with the caveat that *"everyone hates them – but they do work"*.

STUDENT QUOTES ON THE IMPORTANCE OF PEER RELATIONSHIPS TO ENGAGEMENT

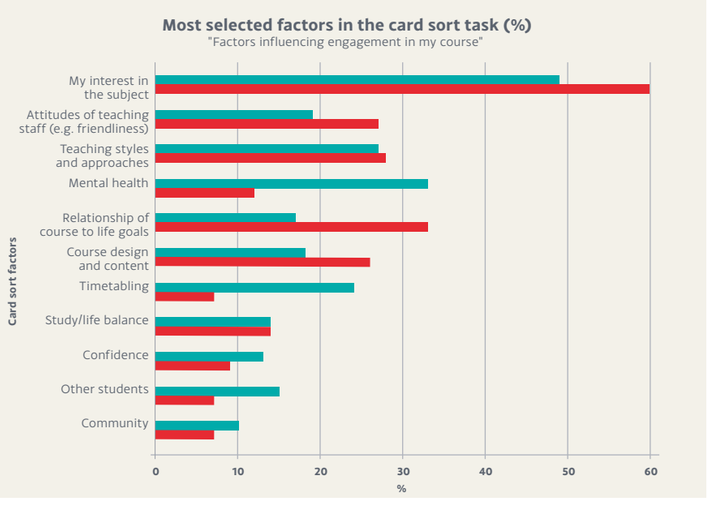
I'd be far more inclined to go to a lecture if a bunch of people I knew were all going

In one of the seminars, I have a lot of people I already know. That's really nice. I feel more comfortable talking

Often, you're going in [to a seminar] as complete strangers. So actually speaking can be really difficult, because you are worried about being... judged

The Department's biggest struggle is that we weren't really encouraged to make friends with people on our course... We should know each other's names

When we were doing group work, and you'd meet people in the library, it would make you go to the library, which I really enjoyed



Finally, a significant number of our interview participants reflected on mental health challenges as a barrier to engagement in learning. Students who are struggling with their mental wellbeing may not attend sessions and, if attending, may not actively participate. As one student put it, "*if you have bad mental health, it's nearly impossible to actually engage no matter what else is going on*". Whilst our participants were reasonably open about the challenges they faced in the anonymous setting of an interview, it is common for students not to disclose mental health issues to their department (Martin, 2010). As mental health issues among students are strongly (but not universally) associated with loneliness (McIntyre *et. al.* 2018), facilitating opportunities for peer-to-peer interaction may plausibly help this issue too.

Conclusion

In conclusion, our research indicated that students' interactions within academic communities of fellow students and staff play a vital role in encouraging or inhibiting engagement in learning. Whilst our work was conducted prior to COVID-19, as we move into a different academic environment with fewer opportunities for in-person interaction, this issue has arguably never been more salient.

Conference workshop participants explore the card sort exercise.

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SPOTLIGHT ON SURVEY DATA

The team also investigated the importance of community via quantitative analysis of survey data. In NSS 2020, 67% of finalists agreed that they felt part of a community of staff and students. Within our annual, internal Freshers' Survey, the identical question has seen results of around 64-65% agreement over the past three years.

Using the combined 2017 and 2018 results for the Freshers' Survey (n=2853), we used binary logistic regression analysis in SPSS to explore whether answers to the following questions predicted responses to the question on community: whether the respondent understood their programme; had made friends quickly; worked often with other students; needed support for their mental health; and the amount of hours they spent in extra-curricula activities and paid work. This model was statistically significant (p<.001) and had good predictive power, explaining 41.5% (Nagelkerke R2) of the variance in answers to the 'community' question.

By far the most powerful factor was whether the respondent had made friends quickly: those who reported having done so were **twelve times** more likely to feel part of a community (p<.001) than other respondents. Students who self-identified as needing support for their mental health were around half as likely to feel part of a community than those who did not (p<.001). Other factors in the model had minimal impact.

David Gent is a Learning Enhancement Project Manager within the Academic Support Office. David has worked at York and Durham in a variety of professional support roles, having previously undertaken a doctorate within the Department of History at York.

Thomas Shutt is a PhD student in the Department of Physics, researching stellar pulsations. He teaches across several departments and is active in academic support.

Clare Burgess has just completed her undergraduate degree in History, and will now undertake a master's degree at the University of Oxford. She takes a keen interest in student engagement and experience, which she hopes to improve through her work on projects like this one.

Annis Stenson is a doctoral student in Education, researching manifestations of 'lad culture' in higher education. She has a background in Women's Studies (University of York), and Experimental Psychology (University of Oxford).

Support, development and recognition for LEARNING AND TEACHING

LEARNING AND TEACHING FORUM WORKSHOPS

The Learning and Teaching Forum organises an exciting series of one-off workshops and events, delivered and facilitated by experienced academic and support staff. Workshops are open to all staff and postgraduate students. If you are unable to attend an event but would like a copy of the materials, please let us know. For further information, see: *york.ac.uk/staff/teaching/develop/forum/workshops*

NEW DEDICATED SLACK CHANNEL FOR ALL THINGS LEARNING AND TEACHING!

The University of York's Learning and Teaching Forum would like to invite you to join this teaching focussed Slack channel which we hope will help staff connect with each other across the University and access quick peer support. This is a place where staff can ask questions (as simple as "What does this acronym mean?"), network, and identify opportunities for peer observation and collaboration.

Members of all staff groups are welcome! And we particularly encourage early career staff to join in. Sign up to *#learning-and-teaching-network*. You can also find more information about ***Slack*** provided by IT Services.

LEARNING AND TEACHING CONFERENCE 2021

The Annual Learning and Teaching Conference hosted by the Learning and Teaching Forum provides the opportunity to showcase the excellent work from across our institution. The theme of the 2021 event is The Changing University, which encompasses a range of topics including widening participation, innovation in teaching and learning, employability and diversity. The higher education landscape has seen increasing changes in recent years; indeed students and colleagues have been faced with new challenges over the past year. The Learning and Teaching Forum hopes that this theme will help to demonstrate how students and colleagues have overcome these challenges and to celebrate their achievements.

Our keynote speaker is Professor James Pickering from the University of Leeds; he has won several awards for his work on anatomical education and is Co-Director of the Centre for Research in Digital Education at Leeds. This virtual conference will be held on **Friday 2nd July 2021**. Calls for contributions and registration will be released in the new year. We welcome submissions from staff and students throughout the University and from our partner institutions. Updates will be provided via the Staff Digest, through YUSU and the GSA, as well as the ***conference webpage***.

THE YORK PROFESSIONAL AND ACADEMIC DEVELOPMENT (YPAD) SCHEME

The YPAD scheme is based upon the University's Peer Support for Teaching policy, and involves participants working to develop their practice in groups supported and facilitated by an experienced colleague. The scheme is designed to be inclusive of all staff groups who teach or support student learning (including graduate teaching assistants, research staff with teaching responsibilities, associate staff and learning and teaching support staff) and caters for all levels of experience. YPAD is accredited by Advance HE (formerly the Higher Education Academy); this means individuals who successfully engage with the scheme will secure professional recognition through the award of an HEA Fellowship category appropriate to their role and their level of responsibility for teaching and supporting learning. For more information, see: *york.ac.uk/staff/ teaching/develop/ypad*

SUPPORT FOR TECHNOLOGY ENHANCED LEARNING (TEL)

Technology enhanced learning refers to the use of online systems and tools in support of learning and teaching activities. TEL support at the University of York is provided by the Programme Design and Learning Technology team in the Academic Support Office. The team offers individuals and Departments support in the design, delivery and evaluation of learning technology interventions at the activity, module and programme level. This includes guidance on the use of the University's centrally-supported virtual learning environment Yorkshare, and advice on a wide range of supporting learning technologies and activities including Replay for creating, editing and sharing videos, Blackboard Collaborate for running online synchronous sessions, the anonymous assessment submission tool for online assessment, Responseware for live polling, and Padlet for collaborative activities. For more information, see the ***Learning Design and Technology webpage***.

THE SCHOLARSHIP OF TEACHING AND LEARNING NETWORK (SOTLN)

The SoTL Network brings together a suite of resources, professional development, discussion and dissemination opportunities focused upon looking at teaching and student learning in a scholarly and research-orientated way. The current range of activities organised as part of the network includes an annual SoTL journal, invited speakers, and a strand of seminars designed to engage colleagues with key and emerging pedagogical literature. For more information, see: *york.ac.uk/staff/teaching/develop/sotl-network*

If you are interested in contributing an article for the next or a subsequent issue of *Forum* magazine, please contact the editor, Benjamin Poore.