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exchange**

How do we foster belonging in creative educational spaces?



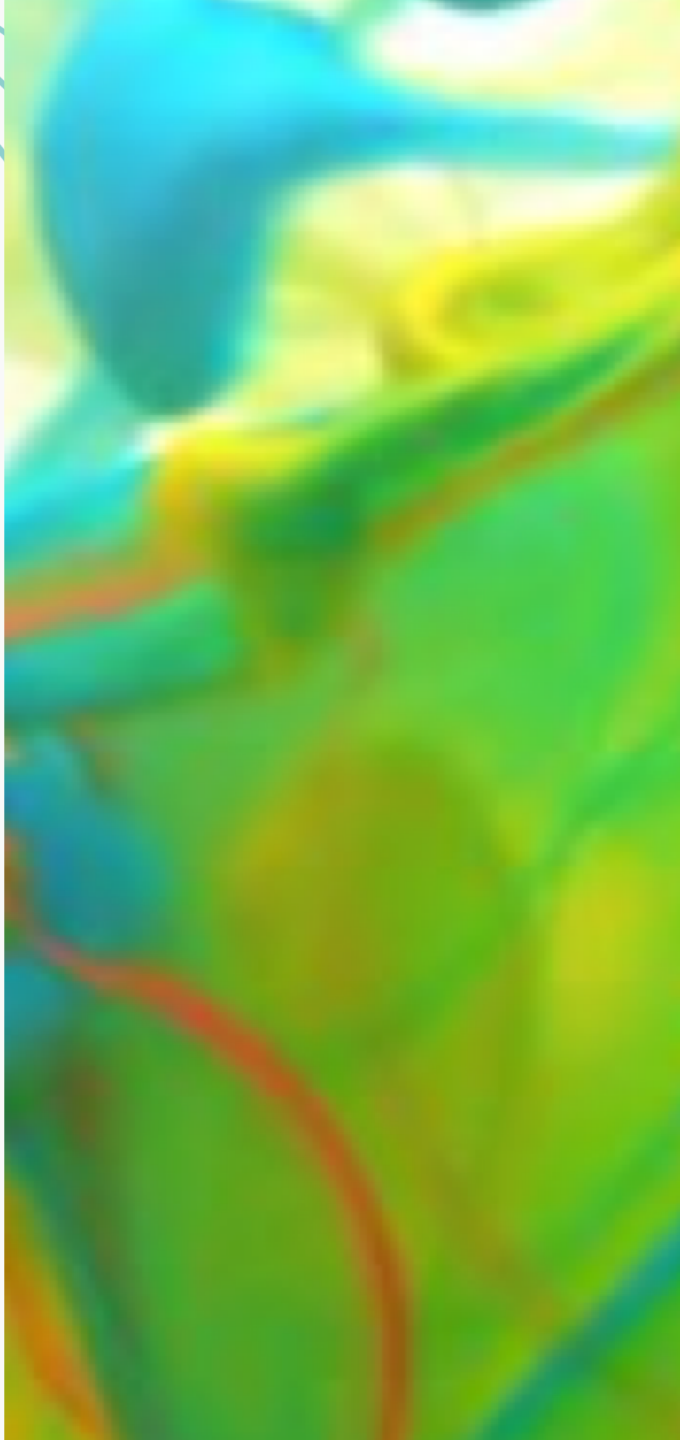
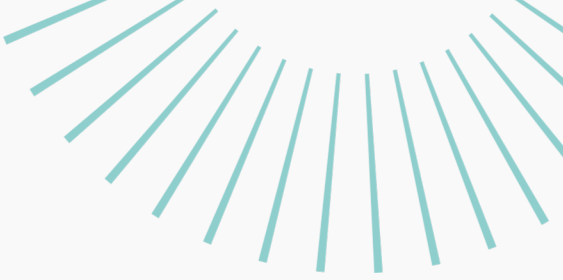
Liz Bunting & Vikki Hill
Academic Enhancement Team
IJADE Conference
26 March 2021



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Session outline

- Share context of Enhancement work at UAL
- Introduce podcasts
- Take part in a Listening event
- Share reflections on using podcasts to address awarding differentials



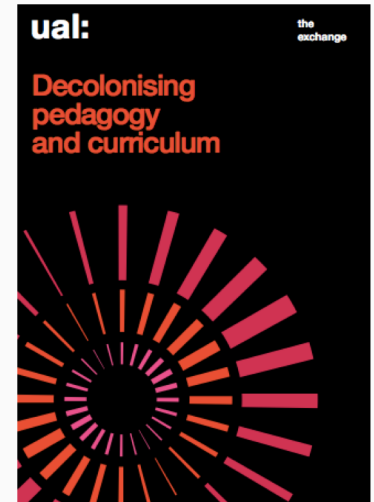
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Fostering belonging and compassionate pedagogy



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<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/aem-and-attainment-resources>

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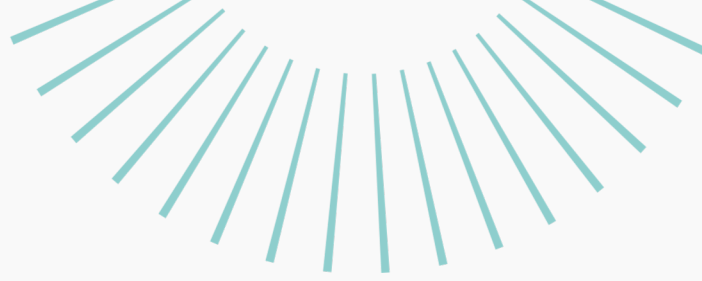
Belonging

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- *'To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin'* (bell hooks, 1994:13)
- *'Belonging or being fully human means more than having access. Belonging entails being respected at a basic level that includes the right to both co-create and make demands upon society'* (john a powell, 2019: 37)



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Staff development themes

→ Relational understanding of staff development

‘The prevalence of recall of disagreements, rather than agreements, in the participants’ accounts of the workshop point to the role that discussions play in making meaning and understanding...’

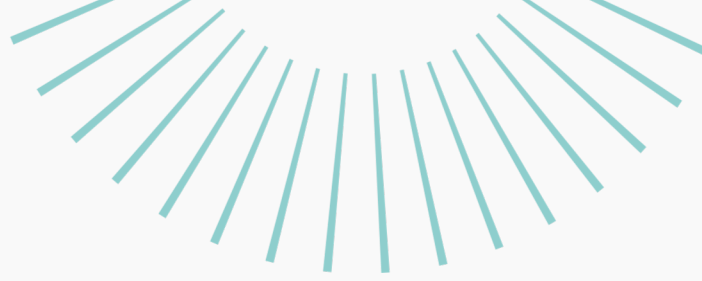
→ Expectations of staff development

‘...participants highlighted different needs with some wanting a more practical approach and others a more theoretical exploration...’

Vikki Hill, Dr Emily Salines and Prof Susan Orr, *Art and Design Assessment Practices: Investigating the role of staff development in the implementation of new assessment criteria*, 2021 (Under Review)



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Podcasts

→ Listening

'We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know' (Carl Rogers, 1980)

→ Dialogue

Provide a polyvocal dialogue, which continues beyond the podcast itself and constructing knowledge through partnership (Friere, 1970).

Critical pedagogy cannot be defined by a single voice, but rather must gather a diversity of voices (Stommel, 2014).



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Belonging in higher education



◀ All episodes

Interrogating Spaces

Belonging in Higher Education

JULY 22, 2020 NEIL CURRANT, HANSIKA JETHNANI, JESS MOODY, DR GURNAM SINGH, TERRELL STRAYHORN, LIZ THOMAS, DAVID WHITE
EPISODE 4



Interrogating Spaces
Belonging in Higher Education



00:03 | 46:19

<https://interrogatingspaces.buzzsprout.com/683798/4671476-belonging-in-higher-education>



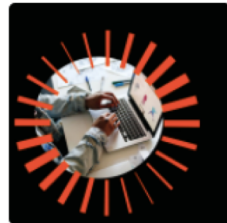
Belonging in online learning environments

◀ All episodes

Interrogating Spaces

Belonging in online learning environments

JULY 31, 2020 UAL TEACHING, LEARNING AND EMPLOYABILITY EXCHANGE SEASON 1 EPISODE 5



Interrogating Spaces

Belonging in online learning environments



00:00 | 45:58

LISTEN ON



SHARE EPISODE



<https://interrogatingspaces.buzzsprout.com/683798/4795271-belonging-in-online-learning-environments>



Dr Bonnie Stewart



Jess Moody



Dr Terrell Strayhorn



Jennifer Williams-Baffoe



Professor Liz Thomas



Hansika Jethnani



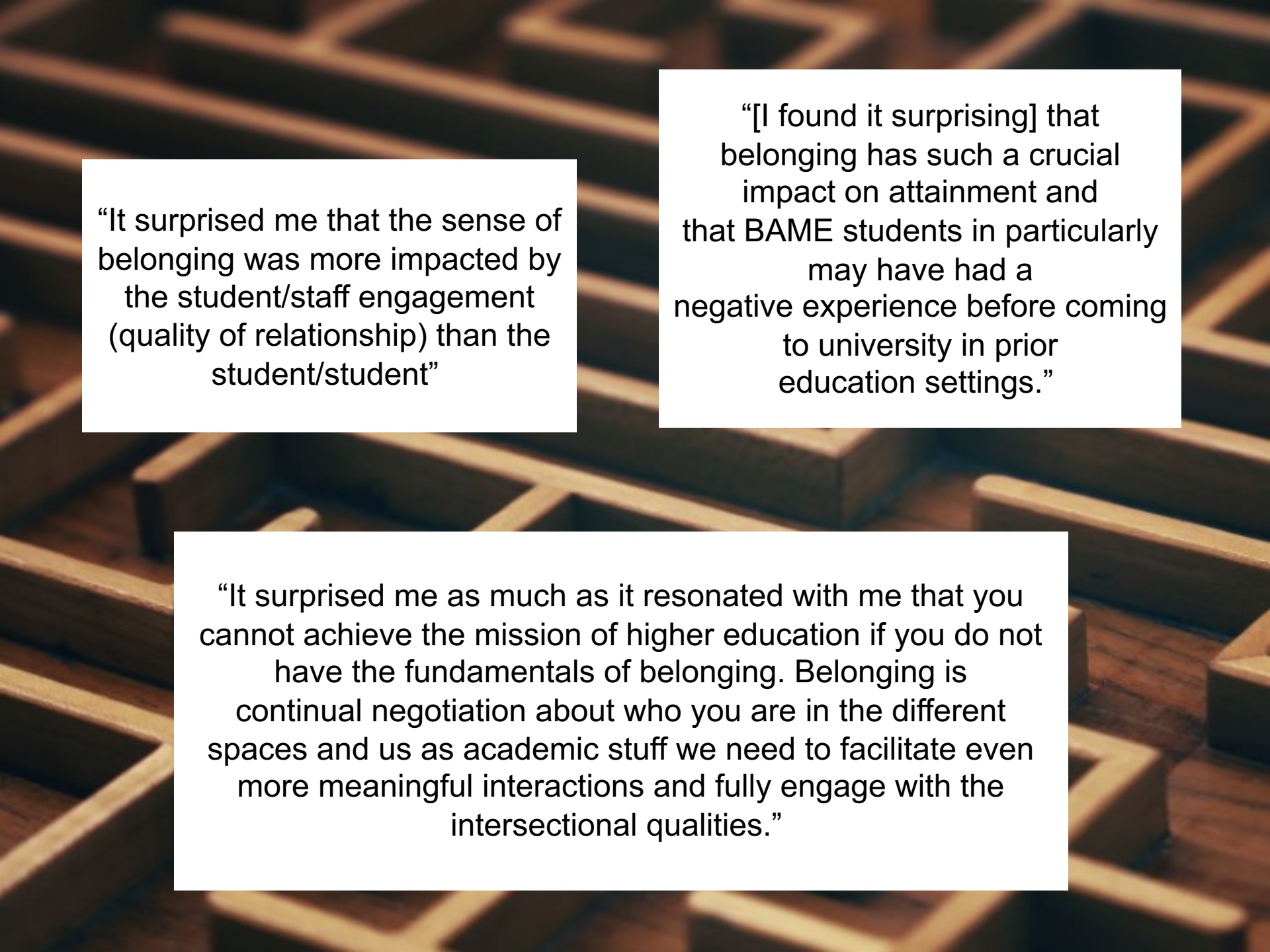
Neil Curren



Dr Gurnam Singh



David White



“It surprised me that the sense of belonging was more impacted by the student/staff engagement (quality of relationship) than the student/student”

“[I found it surprising] that belonging has such a crucial impact on attainment and that BAME students in particular may have had a negative experience before coming to university in prior education settings.”

“It surprised me as much as it resonated with me that you cannot achieve the mission of higher education if you do not have the fundamentals of belonging. Belonging is continual negotiation about who you are in the different spaces and us as academic staff we need to facilitate even more meaningful interactions and fully engage with the intersectional qualities.”

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How might you foster a sense of belonging for students and staff in your creative context?





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Thank you!



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