

FLIPPED ELEMENT

A TROISI, COURSE LEADER BSC
CREATIVE COMPUTING


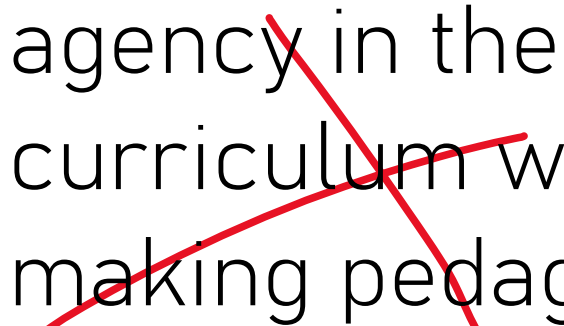
Supporting Students'
agency in the
curriculum with place-
making pedagogy

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Teaching Peace

Take away

At the end of the session, you will know more about one of my tricks for creating a good environment for Students' agency in the curriculum.

Schedule for the flipped session TODAY

[CHECK-IN] We check in using a Non-violent communication framework which will be explained at the end

[GUIDED ANALYSIS] We look into two examples of students feedback and we will look into differences

[GROUP ANALYSIS] We will work in group/s and look into a set of examples of students' feedback to define which elements we find easier to accommodate/find a compromise

[UNPACK NVC] I will explain further the framework of Non-violent Communication and how we use it in practice in the BSc Creative Computing

Try to look into this list and try to find three or more words describing your feelings NOW.

ual:

Join at
slido.com
#880 541



Feeling list is available
here:

<https://www.cnvc.org/training/resource/feelings-inventory>

Imagine you are a course leader and Dr Bankole is a new member of staff.

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I noticed that we do not have a defined number of breaks during the sessions in Dr Bankole's unit

I feel exhausted when this happens

I would like consistency

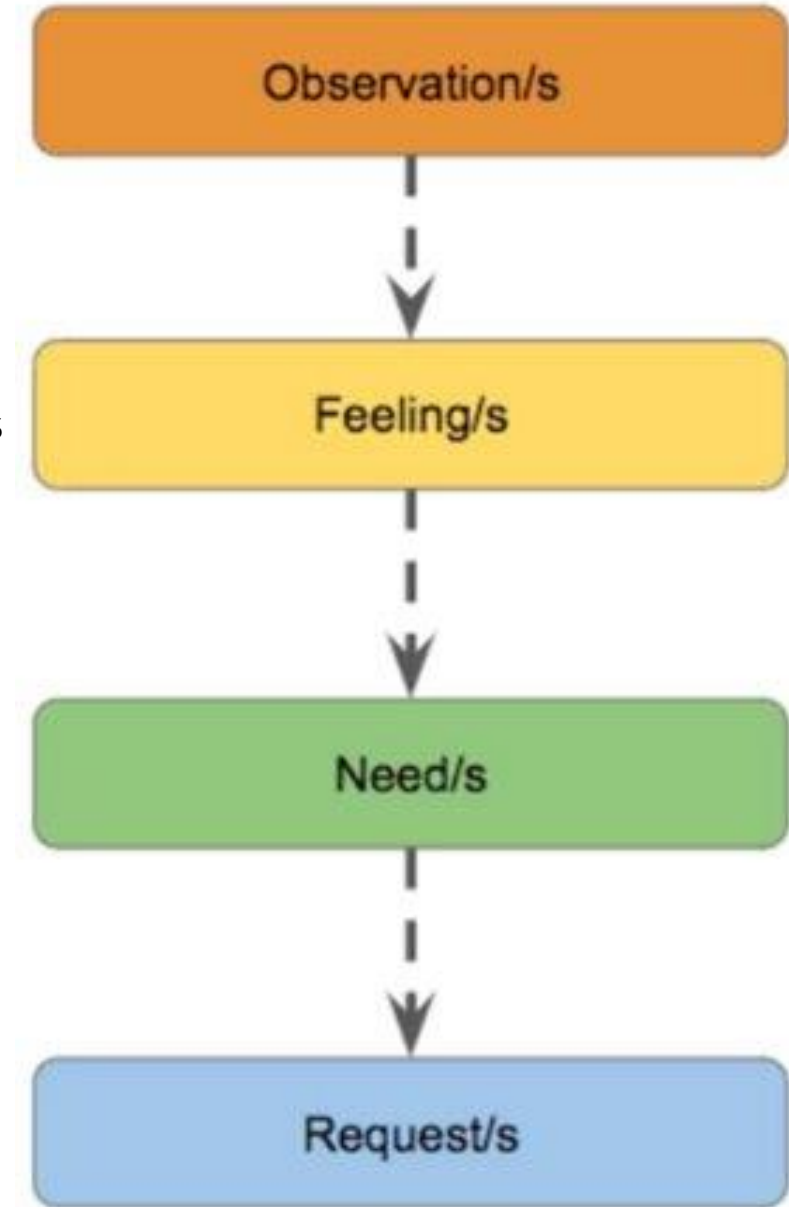
I would like more breaks

Observation/s

Feeling/s

Need/s

Request/s



Group Analysis

In groups, we look some students' feedback.

The activity is available at
this
link <https://bit.ly/3yfVS3l>

When you are reach the linked
page choose a **slide number**
that match to your breakout
room number. If you cannot see
the breakout room number just
distribute on one of the slides
available.

Flipped workshop

1 / 6

Set background Clear frame

Non violent communication framework

Observations
↓
Feelings
↓
Needs
↓
Requests

Feedback you can empathise with

Feedback you cannot empathise with

Course is badly organised with boring time consuming projects that don't seem to be relevant and useful

I received information about how the teaching was conducted. As a result of 4 weeks, I was able to be very useful to

The course was quite focused on solitary activities and experiences

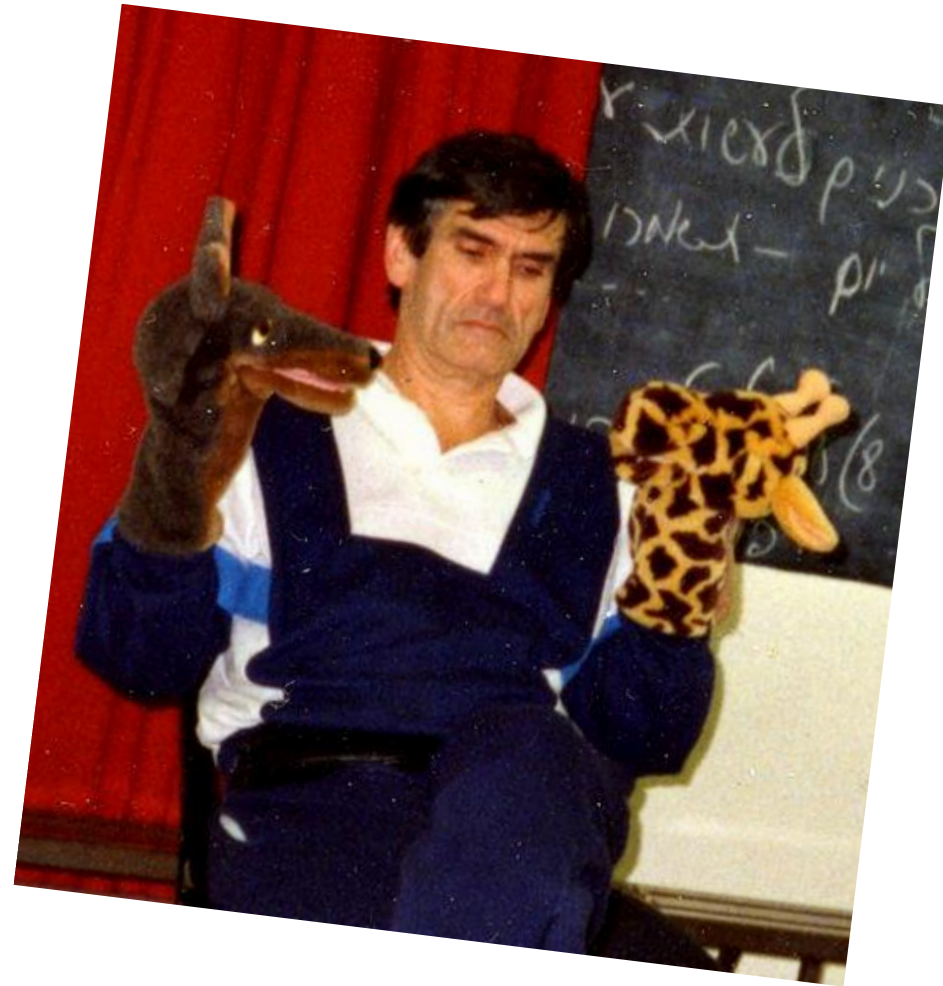
tutors should be more accommodating to students studying time abroad regarding time difference, especially in North America

I'm not able to contact staff when I need

[GROUP ANALYSIS] We will work in group/s and look into a set of examples of students' feedback to define which elements we find easier to accommodate/find a compromise

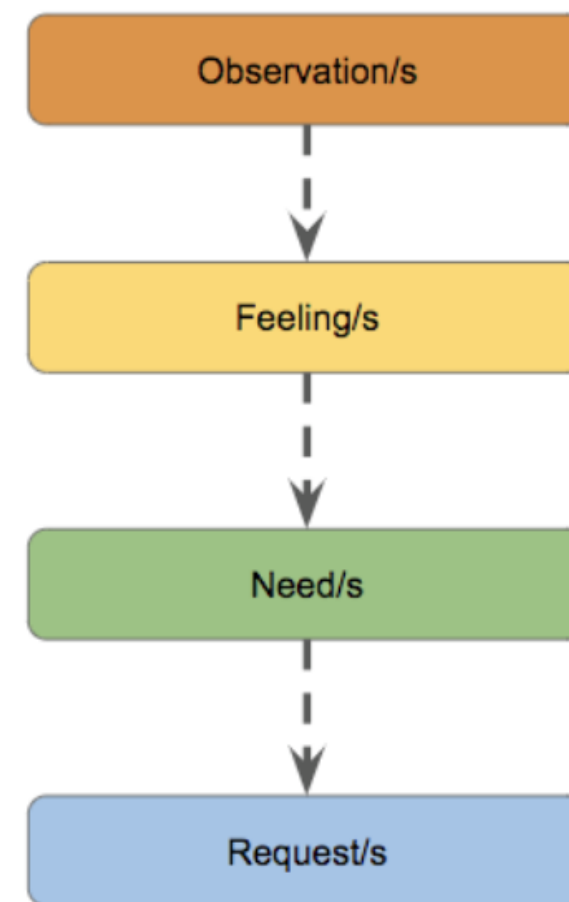
What is Non-Violent Communication

Nonviolent Communication (abbreviated NVC, also called **Compassionate Communication** or **Collaborative Communication**) is an approach to nonviolent living developed by Marshall Rosenberg beginning in the 1960s.



How should we communicate our requests?

- **Observations** are what we see or hear that we identify as the stimulus to our reactions. Our aim is to describe what we are reacting to concretely, specifically and neutrally.
- The key to identifying and expressing **feelings** is to focus on words that describe our inner experience rather than words that describe our interpretations of people's actions.
- **Needs** refer to what is most alive in us: our core values and deepest human longings.
- In order to meet our needs, we make **requests** to assess how likely we are to get cooperation



Why?

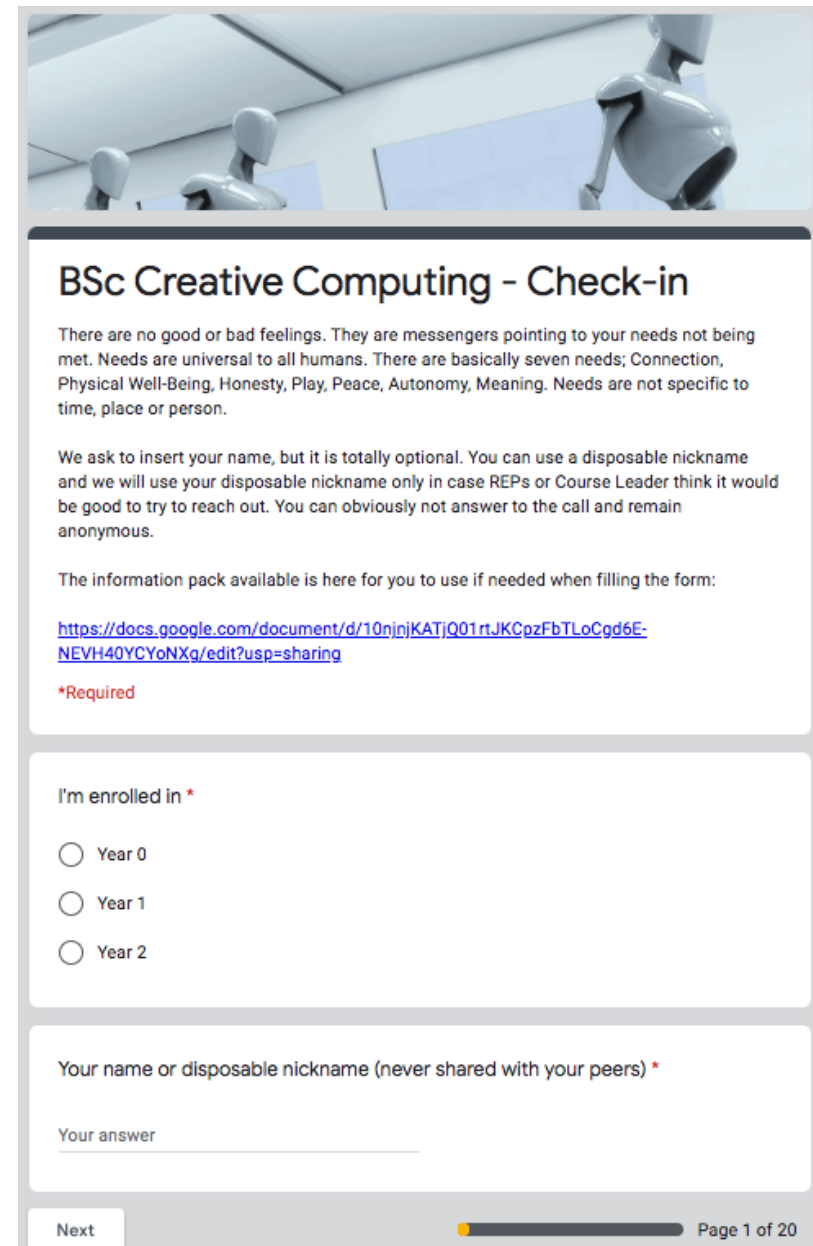
- Provides inclusivity and safety
- Helps to support shared purposes
- Reinforce partnerships
- Create awareness of power and active power deployment
- Forge a space where justice is performed
- Mistakes = Innovation

How do we make this work

- Simplicity is important especially at the start.
- I ask the students to adopt the **first singular person** “I” when trying to communicate any issues (only REPs will adopt the first plural person “WE”). I do the same.
- Students have regular communication with REPS
- Course Leader have meetings with REPs (scheduled with invitation and reminders)
- Open channel with Course Leader / Tutors through Slack/Teams/Forums

In practice

- Open **check-in form(*)** (data collected by the Course Leader).
- Students are free to use or not use their name.
- This is shaped on the NVC framework so students exercise NVC every time they fill it.
- If you want to play with the form I made a copy for you to play with. Data are anonymous unless you want to leave your name <https://bit.ly/3ArmqR7>



BSc Creative Computing - Check-in

There are no good or bad feelings. They are messengers pointing to your needs not being met. Needs are universal to all humans. There are basically seven needs; Connection, Physical Well-Being, Honesty, Play, Peace, Autonomy, Meaning. Needs are not specific to time, place or person.

We ask to insert your name, but it is totally optional. You can use a disposable nickname and we will use your disposable nickname only in case REPs or Course Leader think it would be good to try to reach out. You can obviously not answer to the call and remain anonymous.

The information pack available is here for you to use if needed when filling the form:

<https://docs.google.com/document/d/10njinKATjQ01rtJKCpzFbTL0Cgd6E-NEVH40YCYoNXg/edit?usp=sharing>

***Required**

I'm enrolled in *

☐ Year 0

☐ Year 1

☐ Year 2

Your name or disposable nickname (never shared with your peers) *

Your answer

Next

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Hello Anna 🙋,

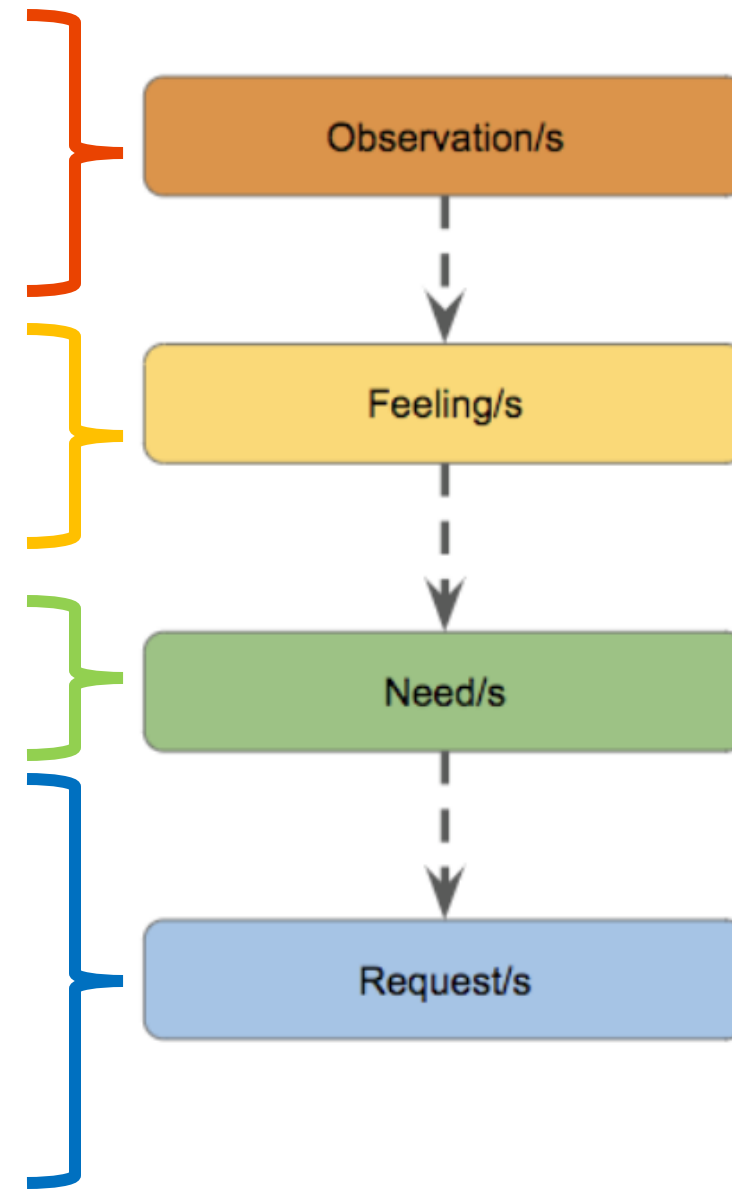
Today in class I had a hard time when we had to work in groups. I tried to work in team, I asked questions and tried to have a conversation in the chat, I also tried turning on my microphone but my partner did not reply nor help me. He did not explain what he was doing, and in the end presented the project he did all alone.

I felt very disappointed as I feel it was not a group work and I am not sure I understood what was done. This is not the only time this has happened, I am not blaming the students or the professors of course but I feel like maybe things could be done differently to help students feel more included.

Especially during this time where we are all at home, I would love to interact more with my classmates but in the end, some group works just make me feel more isolated.

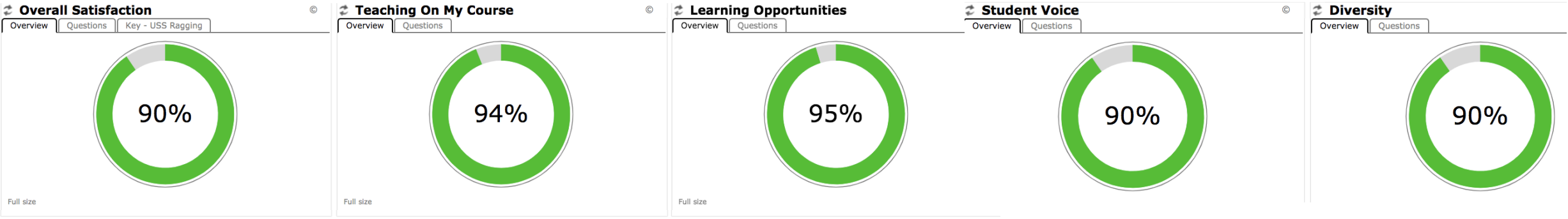
I would be willing to organise a few online events outside of class as I did not have time to properly get to know all my classmates before I left for France. Maybe some ice breaker events could help us feel more comfortable working in groups. I will ask my classmates if they would be interested in this idea. My sister also has online classes and said that usually her professors also come to check during their group projects to make sure people work together and understand what needs to be done. I believe this could also be a good idea if it is possible.

Thank you 😊

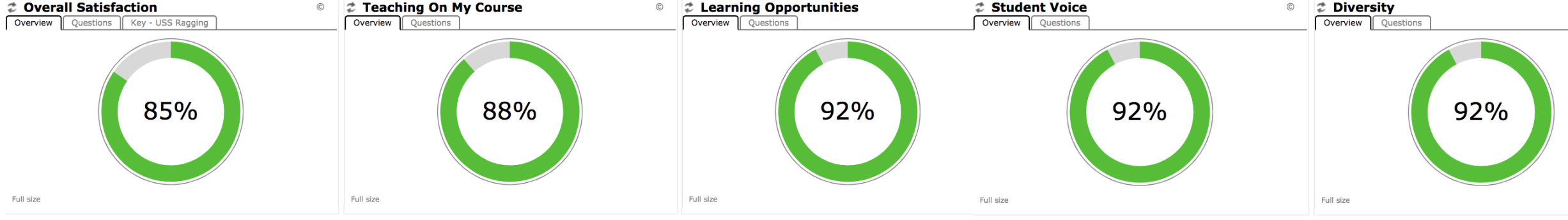




USSYr1



USSYr2



Implications in employability skills, attainment, wellbeing, attendance and academic engagement are endless.

Links to resources used for the students enrolled in the BSc Creative Computing

- HOW THE FLIPPED CLASS WAS EXPLAINED TO THE STUDENTS: <https://ual.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=4e26e720-ee09-4bc0-8af0-ac8500de7f34>
- Information pack on NVC for the students: <https://docs.google.com/document/d/10njnjKATjQ01rtJKCpzFbTL0Cgd6E-NEVH40YCYoNXg/edit?usp=sharing>
- Link to the check-in feedback form used by the students (this is a copy you can play with it): <https://forms.gle/x4StQ2ymJbTmJgb59>

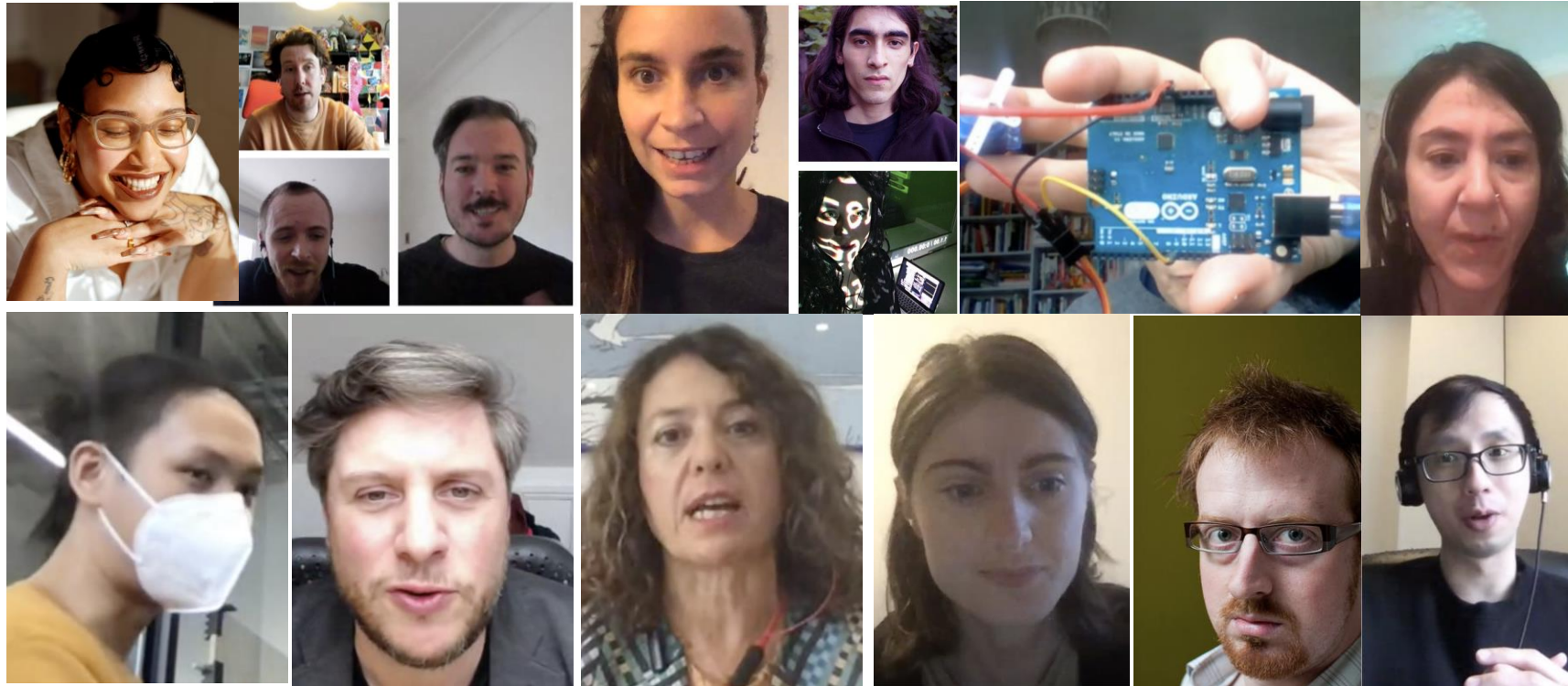
References

- Baesler, E.J. and Lauricella, S., 2014. Teach peace: Assessing instruction of the nonviolent communication and peace course. *Journal of Peace Education*, 11(1), pp.46–63.
- Leu, L., 2015. *Nonviolent communication companion workbook: A practical guide for individual, group, or classroom study*. PuddleDancer Press.
- Rosenberg, M.B. and Chopra, D., 2015. *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press.

Videos

- [An Interview with Marshall Rosenberg 2015](#)
- A beautiful example of NVC process explained by Marshal Rosenberg: [05 Techniques for Expressing Anger](#)

Special thanks to:



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Tom Armitage
Ken Linnet
Tom Lynch
Matt Jarvis

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Please get in touch if you would like support to adapt this framework to your course a.troisi@arts.ac.uk