Learning from Each Other Project: Talking to the Community

Project Team: Nichola Burnside-Marshall; Dr. Isabelle Brent, Dr. Shannon Smith, Dr. Anna Taylor
Bader International Study Centre, Queen’s University
CTL Showcase 2018
The Learning from Each Other Project

Aims and Outcomes

- Trial a model for student to faculty dialogue that focuses on non-hierarchical exchange and community building;
- Assess that model in terms of how it shifts (or doesn’t shift) student and faculty perceptions of the other community;
- Provide students with an opportunity to build skills in designing and delivering educational content;
- Provide students with an opportunity to present their work in a range of settings outside the classroom and to a diversity of audiences, from academic audiences of their peers and/or faculty, to the local community.
Project Background: Existing Opportunities for Student-Faculty Dialogue at the BISC

- The BISC has a range of mechanisms to foster student-faculty dialogue outside of the classroom space, and beyond USAT feedback, towards a range of ends:
  - First Year Programme attitude survey, designed to support the ongoing development of first year learning;
  - Student Satisfaction Survey, a broad experience survey based on a survey designed by the UK National Union of Students;
  - Regular meetings between the Student Academic Representative and the Deputy Academic Director to discuss issues of immediate concern to the students;
- A subset of those have involved setting up opportunities for students to relay information about their experiences directly to faculty in a conversational or dialogic format (USSRF roundtable; 2017 student-led faculty workshop).
Project Background

- Participatory art (via Beuys, Bruguera, and criticism by Bishop)--re-evaluate and theorise how we understand ‘the student’ in a similar way to how pedagogic participatory art rethinks ‘the viewer’;
- Pedagogic participatory art;
- Critical digital pedagogy (via Stommel; Hirsch)--critically engage with the digital tools and methodologies we use with students;
Joseph Beuys; Information Action 1972; Performed at the Tate Gallery, 26 February 1972
Photo: Simon Wilson; Tate Archive Photographic Collection: Seven Exhibitions 1972
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- Critical digital pedagogy (via Stommel; Hirsch)--critically engage with the digital tools and methodologies we use with students;
- Paulo Freire’s *The Pedagogy of the Oppressed* (1980): become aware of, and critically engage with, the hierarchies present in any classroom;
The Student-Led Faculty Workshop: “Creating Dialogue: Inclusivity on Campus”

- Four student volunteers: Emily Duncan, Naomi Frooman, Sara-May Kaba, and Andrea Wlodarczyk;
- All students in the BISC First Year Programme; 2 of the 4 concurrent education students;
- Student-led faculty workshop: Tuesday, 20 March, 2018; Creating Dialogue: Inclusivity on Campus;
- Student volunteers initiated a semi-structured conversation with two faculty groups about two topics they identified as important to the current student body: 1) trigger warnings on course content and 2) discrimination on campus;
- Each faculty group responded to a set of questions that had previously been circulated to the student body and the student volunteers encouraged dialogue around faculty responses.
Pre- and Post-Workshop Data Gathering

- Gather data from the pre-workshop BISC community to assess:
  - The student body’s current perceptions of student-faculty relationships;
  - The faculty’s current perceptions of student-faculty relationships;
  - Via surveys distributed to student and faculty communities.

- Follow up workshop with:
  - Debrief/roundtable discussion with student volunteers and project team;
  - Student volunteer submission of written reflective statements;
  - Solicitation of faculty reflections on participation.
Pre-Workshop Survey Design

- Survey to collect preliminary information;
- All students/faculty;
- Google forms selected as instrument – ease of use and presentation of results;
- Qualitative design because of exploratory nature of the study;
- Limited number of questions to encourage completion and enable analysis;
- Focus on ‘types of knowledge’ (with examples) felt to be most inclusive;
- Questions also cover perceived barriers to communication.
Pre-Workshop Survey Administration

- **Student body survey:**
  - Distributed in residence community meetings;
  - Distributed again via email.

- **Faculty survey:**
  - Distributed via email.
Post-Workshop Data Gathering and Other Follow Up

- Follow up workshop with:
  - Student volunteer submission of written reflective statements;
  - Solicitation of faculty reflections on participation.
  - Debrief/roundtable discussion with student volunteers and project team;
- Preliminary findings;
- In the coming months: aim to work through this data and write up our findings for publication.
Bibliography


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