Reconnecting through engaged learning and scholarship: impact, frameworks and practice

6-7 July 2017

The Diamond, University of Sheffield

“...our great universities simply cannot afford to remain islands of affluence, self-importance, and horticultural beauty in seas of squalor, violence, and despair.”

- Ira Harkavy

“The academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must affirm its historic commitment to what I call the scholarship of engagement”

- Ernest Boyer
Thursday 6th July

0930 Registration and refreshments (Workroom 2, Diamond)

0945 Welcome: Professor Wyn Morgan (Vice President for Education) and Professor Brendan Stone (Director of Learning and Teaching, Outward Facing) (LT5, Diamond)

1000 Keynote: Professor Mike Neary (University of Lincoln) ‘Engaging with the Engaged University’ (LT5, Diamond)

1040 Parallel sessions (3 x 20 minute papers)

1040 Session 1 - Active citizenship and social change (LT5, Diamond)
  Briony Birdi (University of Sheffield) Engaged learning and the development of cultural awareness and social responsibility in students
  Helen Waters-Marsh (Bishop Grosseteste University) Students creating change
  Willy Kitchen (University of Sheffield) Teaching social science in the post-Brexit classroom

1040 Session 2 - Curriculum design (LT6, Diamond)
  Chloe McDaid and Alastair Buckley (University of Sheffield) Internal externals as a promising scaffold for project based learning
  Ludek Knittl and Neil Bermel (University of Sheffield) How engaged are our languages?
  Nigel Russell (University of Sheffield) Reshaping the HE programme: equipping learners for life

1200 Lunch and Exhibition (Workroom 2, Diamond)

Poster: Yun Xin Koh (University of Sheffield), Simon Rose and Arthita Das (Derbyshire Healthcare Foundation Trust) Our vision, our future: harnessing the power of the third sector in education

Poster: Jane Laing (University of Sheffield), Jess McEwen and Fiona Addison (Sheffield City Council) Bridge over troubled water: working together to ensure that social work students are fit to practice

1310 Parallel sessions (3 x 20 minute papers)

1310 Session 3 - Employment and enterprise (LT5, Diamond)
  Chair: Sara Pates (University of Sheffield Enterprise)
  Andreana Drencheva (University of Sheffield) Universities: Active participants in the social entrepreneurship ecosystem
  Claire Conway (University of Sheffield) Engaging students to enhance employability
  Katy Gregg and Owen Radford-Lloyd (University of Leeds) Student placements in schools - what counts as success?

1310 Session 4 - Global challenges (LT6, Diamond)
  Bland Tomkinson, Rosemary Tomkinson and Veronica Sanchez Romaguera (University of Manchester) Engaging with global societal challenges
  Marcellus Mbah and Charles Fonchingong (Canterbury Christ Church University) Forging a university-aided indigenous community education policy: village elders, informal education and social development in Cameroon
1430 **Workshop session 5** *(Workroom 2, Diamond)*
Amanda Crawley Jackson, Alastair Buckley and Tim Allen (University of Sheffield)  
*Academic tensions that arise from interdisciplinary teaching using real world problems*

1430 **Session 6 - The student experience** *(LT5, Diamond)*
Antony Williams, Lorraine Campbell, Penny Fogg, and Victoria Lewis (University of Sheffield)  
*Real world research: student/teacher experiences of delivering small-scale research projects*

Lada Price (University of Sheffield)  
*Students as co-creators: learning database created by and for students*

1520 **Refreshments (Workroom 2, Diamond)**
Parallel sessions (3 x 20 minute papers)

1530 **Session 7 - Reflections on practice** *(LT5, Diamond)*
Sarah Humphreys and Lydia Bleasedale (University of Leeds)  
*‘Just a 36 page form then?’ Engaging with the realities of welfare law*

Mia Gordon and Gillian Hipp (Hereford College of Art)  
*Creating theatre practitioners for the 21st Century*

Gareth Bramley, Louise Glover and Gillian Hutchens (University of Sheffield)  
*How to encourage self-learning, peer learning, and students as producers: a case study on clinical legal education at the University of Sheffield*

1530 **Session 8 - Modes of public engagement** *(LT6, Diamond)*
Chair: Amy Ryall (External Engagement Project Manager, University of Sheffield)

Bronwin Patrickson (University of Leeds)  
*Mobilising the public imaginary*

Elizabeth Goodwin, Laura Alston and Courtenay Crichton-Turley (University of Sheffield) and Sally Rodgers (Heeley City Farm)  
*Integration and representation: successes and challenges of conducting and including public engagement projects within academia*

David Owen (University of Bristol and NCCPE)  
*Assessing student learning*

1650 **Close (LT5 Diamond)**
Friday 7th July

0900  Registration and refreshments (Workroom 2, Diamond)

0915  Welcome, Professor Brendan Stone (Workroom 2, Diamond)

Panel discussion: Professor Brendan Stone (Chair) with contributions from Ryan Bramley and John O’Brien (PGT Students, University of Sheffield), Dr Lauren Buck (Biomedical Science, University of Sheffield), Dr Veronica Barnsley (School of English, University of Sheffield).

0945  Session 9 - Meaningful co-production (Workroom 2, Diamond)

Paper: Janet Harris (University of Sheffield) *Co-producing what? - and why?*

Workshop: Kate Pahl (University of Sheffield) and Vicky Ward (Community partner) *Critical approaches to co-production: what does it take to do meaningful co-production?*

Session 10 - Health and social accountability (Workroom 1, Diamond)

Joanne Thompson (University of Sheffield) and Hannah Hall (Cancer Information and Support Centre) *What does social accountability do for community organisations?*

Sanchika Campbell and Stephanie Beards (Kings College London) *Engaging young people in community health research: the Research Methods in Schools Education (RISE) project*

Emma McKenzie (York St John) and Lucy Coleman (Converge) *A case study of converge: a partnership between a university and health provider*

1100  Refreshments (Workroom 2, Diamond)

1115  Session 11 - Storying and oral histories (Workroom 2, Diamond)

Workshop: Helen Crimlisk, Chrissy Bonham, Gaele Slater (NHS), Kay Aitch (Independent artist), and Brendan Stone (University of Sheffield) *Added value in lived experience in medical education: a co-produced masterclass using storying techniques*

Session 12 - The impact of engaged learning (Workroom 1, Diamond)

Lee Crookes (University of Sheffield) *Achieving impact through engaged learning*

Anita Walsh and Philip Powell (Birkbeck) *Impact through engaged learning: working with mode 2 knowledge and intrapreneurship*

Christopher Little (Keele University) *The opportunity to express ourselves: short and long term benefits of participation in an extracurricular undergraduate research conference*

1230  Closing plenary (Workroom 2, Diamond)

Dr Claire Gordon (London School of Economics) *University Challenge: The pressures on UK HE in the context of Brexit*

1300  Lunch (Workroom 1 Diamond)
1330  **TELFEST:** Professor Mike Sharples, 'Innovative Pedagogies' (Chair in Educational Technology, Learning and Teaching Innovation, Open University), introduced by Professor Wyn Morgan (Vice President, Education, University of Sheffield)

1430  **TELFEST:** Innovation Corner

    Get inspired and interact with trending technologies enhancing learning at the University of Sheffield.

TELFEST (3-7 July 2017) is the University of Sheffield’s Technology Enhanced Learning Festival designed to help academic and teaching staff make the most of technology to enrich learning and teaching. Find out more at: [www.sheffield.ac.uk/cics/telfest](http://www.sheffield.ac.uk/cics/telfest)

Delegates from *Reconnecting through engaged learning and scholarship* are welcome to attend these sessions.
Keynote: Professor Mike Neary (University of Lincoln)  
‘Engaging with the Engaged University’

Mike is Professor of Sociology in the School of Political and Social Sciences. During his time at Lincoln he has been the Dean of Teaching and Learning from 2007 - 14, Head of the Centre for Educational Research and Development 2007 - 2012 and Director of the Graduate School 2011 - 2014. Prior to taking up his appointment at Lincoln Mike taught Political Sociology at the University of Warwick 1993 - 2007. Before becoming an academic he worked in youth development and community education in South London 1979 - 1993. He was awarded a National Teaching Fellowship by the Higher Education Academy in 2007. In 2016 he became a Principal Fellow of the Higher Education Academy. Mike is a founding member of the Social Science Centre, Lincoln, a co-operative providing free public higher education. His main research interest is the future of universities and the role of higher education in creating a post-capitalist society.

Recent publications include The University of Utopia (2016), Beyond public and private: a framework for co-operative higher education (2017), and Pedagogy of hate (2017).

Session 1 - Active Citizenship and Social Change

Briony Birdi (University of Sheffield)  
Engaged learning and the development of cultural awareness and social responsibility in students

It has been argued that universities will become socially irrelevant unless they develop and maintain strong links with the local communities in which they are based, and unless their research is perceived by those communities as related to their real-world concerns. Although many of our degree programmes provide students with a set of vital tools to function effectively within an organisation in a particular field, are we failing to fully equip them with the skills they need to operate effectively within a broader public, societal context? What are these skills, and how can they be developed within a higher education degree programme? Firstly, a case will be made for the value of an engaged learning and teaching approach, by presenting key arguments in support of the inclusion of cultural awareness and social responsibility in degree programmes. For example, I will consider the relevance of community engagement and engaged learning to higher education curricula, student employability, and the wider professional and societal contexts in which our educational and professional frameworks are situated. Secondly, using an approach that has been tested on students on Masters programmes in Library and Information Science (LIS), I will present a simple model which I have developed to provide students with an opportunity for reflection, giving them the time and space to apply what they see in the communities outside the classroom, and to start understanding and even modelling that behaviour themselves.

I am a Senior Lecturer in the Information School in the Faculty of Social Sciences. Much of my teaching and research relates to public, youth and school libraries and librarianship. Within these three areas I have a particular focus on public libraries, social justice and diversity, and on reading research and the promotion of literature and reading. It is my view that with a vocational discipline such as Library and Information Science we need to combine the more standard teaching methods with a more ‘outward-facing’ approach, and I have introduced a number of engaged learning initiatives in my teaching.
Helen Waters-Marsh (Bishop Grosseteste University)
Students creating change

This 20-minute presentation will focus on how we integrated our student engagement programme, Students Creating Change, with the graduate attributes framework at Bishop Grosseteste University (BGU). Situated in Lincolnshire, a small HEI with a distinctive profile, history and student make-up, BGU represents a model for how student engagement can works at specialist higher education institutions. This presentation will focus initially on what strategic drivers led to the project’s inception and the processes involved in establishing an institution wide, fully embedded student engagement/graduate attributes strategy. It will look at how we engaged students; explore the interactions and tensions between student engagement and embedding graduate attributes, and how we confronted our challenges. We will then showcase some of student engagement projects which specifically focused on embedding graduate attributes – looking at their inception, planning delivery and results. If requested a student co-presenter can accompany me to give their perspective on the embedding of graduate attributes at BGU. Our India field trip may be of an area of particular interest.

Helen Waters-Marsh is the Student Engagement Facilitator at Bishop Grosseteste University. She has previously worked for The University of Nottingham, Aimhigher Nottinghamshire and as a lecturer in adult education in Barnsley and Derby. With a background in widening participation and student recruitment, she joined BGU in 2016. She has an MA in Inclusive Education awarded in 2011 and a Post Graduate Certificate in Continuing Education awarded from The University of Nottingham. Her undergraduate degree was too long ago for her to remember.

Willy Kitchen (University of Sheffield)
Teaching social science in the post-Brexit classroom

This paper reflects upon two iterations of teaching of an interdisciplinary foundation level module which introduces students on Social Science degree pathways to a range of basic concepts, methods and theories employed within the Social Sciences. The module takes the theme of (in)equality as a prism through which to view social science study, making extensive use of the Sheffield Fairness Commission Report (2012) and the Spirit Level (Wilkinson and Pickett, 2010) to inform discussions and develop independent inquiry into and critical engagement with key aspects of inequality across Sheffield. Amongst other tasks, students work in groups to investigate an aspect of inequality in one of a number of UK cities, and work as individuals on a ‘virtual fieldtrip’ comparing neighbourhoods of higher and lower deprivation across the Sheffield City Region. Delivered to a diverse cohort of largely mature students, many Sheffielders themselves, the module is genuinely in and of the city. The opportunities for debate, self-reflection (and conflict) within the classroom which this approach inevitably invites was an important consideration in the refinements made to the module in its second (post-Brexit) iteration - and one which at least one of the module convenors intends to deepen and enhance in future instances of delivery. Drawing upon examples of students’ virtual fieldtrip outcomes and other classroom interactions, I will seek to draw out some preliminary object lessons in respect of the teaching of social science in the Sheffield, 52:48, post-Brexit classroom.

Dr Willy Kitchen is Head of the Department for Lifelong Learning (DLL) at the University of Sheffield. He has taught introductory modules on DLL’s Foundation Programmes for the past fifteen years, during which time he has developed a range of approaches to the embedding of inquiry-based learning at all levels of curriculum delivery. Willy is a University Senate Award Teaching Fellow, a convenor of the University’s Widening Participation Special Interest Group, and an Executive Committee member of the Universities Association for Lifelong Learning and the Foundation Year Network.
Session 2 - Curriculum design
Chloe McDaid and Alastair Buckley (University of Sheffield)

Internal externals as a promising scaffold for project based learning

Project based work at level 3 and beyond often uses external client organisations as ways to inspire and structure student learning. This kind of authentic project work is often seen as the ideal way to operate project modules. In this talk we will explore the use of internal clients as an alternative way to frame project work and ask whether there is really any difference to an external client. We will use a new physics module that takes this approach as a reference case. In this module different university research groups from different departments act as the stakeholders for physics based lab projects undertaken by the students. The module will run for the first time in the 2017-18 session so we will explore what our expectations of the student expectations and learning will be.

Chloe McDaid: I joined the department of Physics and Astronomy at the University of Sheffield in 2015 as a laboratory teaching associate. I teach in the undergraduate 2nd year physics laboratory and have supervised a group project for the 3rd year Group Industrial Project in Physics (GrIP) module. I am a member of the White Rose Industrial Physics Academy (WRIPA) team which aims to increase the employability and industrial relevance for university physics graduates. I came to the department following a post as a contract experimental physicist at Smiths Detection where I was part of a research and development team designing and testing an ion mobility spectrometer (Trace-Pro) for trace explosives detection.

Ludek Knittl and Neil Bermel (University of Sheffield)
How engaged are our languages?

In the challenging environment for language education in the UK the School of Languages and Cultures has been looking for ways to improve recruitment on to language degrees and to enhance the student experience. It has identified engagement – activities beyond the usual teaching - as an area in which Sheffield excels across the curriculum. This could serve as a “unique selling point” that could help us differentiate ourselves, and, critically, help us explain to applicants the value of a degree that imparts cultural knowledge beyond an instrumental view of language. Our aim is to be able to say that SLC students will all have a chance to take part in an Engaged Languages project, either inside or outside the curriculum. In this presentation we will share the outcomes of the project whose goal has been to gain a comprehensive picture of what Engaged Languages mean in our context. We will present how we mapped engagement-type projects to learn about their nature and scale across the School, and how we shared the outcomes with colleagues in order to discuss which of the projects and activities might be expandable to cover other areas as well. We will also present what the next steps resulting from this process are; how we plan to support the development of engaged projects and activities both within and outside the core curriculum, and also the steps we are taking to highlight Engaged Languages projects in the public-facing presentation of the School.

Ludek Knittl is University Teacher at the School of Languages. He is interested in various aspects of second language acquisition and language pedagogy and has done research projects on acquisition of Czech by English speakers. He has also collaborated on projects exploring the frequency and acceptability of certain morphological features in Czech. His teaching-related research interests are centred around the use of technologies in language learning and teaching in Higher Education.

Neil Bermel is Professor of Russian and Slavonic Studies at the School of Languages and Cultures. His research has centred on variation in grammar and form in Czech and Russian. Currently it has two major strands: ways of evaluating variation in language, including the use of questionnaires, tests and corpora; and the study of the processes of formal and informal regulation of language. He maintains an interest in contemporary Czech literature, having translated two novels by the Czech author Pavel Kohout, a volume of short stories by Daniela Fischerová, and Helga’s Diary, an autobiographical account by Holocaust survivor Helga Weiss. The presenters have collaboratively run a series of student engagement projects including work with a Czech castle, translating wartime diaries, and subtitling.
Nigel Russell (University of Sheffield)

Reshaping the HE programme: equipping learners for life

Higher education institutions in the UK are redirecting their thinking on the delivery of their offer to learners from a suite of modules, individual packages of teaching and assessment, towards a more holistic programme which goes beyond the walls of the classroom. This presents a significant challenge to the programme developer: how to ensure learners are supported in the best possible ways to achieve what it is they are to learn? In developing this, consideration should be paid to the skills it is that graduates should acquire, and how teachers can help them achieve those skills through the development of the programme. This paper will look at a number of frameworks and ideas that will help the programme leader think about the programmes they are designing from the learner's perspective and to build programmes that develop skills for life of which the subject content is a part.

Dr Nigel Russell PFHEA is Team Leader of the Professional Development Managers for Learning and Teaching in Learning and Teaching Services at The University of Sheffield, and a Higher Education Academy Associate. He is Programme Director for the Postgraduate Certificate in Learning and Teaching, Director of the Learning and Teaching Professional Recognition Scheme which enables colleagues to obtain HEA fellowships through internally accredited pathways, administers the university's Senate Award Scheme for Excellence in Learning and Teaching, and works with faculties, departments and individuals on matters relating to learning and teaching. Based in New Spring House he may be contacted on extension 22474 or by email: n.russell@sheffield.ac.uk (profile at http://www.sheffield.ac.uk/lets/cpd/nvrussell)

Session 3 - Employment and enterprise

Chair: Sara Pates (University of Sheffield Enterprise)

Andreana Drencheva (University of Sheffield)

Universities: Active participants in the social entrepreneurship ecosystem

In a world of grand societal challenges, the role of social entrepreneurship is increasingly becoming more important. Social entrepreneurship is the process of harnessing the creativity, efficiency, and viability of commercial means to catalyse social change, such as improving human and environmental development. While social ventures can catalyse positive social change, establishing and scaling such organisations is highly uncertain. Thus, vibrant social entrepreneurship ecosystems — the social and economic environments (i.e. culture, human capital, markets, finance, support, and policy) that enable socially entrepreneurial activity to thrive — are essential. Drawing on diverse examples from the University of Sheffield, in this presentation I propose that universities can make social entrepreneurship and intrapreneurship mainstream by actively participating in all areas of their local social entrepreneurship ecosystems. I examine the benefits such active participation has for diverse learners (i.e. widening participation, collaborative problem solving, employability, active citizenship, empathy), academics (i.e. opportunities to co-create research), and communities (i.e. enhanced capacity, vibrant ecosystems). The presentation will include reflections on the challenges of active participation in relation to ethics, community cohesion, internationalisation, and resources. By systematically considering how universities can actively participate in social entrepreneurship ecosystems, this presentation offers reflections and insights into 1.) the role of universities in modern society, 2.) universities’ relationships with learners, communities, and organisations, and 3.) the blurring boundaries between research, teaching, and activism.

Dr Andreana Drencheva is a Lecturer in Entrepreneurship at the University of Sheffield. Her research focuses on entrepreneurship as a social process with social outcomes and foundations in human action. She aims to challenge individuals and organisations to grow by designing learning and development experiences that are evidence-based, flexible, tailored, and actionable. She collaborates with different incubators, accelerators, and foundations to co-create services, programmes, and tools to support potential and early stage entrepreneurs, especially social and youth entrepreneurs.
Recent research suggests a variety of relationships between engaged learning and employability and graduate outcomes. For example, students who undertake a career planning module with a work placement element were 40% more likely to be in graduate employment (HECSU, 2017). The Careers Service aims to work collaboratively across the University to develop a community and culture where students are enabled to build an awareness of their skills and attributes, allowing them to define and achieve success; whether that is through their degree programme, a placement, a graduate job and throughout their whole career. This paper will examine current models of engaged learning at the University of Sheffield that aim to support student employability and improve graduate outcomes, as well as supporting employer objectives. Examples include Futures First, a Management School L1 compulsory module, and Careers for Biologists, an APS L2 compulsory module. Both modules include reflection on skills and learning and are co-produced by Careers Service and academic staff, as well as including input from employers and alumni. This paper will also offer an opportunity to explore how different models and modes of delivery can support student employability across a variety of disciplines within and beyond the degree programme, and will open a dialogue for creative approaches to future co-production with a variety of partners.

Dr Claire Conway is Assistant Head of the Careers Service where she manages the Careers Adviser team; leads on specific initiatives to support flexible and digital learning and students from our range of diverse and global backgrounds; and works with academic and professional staff to support curriculum integration of employability. Prior to her current role Claire was Careers Adviser for Researchers and Learning Associate at the University of Oxford; has supported careers, placements and teaching in both UK and international universities; and completed a PhD in Psychology at the University of Aberdeen.

Katy Gregg and Owen Radford-Lloyd (University of Leeds)

Student placements in schools - what counts as success?

The University of Leeds Students into Schools programme offers students the opportunity to combine a period of classroom engagement with the academic exploration of their subject within the school curriculum, enhanced by a package of skills development workshops delivered by teaching professionals that cover elements such as behaviour management, special educational needs and restorative practice. Student engagement is promoted throughout the scheme through discussion groups, individual learning logs that encourage critical reflection of skills and personal development, and networking opportunities with education professionals. Using this scheme as a starting point, the workshop investigates the effectiveness of using local school placement modules as a method by which Higher Education institutions enhance student engagement and collaborative learning within communities. The session will explore the impact of such modules on academic achievement, student skills development and career attitudes; it will also consider the effectiveness of the scheme in supporting teaching, learning and aspiration-raising in schools. Delegates will be invited to discuss the opportunities and limitations in evaluating a programme of this nature, and the broader value of modules that embed a placement element within academic frameworks, through considering the question ‘what counts as success?’

Owen is Students into Schools Officer at the University of Leeds and has over 10 years’ experience of coordinating student placements in local schools, including management of the University’s school placement module programme.

Katy is the Students into Schools Assistant and is responsible for the general administration of the scheme and for supporting student-led societies to deliver extra-curricular activities in schools. She’s been in this role for 2 years and has worked for a further 3 years co-ordinating support for students with disabilities.
Session 4 - Global challenges

Bland Tomkinson, Rosemary Tomkinson, Helen Dobson and Veronica Sanchez Romaguera
(University of Manchester)

Engaging with global societal challenges

This presentation will cover the evolution of a series of course units arising from an initial “ultimate challenge” for universities to make themselves relevant to the solution or amelioration of global societal problems. The initial approach was one of inter-disciplinary problem-based challenges based on real issues identified by individuals from within and outside the university. These largely featured problems of sustainability, taken in a very broad sense, but later extended to include issues of, for example, ethics, entrepreneurship and humanitarian aid. The concept of wicked problems underlies most of these scenarios. The evolution of these units, over a period of fifteen years, has been paralleled by considerable evaluation, much of which has already been reported. This case study will outline the ways in which the series of units has evolved and look at their impact on graduate skills, including employment-related skills. From an undergraduate course unit, the idea has moved into postgraduate study and also transferred between universities – including an interdisciplinary Masters-level Summer School held in Finland. The concept has also been explored in blended format with online elements and this suggests that fully online, even international, units could be possible. The case study will cover not just the evolution of this family of units but also the challenges that have faced both advancing the overlying concept and also extending the approach to wider audiences. It will also touch upon the issues of assessing students and of evaluating the approach.

Bland Tomkinson Is a Visiting Lecturer in the Schools of Mechanical Aerospace and Civil Engineering and of Materials at the University of Manchester, having retired from the post of University Adviser on Pedagogic Development. He supervises postgraduate students in project management and international fashion management. He has contributed widely to journals, books and international conferences and is currently Associate Editor of HERD and Co-Editor of IETI. His research interests include: teaching and learning across cultures; the effectiveness of embedding employability skills in graduates; problem-based, including through the use of online technologies and; assessment and marking, notably of dissertations and portfolios.

Rosemary Tomkinson is Academic Support, Teaching Innovation and Development Adviser in the Faculty of Science and Engineering at the University of Manchester with responsibility for the training and assessment of academic staff and for the encouragement of innovative curricula. She has qualifications in education, mentoring and counselling and is an Honorary Senior Lecturer. Rosemary ran the UMIST Postgraduate Certificate in Teaching Science and Engineering in English, sponsored by the Chinese Government. She has written a number of professional reports and academic articles and produced training videos, as well as having contributed to conferences and workshops in the UK and overseas.

Helen Dobson has led a range of teaching and learning initiatives on the theme of sustainable development since 2000, for the University of Manchester (formerly UMIST) and is currently a Lecturer in the School of Mechanical, Aerospace and Civil Engineering. Helen moved into Higher Education from the chemical industry, where she was engaged in environmental management and engineering. As a graduate in Chemical Engineering with Environmental Technology, Helen has maintained a strong interest in environmental management and sustainability and her research interests comprise pedagogic developments in this field.

Veronica Sanchez-Romaguera is currently a Lecturer in Enterprise and Sustainability at the Alliance Manchester Business School. Her background is as a researcher in the university’s Organic Materials Innovation Centre. Veronica also has experience of technology development in industry as Senior Scientist for Nanoco Technologies. In 2015, she was part of the team that received the ‘Making a Difference Award for Social Responsibility’, a commendation award by The University of Manchester for an outstanding contribution and dedication to integrate Environmental, Economic, Social and Ethical Sustainability in the university curriculum.
Marcellus Mbah and Charles Fonchingong (Canterbury Christ Church University)
*Forging a university-aided indigenous community education policy: village elders, informal education and social development in Cameroon*

Nation building in Africa requires a rethink and striking a balance between traditional and modern institutions within a framework of interconnectedness. Village elders for instance engender social resilience and pivotal assets in community development transactions via indigenousness which has been advanced as a pathway to empowerment for 'marginalized' communities (Ndahinda, 2011). This paper unpicks the role and instrumentality of the university and community stakeholders in contemporary social development. The conceptual ideas of asset-based approaches, indigenous knowledge, social capital and its connections to poverty alleviation (Eversole et al. 2005) form the rational that underpins this paper. The study took place in one discrete location in Cameroon, the Southwest region which is one of two English speaking regions hosting a state Anglo-Saxon university. Semi structured interviews with university and local stakeholders addressed the following questions: What informal/indigenous strategies are deployed by local community stakeholders for social development? Are there challenges in indigenous strategies towards social development and how can the university’s capacity be helpful in addressing these for sustainability? Findings that resulted from a comprehensive data analysis suggested that as the need for social change is inevitable, interventions can anchor on embedding indigenous knowledge in community driven development and service learning agendas of the University through a framework of trust and recognition of knowledge capacities of local people. The paper will also uncover the challenges with indigenous knowledge and higher education mechanisms for aiding relevant social policy drives, matched with positive outcomes on community development at micro-levels.

Dr Mbah is research fellow in the Centre for Excellence in Learning at Bournemouth University. His research interests touch on the overarching themes of Education for Sustainable Development, Graduate Employability, Widening Participation and University Community Engagement.

Dr Fonchingong is a senior lecturer in the School of Public Health, Midwifery and Social Work at Canterbury Christ Church University. He has served as a consultant to the United Nations Research Institute for Social Development and CODESRIA, providing research on social welfare in Africa.
Session 5 - Workshop: The challenges of interdisciplinarity
Amanda Crawley Jackson, Alastair Buckley and Tim Allen (University of Sheffield)

Academic tensions that arise from interdisciplinary teaching using real world problems

There is a lot of potential for breaking down disciplinary and departmental boundaries to provide university level learning experiences that explore some of the complex and wicked problems of our current world. It's right to explore these global issues in such a way because, typically, the issues cannot satisfactorily be addressed by lone disciplines or indeed lone individuals. The potential for university led learning arises because these issues of global futures are often the ones being actively researched. And very often the research approaches are interdisciplinary themselves – forming a perfect scaffold for learning through interdisciplinary collaboration. While such an approach might be seen as the utopian future of modern higher education it is not without significant challenge. In this paper we take an uncredited institutional level 2 module focused on the global issues of a human population of 10 billion (by around 2060) as a case study and we explore some of the ontological and practical issues with such a programme.

First we will look at tensions that occur from inherently different world views of different disciplines: What, for science, technology, medicine and engineering subjects is seen as a “problem” to be “solved”, is an issue to be debated, critiqued and problematized for the arts and humanities. We'll explore and discuss this tension through our own experiences of programme development that involved a team of educators from different backgrounds and disciplines.

Our second case study will relate to activism and whether to actively encourage it as part of the programme. While there is a strong desire from students to be led into activism; they often look to academics for call to arms against global issues, there is a tension (linked to the first discussion point above) where such a call to arms often oversimplifies the issues, something university learning should not aspire to. We'll take case studies from the 10bn programme as well as wider student voices from the Sheffield Students' Union Sustainability Officer to explore and discuss this issue.
Session 6 - The student experience
Antony Williams, Lorraine Campbell, Penny Fogg, and Victoria Lewis (University of Sheffield)

Real world research: student/teacher experiences of delivering small-scale research projects

The presentation will explore the tensions of meeting the expectations of the outside commissioner of 3 small scale research projects whilst ensuring students engage in meaningful research and work towards learning objectives that support their development. The project work discussed was developed as part of the DEdCPsy programme in the School of Education. The projects required students to work in groups of 5 to plan and then conduct a small scale research project based within schools. The group were also required to report their findings to the commissioner and complete university academic submissions that were assessed as part of their programme of study. We aim to outline the projects facilitated early in this academic year 2016-17, with both student and tutor reflections on the engaged learning and the impact of the small scale projects for commissioners, students and general programme development.

Dr Lorraine Campbell’s particular research interests are in relation to cognitive and developmental psychology and in the use of mixed and quantitative research methods. In the past this has focused upon children’s developing understanding of mind, but her cognitive interests have been extended in to more practice related issues around learning, such as reading comprehension, pedagogical approaches to teaching literacy, meta-cognition, motivation, problem solving and teacher-learner and environmental interactions. Research has also explored frameworks for supporting children’s resilience and in relation to teacher confidence in supporting children’s language skills.

Dr Penny Fogg’s interests are around narrative methods in Educational Psychology, the use of narrative in research, the boundaries between theory and practice and the everyday complexities of applying psychology in a social context. Within these broad interests my research has focussed on how Educational Psychology might claim and demonstrate an emancipatory purpose, through assessments and interventions that focus explicitly upon collaborative consciousness raising and advocacy. I am interested in how the ‘therapeutic’ purpose might be played out in this way within the contexts within which Educational Psychologists work, with parents and in schools. In particular I am experienced in working with parents to improve their relationships with their children and with adults in schools supporting children who have experienced relationship trauma.

Dr Antony Williams’s research interests are focused in areas of critical psychology and psychoanalytic concepts and theory. To date his research has focused on contributing to the concept of a critical educational psychology. Related areas of interest include group dynamics, conceptions of mental health and emotional wellbeing, case study research and the use of reflexive and interpretative research methods.

Dr Victoria Lewis has research interests which include consultation, collaborative and strengths based discourse, the study of systems and organisational level work, social inclusion and for formulating of ‘Critical’ Educational Psychology.
For the past two years the Centre for Freedom of the Media (CFOM), based at the Department of Journalism Studies, has carried out a student case study project as part of our annual International Journalism Week. The project is designed as "teamwork" challenge between students, whom we task with investigating journalism safety and physical and political constraints on reporting in countries and different regions of the world. With support from CFOM's curriculum leader (Dr. Lada Price) and funding from the UoS PVC L&T fund for enhancement, 18 UG and MA journalism students who took part in the case study project in 2016, are currently conducting independent research aimed at developing a free online database of learning resource on safety of journalists worldwide. The database will hold a variety of learning resources covering a large number of countries, organised and curated entirely by our student researchers. Our volunteer research group is divided into small teams gathering and analysing available data by developing and implementing their own research strategies and methods. Once the research is conducted the students will construct the database, which will be launched at an Engaged Learning Network event in June. This presentation will reflect on the project and its approach to 'co-production', where students are seen as the leading producers of knowledge on an important real-life topical issue that can have a significant impact on broadening understanding of journalism safety for current and future journalists in all parts of the world.

For the past three years Dr Lada Price has worked as a post-doctoral scholar and curriculum leader at the Centre for Freedom of the Media (CFOM), based at the Department of Journalism Studies at the University of Sheffield. This role has provided her with a number of valuable opportunities to get involved with an issue that she cares deeply about: improving the safety of journalists worldwide and mobilising efforts to combat impunity. Her research is focused primarily on media and journalistic practice in transitional democracies with a particular interest in post-communist media and journalism.
Session 7 - Reflections on practice
Sarah Humphreys and Lydia Bleasdale (University of Leeds)

'Just a 36 page form then?': Engaging with the realities of welfare law

The Welfare Rights Project is a partnership between University of Leeds School of Law and Leeds City Council’s Welfare Rights Unit. Undergraduate volunteers have, since October 2016, provided one-to-one support to individuals applying for Personal Independent Payments (PIP), a benefit which helps with the costs of long-term health conditions/disabilities for working age people. This paper examines the impact of the project on student volunteers and the local community, identifies successes and challenges of the pilot year of operation and suggests areas for development to enhance authentic learning. Recent changes to the benefits system have placed additional pressures on support agencies. The initial project impact on local communities can be measured in terms of client numbers and financial gains for benefit claimants. Further impacts are harder to quantify but student contribution frees up specialist Welfare Rights workers for more complex casework. Law students have developed personally, educationally and professionally through volunteering. They have gained soft skills such as client care as well as practical skills in handling complex information and effective written communication. Their volunteering role has required the practical application of statutory and case law and they have been able to contextualise Constitutional Law learning through seeing the impact of changes to benefits legislation on individual claimants. While students understand they are seeing 'the law in practice', challenges remain as to how to bring that learning back to their disciplinary study and longer-term ambitions. Future challenges include development of reflective practice, supporting personal research projects and broadening career options.

Sarah Humphreys is the Legal Advice Clinics Co-Ordinator at the University of Leeds School of Law, supporting students in clinical legal education volunteering opportunities in the local community. Sarah is currently seconded on a part-time basis to the Leeds Institute of Teaching Excellence (LITE), working with Lydia Bleasdale. Prior to joining the University, Sarah spent ten years working in Further Education with some of the hardest to reach adult learners, specialising in offender learning. She is particularly interested in improving access to education through addressing barriers to learning and chairs the Equality, Diversity and Inclusion committee for the School.

Lydia Bleasdale is an Associate Professor of Law at the University of Leeds. She has worked at the University for over ten years, primarily teaching criminal law/criminal justice, researching legal education, and directing the School of Law’s Legal Advice Clinics. Lydia is currently on a year-long secondment to the Leeds Institute of Teaching Excellence (LITE) with Sarah Humphreys, where they are researching undergraduate student resilience and how this might be supported through educational-based innovations.
Mia Gordon and Gillian Hipp (Hereford College of Art)

Creating theatre practitioners for the 21st Century

The presentation will examine how the new BA(Hons) in Performing Arts at Hereford College of Arts has been designed to address the needs of employers, the concerns of educationalists, government findings and the interests of the students themselves so that a unique, meaningful and flexible learning experience has been created. The BA has a deep focus on contemporary inter-disciplinary practice with students working with other HCA BA students, as well as professionals in industry and community, through collaborative projects. The key modules focusing on collaborative practice form the ‘spine’ to the whole degree with meaningful work experience running parallel. In addition, students set up their own company with a business advisor. In preparation for entering the world of work, equal emphasis is placed on written and verbal skills with students gaining the confidence and ability to pitch projects, handle presentations and be verbally equipped to debate persuasively and practice deep listening.

Another focus of the degree is bespoke education. We ‘awaken’ individuals in their own time through their own interests rather than ‘teach’ standardised classes. Therefore, students are able to create their pathways through the degree by their choice of activity: writing, directing, performing, choreographing etc. In addition, students self-select the companies with which they complete their two work placements at L4 and L5. At L6 the bespoke nature of the course is given with the dissertation module; students can undertake written or practical research. As the first L4 cohort completes its cycle, we will also reflect upon what lessons have been learned and what modifications have been planned.

Mia Gordon: I am joint course leader for the BA (hons) in Performing Arts at Hereford College of Arts and a part time lecturer at Worcester University. My background is in professional theatre practice (as a writer and director), applied drama (working in prisons, museums and various community projects) and educational theory. I taught in Further Education for many years completing a PGCE in post compulsory education, a L5 Diploma in Coaching and Mentoring and a L5 Diploma in Management Studies. My research interests are curriculum design (including digital assessment), facilitating creativity, and inspiring learning through inter-disciplinary collaborative projects.

Gillian Hipp: I am a Dance and Movement practitioner and researcher. I have been working in Further and Higher Education for over 16 years, since completing my BSc( Hons) Business and Dance, followed by an MA in Dance Movement Therapy at Roehampton University. I currently share the Course leadership for the BA (Hons) Performing Arts at Hereford College of Arts; a course I designed and wrote in collaboration with Dr. Gordon. My interests lie in movement analysis, embodied and experiential learning. I am currently completing my PhD at the University of Worcester.
How to encourage self-learning, peer learning, and students as producers: a case study on clinical legal education at the University of Sheffield

This presentation will use two of the School of Law’s pro bono legal clinics, FreeLaw and CommLaw to demonstrate the benefits and challenges of engaged learning, in the following forms:

- students as producers through the generation of learning resources;
- peer to peer learning through our group leader structures which provide continuity, mentoring and leadership throughout all student cohorts represented within the projects; and
- self-learning, through developing professional legal skills and, for students taking our associated Pro Bono Module, research skills and reflection on their portfolio.

The presentation will demonstrate the sense of ownership that students can achieve through Clinical Legal Education. We will also discuss our techniques for managing risk. Our experience includes collaboration on curricular and extra-curricular activities with internal partners such as University of Sheffield Enterprise and external partners such as the Personal Support Unit, a charity for people facing court alone, and Business Sheffield, the business facing arm of Sheffield City Council. Therefore, this presentation provides clear evidence of the benefits of engaged learning, through the use of Clinical legal education and interaction with both partners and with the community in need of legal advice and support.

Gareth Bramley: I qualified as a solicitor in 2005 and joined the School of Law in September 2011. I now teach full time on the Civil Litigation, Commercial Law and Solicitors Accounts modules on the LPC; on the Commercial Law and the Law of Restitution modules at undergraduate level; on the International Business Transactions at Masters Level; and on the Company Law module on the GDL.

Louise Glover: My main responsibilities relate to improving the employability and skills of students as well as teaching. I provide specialised careers advice to Legal Practice Course, Graduate Diploma in Law and other post-graduate students as well as those final year undergraduates who wish to pursue a career in the legal profession.

Gillian Hutchens: I have overall responsibility for the quality of the student experience in Sheffield Freelaw Clinic; and maintaining high standards of advice for clients of Sheffield Freelaw Clinic. I manage and supervise a team of students Sheffield Freelaw Clinic, providing effective mechanisms of oversight of legal advice given by Sheffield Freelaw Clinic.
Session 8 - Modes of public engagement

Chair: Amy Ryall (External Engagement Project Manager, University of Sheffield)

Bronwin Patrickson (University of Leeds)
Mobilising the public imaginary

As mobile phones become more powerful they offer useful outreach tools. Enriched with environmental awareness devices and GPS enabled data-scapes, mobile phone applications can be designed as strategic interventions. Educational mobile applications include participatory mapping projects, location based history exchange networks, geotagged public rhetoric dialogues and playful activities designed to transform urban streetscapes into discovery zones. In this paper I survey the ways that mobile applications have been used to promote educational and civic engagement. By comparing a range of relatively recent educational applications like the flora identifier Leafsnap with earlier works created by experimental locative artists, such as Mapping the Commons (2010) which sought to map commonalities of life in Athens, or the free iphone application WalkSpace that allows users to recreate Bloom’s walks from James Joyce’s novel Ullyses in alternate destinations around the world, I consider the ways that designers and users alike have been navigating the opportunities (e.g. context awareness/situated learning, collaborative and social engagement) and challenges (e.g. equal access, technical confidence and the ethics of ubiquitous/everywhere engagement) posed by these sorts of tools. By applying the PCARD model (That links learning to a combination of play, curricular activity, reflection and discussion) to the context of locative engagement I argue that educational outreach can emerge from even the most seemingly light-hearted mobile applications. References Foster, A. and Shah, M., 2015. The play curricular activity reflection discussion model for game-based learning. Journal of Research on Technology in Education, 47(2), pp.71-88.

Dr Bronwin Patrickson is Teaching Enhancement Project Leader, Leeds Institute of Teaching Excellence, University of Leeds. Bronwin is leading a teaching innovation research project that aims to advance the use of mobile writing tools. She has also developed and teaches modules in Travel Writing and New Media Technologies at the University of Leeds. Her research explores game-based learning and social, humanist interaction design. Her recent work examines the use of mobile tools in the emerging, hybrid playful and increasingly ubiquitous systematic ecologies that straddle the borders of play, sociality and drama. She has a Ph.D. in interactive media from Macquarie University in Sydney, Australia.
As King and Rivett have pointed out, the most successful and productive public engagement initiatives from universities are ones that do not adopt a patriarchal, top-down approach in knowledge distribution, but are inspired and impacted by the communities with whom they are working. This, in turn, allows for these outcomes to be integrated into academic teaching, prompting representation of both the communities involved and the methodological benefits and difficulties of the project within the academy. Frequently, however, this mutually-reinforcing system fails to integrate or represent either the project scholar or the community with whom they are working. With moves being made to integrate ‘impact’ into key proponents of funding awards, universities outwardly value public engagement scholarship more than ever, yet there remains difficulties in integrating definitions of ‘old’ and ‘new’ scholarship, and representing and valuing those who both do the academic work, and those with whom they work outside of the academy. Through recent community heritage projects in Tinsley (2013 – 2018) at the University of Sheffield, we have attempted to remedy these difficulties – with some successes and some difficulties. This paper will explore themes of representation and integration of the public engagement academic and the communities with university syllabi, research and funding bids, exploring key ideas and challenges of ‘co-production’ and looking at the responsibilities of academic departments to their staff as well as their local communities.

Dr Elizabeth Goodwin graduated with her PhD in January 2017. Throughout her time at the University of Sheffield, she has been actively involved in a wide range of public engagement and heritage outreach projects; she worked as a research assistant on the Tinsley Court Rolls Project, as schools and outreach facilitator on the Witness oral history project, and as contributor to events such as the Festival of the Arts and Humanities. In December 2016, she was a key contributor to BBC Radio 3’s Free Thinking series on the Reformation, to be aired later this year.

Laura Alston is a second year PhD History student in Emotion History and the Eighteenth Century. She has been working freelance as a heritage consultant and researcher in Sheffield for over 2 years. Her past community heritage work includes the Tinsley Court Rolls Project, The Before the Smoke History Festival and Voices of the First World War Project for Sheffield Cathedral and Community Covenant. She currently work with Kidology Community Interest Company and history societies in NE Derbyshire on the stories of the Stokers from the area who took part in WWI and work on ‘Rural Tinsley’ as an extension of the Tinsley Project.

Sally Rodgers, MA, BA (Hons) is the Community Heritage Manager at Heeley City Farm. She has been running community heritage projects from here since 2008. She has been working in Tinsley since 2013, first on the HLF funded ‘Exploring Tinsley Manor’ Project in partnership with Wessex Archaeology and Tinsley Meadows Primary Academy. The Arts Enterprise Funded ‘Tinsley's Court Rolls’ project, a Graveyard Survey of St Lawrence Church Tinsley, work on Tinsley’s Bronze Age Boat and other small projects developed during the initial 3 year HLF project. When ‘Exploring Tinsley Manor’ came to an end she successfully wrote the HLF funded ‘Tinsley Time and Travel’ Project which began in January 2017.
Engaged learning opportunities can enrich subject knowledge and provide students with the opportunity to apply learning from their course. However, they also generate a host of other outcomes many of which might not be assessed as part of the course. These outcomes could include:

- how to extract meaning from experience;
  - about a specific community, population, geography;
  - about expectations, quality, negotiation, client relationships;
  - about self, society and context;
  - about collaborative working.

In this workshop we will present a tool for thinking about how these other outcomes could be incorporated as part of the assessment of student learning. The content will include a set of suggested assessment criteria targeted at Honours/SEEC level 6. Developed in 2011 by the NCCPE as part of the vinspired students programme, we’re keen to revisit this work, invite critique and to invite conference participants to share examples and challenges from their own practice.

David Owen is a consultant and NCCPE associate specialising public engagement and systems approaches to managing change. He has over ten years’ experience working with Universities to embed public engagement in research and teaching. For more information, visit: www.gurukula.co.uk
Session 9 - Meaningful co-production (Workroom 2, Diamond)

Paper: Janet Harris (University of Sheffield)
Co-producing What? - and Why?

This paper will reflect on the tensions of constructing a vision together when you are tied to funding and production cycles, how people have interpreted and responded to this challenge in academic/community partnerships, and how the process differs from the ‘idiot guides’. This paper will also question why the work of ‘doing’ together - interacting and creating through relationships - is not considered an ‘output’.

I worked as a health care provider in Canada and England for eight years after obtaining my Bachelors degree. After completing a Masters in Community Organization, Management & Planning I moved into public health, working as a public health manager and commissioner in the United States for ten years. After returning to England in 1992, I helped to set up the Department of Health Policy and Public Health at the University of Hull, and moved on to direct the Masters and DPhil programmes in Evidence Based Health Care at Oxford University. In 2007, I went to Norway to establish a new Masters in Evidence Based Practice. I joined ScHARR in October 2009 to direct the Masters in International Public Health Management and Leadership.

Workshop: Kate Pahl (University of Sheffield) and Vicky Ward (Community partner)
Critical approaches to co-production: what does it take to do meaningful co-production?

We present some emerging thoughts from a co-productive project called 'Taking Yourselves Seriously: Artistic methodologies for social cohesion.' In this project, a group of people, including artists, community activists and university workers, practitioners and teachers, are working together to consider ways in which social cohesion methodologies can be developed through artistic methodologies. In one of the projects we are working with a school to co-produce a research project that looks at artistic methodologies, including visual art, poetry and music to support young people’s expertise and to help them explore their identities. We will do this by looking at concepts such as failure together with repositioning the notion of what expertise is. In co-producing with a school issues have been raised about who knows best and who are the experts in the room. In this workshop we take people through the experience of co-producing together, and think about what it takes to work meaningfully together. We consider issues such as the importance of time, critical reflection and a de-centering of academic practice to consider ‘other’ kinds of expertise. Our aim is to surface some of the experiences we are having on the 'Taking Yourselves Seriously' project within the workshop. Present within the workshop will be people from the ‘Critical Thinking Group’ that works to engage the project team with a reflective process of thinking about the ways in which the project works. We will also be joined by some of the people working within the project.

Vicky Ward is a qualified social worker and community educator, and has worked in the voluntary sector and with local communities for 20-years. She lives and works in Sheffield and currently runs a small community arts based organisation that uses the creative arts and digital media to facilitate social inclusion and enable more marginalised members of our communities to have an increased voice, especially on the social issues that affect their lives. Vicky is part of the critical thinking group in the Taking Yourself Seriously Project.

Professor Kate Pahl works at the University of Sheffield, School of Education. At the moment she is working on an AHRC follow on project called 'Taking Yourselves Seriously'. In this project, artists, community workers, and the Association for Voluntary and Community researchers (ARVAC) are working together to think about arts methodologies for social cohesion. Kate is also the Principle Investigator of the ‘Imagine’ project which looks at the social, historical, cultural and democratic context of civic engagement.
Session 10 - Health and social accountability

Joanne Thompson (University of Sheffield) and Hannah Hall (Cancer Information and Support Centre)

What does social accountability do for community organisations?

Background Community placements aim to provide medical students with meaningful experiential learning opportunities around social determinants of health, health inequalities and social injustice. This research aims to develop an understanding of the impact of hosting medical students and to consider the relationship between The Medical School/The University and community organisations. Placements were designed in collaboration with a diverse range of partners aimed to benefit their organisation in some tangible way. Methods Over 2 years, approximately 80 organisations across South Yorkshire have hosted 437 medical students working on a range of activities determined by the organisation. Evaluation of impact of these activities on the community organisations was explored through in-depth focus groups adopting an Appreciative Inquiry methodological approach. This strengths-based approach enables asking questions and envisioning the future in-order to foster positive relationships and build on the present potential of a given person, organisation or situation. Results Tangible benefits for organisations appear to relate to setting expectations and realistic outcomes. Preliminary key themes include an enhanced motivation to host students, busting stereotypes of medics and developing effective partnership working, both with future doctors and the University. The group discussions are stimulating and generate further ideas, however, attendance is a challenge despite meetings being in the evenings. Discussion The large scale implementation of this type of placement is labour intensive, and requires sensitive and careful support and planning to empower both organisations and students. Nevertheless, this approach has facilitated positive, honest, open discussions which we argue is a valuable way to developing partnerships and researching impact.

Joanne Thompson: I started working for the University of Sheffield in August 1998 as a Research Associate and was promoted to Research Fellow in 2004. In 2004 I qualified as a counsellor and in 2010 I was awarded my PhD in the Psychosocial impact of breast cancer for patients and their partners approaching discharge from routine hospital follow-up. In 2014 I became Co-Director of Studies for Phase 2a/b and theme lead for Student Selected Components of the MBChB program. My research activities focus on Social Accountability, cancer survivorship and the management of children with long term conditions.

Sanchika Campbell and Stephanie Beards (Kings College London)

Engaging young people in community health research: the Research Methods in Schools Education (RISE) project

Youth participatory action research (YPAR) and Widening Participation (WP) schemes have the potential to improve educational aspirations in young people from less privileged backgrounds. While there are some examples of YPAR projects in co-producing research, very few have assessed their impact on educational aspiration, civic participation, and self-esteem. Research methods in School Education (RISE) is a pilot educational intervention conducted in a Sixth-Form college with a high representation of disadvantaged and ethnic minority pupils. The series of workshops introduced students to health inequalities research using local data, research design and ethics. Fourteen students applied this knowledge and reflected on their own interests and experiences to design research projects in small groups. Using a YPAR framework, students contributed to co-producing and improving the RISE educational intervention. Feedback and reflection data were collected throughout as part of co-producing and evaluating the intervention. We assessed the contribution of the intervention towards increasing students’ awareness of community health issues; and, its impact on students’ educational/career aspirations, self-esteem, and their civic participation. We share reflections and key learning points on the process of co-producing RISE from the perspectives of students, researchers and teachers. Our findings highlight the rich learning experience and empowerment of young people – not only in their future aspirations and confidence, but also their voice on community health issues and how educational interventions can be shaped to better inspire future students.
Sanchika Campbell is a Research Assistant for the Integrating Mental and Physical health: Research, Training and Services (IMPARTS) project at the Institute of Psychiatry, Psychology & Neuroscience (IoPPN), King’s College London (KCL). She is also part of the Health Inequalities Research Network (HERON) and has previously worked for the South East London Community Health study (SELCoH) at the IoPPN. Sanchika has a psychology degree from University College London and an MSc in Mental Health Services and Population Research from KCL. Sanchika is interested in challenging health inequalities through participatory action research and integrating healthcare approaches.

Dr Stephanie Beards is a Postdoctoral Research Associate in the Society and Mental Health Research Group at the Institute of Psychiatry, Psychology & Neuroscience, King’s College London. She works on the REACH study - an accelerated cohort study of youth mental health, and leads on the public engagement aspects of the project. Stephanie has a Psychology degree from the University of Reading, an MSc in Psychiatric Research, and a PhD in Health Services and Population Research from King’s College London funded by a competitive ESRC studentship. Stephanie’s research focuses on social determinants of first-episode psychosis and youth mental health outcomes.

Emma McKenzie (York St John) and Lucy Coleman (Converge)

A case study of converge: a partnership between a university and health provider

This paper will outline Converge, a partnership between York St John University and Tees, Esk and Wear Valleys NHS Trust, which started in 2008 as a response to the growing mental health crisis in the UK. Offering a growing range of courses, Converge aims to work with mental health service users as students in an educational environment, simultaneously giving university students and staff opportunities to meet and work alongside them. In the academic year 2015-16, 290 people (140 individuals) completed courses, and 85 university students were involved in delivery and the support of participants. We will focus on three ways in which Converge aims to connect with the local York community through engaged learning. Firstly, by opening up the traditionally exclusive space of a university to resist the marginalisation and social exclusion often experienced by mental health service users. Secondly, by offering York St John students the opportunity to work with, and learn from, people with experience of mental health problems; and thirdly, by approaching the initiative as a collaborative learning journey in which all stakeholders have a valued voice, an approach which has resulted in unanticipated developments such as Converge students leading courses, starting degrees and conducting research. This paper makes the case that Converge also serves as a model for how universities can stay relevant in the face of overwhelming change in higher education, by offering opportunities for accessible lifelong learning to local residents, and by creating real-world work experience that increases students’ employability.

Emma McKenzie is a Clinical Lead Occupational Therapist and the team leader for the Discovery Hub at Converge, a partnership project between Converge at York St John University and Tees, Esk and Wear Valleys NHS Foundation Trust. Emma has specialised in seeking out vocational opportunities to support recovery from mental health illness and in engaging the community in recovery focused work. Emma is also in the first year of a Creative Writing MA at YSJ University where she acts as the creative writing lead for the Converge programme.
Session 11 - Storying and oral histories

Workshop: Helen Cramlisk, Chrissy Bonham, Gaelle Slater (NHS), Kay Aitch (Independent artist), and Brendan Stone (University of Sheffield) Added value in lived experience in medical education: a co-produced masterclass using storying techniques

The workshop will describe a Masterclass run over 5 x 2 hour sessions for 4th year medical students called “In my own words: The Narrative History in Recovery”. For medical students, the workshop is part of their medical course. It is designed and run by people with lived experiences of mental ill health or distress and co delivered to people with lived experience of mental health problems. It is based around a concept of developing narrative which challenge the deficit based stories and using creative methods using “restorying” techniques to draw out a more positive narrative which aids recovery, growth and resilience. The experience of being taught by and with people with lived experience is novel to the students and challenges the dominant discourse within health, providing a living experience of coproduction.

Helen is lead for Psychiatry at the Academic Department of Medical Education, Sheffield University. She oversees educational placements and learning experiences for medical students to enhance their understanding of psychiatry, mental health, the principles of recovery and self-management. She has a particular interest in coproduction and recognising the elements within one’s own story which motivate and maintain continued resilience and compassion at work.

Chrissy has played a key role in developing the eight week Recovery Education Programme for Community Recovery Services at SHSC. This is a short term intervention which supports people who are grappling with mental health issues. Working with Kay Aitch, Chrissy has also developed a 6 week Narratives Masterclass for the University of Sheffield’s Medical School. She worked with fourth-year psychiatry students and used Storying techniques to help the students look beyond a mental health diagnosis and see the person behind the label.

Gaelle is a Consultant Psychiatrist who supported the development of the Masterclass on Narrative Recovery for medical students in association with colleagues at the Department of Medical Education. She is interested in supporting medical students to broaden their understanding of what it means to be a psychiatrist today and led a range of initiatives supported by the Royal College of Psychiatry including a shadowing opportunities to help medical students better understand the opportunities available today within psychiatry.

Kay is an artist who specialises in ‘creative observational drawing’ (recording events and people in ‘real-time’). She is experienced in leading creative and narrative workshops with marginalised individuals, and has worked extensively with people with mental health problems, including regularly running creativity events for the NHS in Sheffield as part of the Recovery Education Programme. She also works regularly with local social enterprises SYARTS and Recovery Enterprises.

Brendan is Director of Learning and Teaching (Outward Facing) at the University of Sheffield, and works with Sheffield Health and Social Care NHS Trust to lead development of approaches to service-user engagement in the region. He is a Senior Fellow of the Institute of Mental Health, and in 2016 was awarded the Excellence in Patient Experience Award by the NHS Yorkshire and Humber Leadership Academy in recognition of his work to improve mental health services.
Session 12 - The impact of engaged learning

Lee Crookes (University of Sheffield)
Achieving impact through engaged learning

One of the unfortunate consequences of the Research Excellence Framework has been the increasing tendency to exclusively equate ‘impact’ with research, leading to the neglect of the many positive impacts that are generated via engaged learning and teaching activities and practices. Drawing on the author’s experience of developing a long-term engaged learning project with a local community, this paper therefore calls for a broadening of notions of ‘impact’ to recognise and include, for example: the positive effects on students’ in terms of the development of their capacities for critical enquiry and reflective praxis; the building of trust with local communities and creating new possibilities for co-produced research and social innovation; immediate, practical benefits for local communities; and, finally, the less tangible impacts of increased institutional visibility within the locality. In making the case for such a reformulation, the paper argues that engaged learning is not simply concerned with advancing the university’s civic mission, important as that is, but, crucially, in a context where there is increasing emphasis on collaborative research, it is also a mechanism for building the long-term, reciprocal relationships with partners that will generate the grounded, inter-disciplinary research insights and workable solutions that are required to address the complex challenges that we collectively face. In this way, as Facer and Enright (2017) argue, engaged learning is central to the university’s research mission and the ongoing production of public knowledge.

I am a University Teacher in Urban Studies and Planning at the University of Sheffield. Having co-founded a University Senate Award-winning engaged learning project, I am committed to raising the profile and status of engaged learning within the University and the city-region as a vehicle for improving students’ learning experience and reconnecting the University to local communities via the formation of community-university partnerships.

Anita Walsh and Philip Powell (Birkbeck)
Impact through engaged learning: working with mode 2 knowledge and intrapreneurship

The Research Excellence Framework refers to two types of impact - instrumental impact through which research influences policy and practice development, the provision of service and change of behaviour, and conceptual impact, where research contributes to the understanding of policy issues and reframes debates. The role of teaching in enabling impact is not identified. On a small scale, Work-Based Learning (WBL) students frequently achieve such changes - working as practitioner researchers in their own organisations. Drawing on the concept of Gibbons et al’s ‘Mode 2 knowledge’ (transdisciplinary knowledge produced in the context of application) and using a practitioner researcher model, WBL students can be supported in undertaking applied contextual research. The development and application of research skills creates a high level of engagement for students from private, public and third sector organisations. Negotiating the context for their research helps move them from an ‘employee’ mindset to an intrapreneurial mindset, whereby they question, enquire and innovate. These notions are illustrated here in the context of Birkbeck, University of London, a unique institution that is research-intensive but with a lifelong learning focus in a metropolitan context. It delivers evening teaching to working students (76% of students work while studying), most of whom are mature. As in all HEIs, Birkbeck devotes considerable efforts to the REF, and to the issue of research impact. Yet the narrow focus linking impact with research overlooks other important ways through which an HEI may achieve impact - ways which are more immediate and which may directly benefit those outside the academy.

Dr Anita Walsh is Assistant Dean (Learning and Teaching) for the School of Business, Economics and Informatics, at Birkbeck, University of London. She is a UK National Teaching Fellow. Anita’s expertise is in the academic recognition of experiential work-based learning, and she has worked on a range of bespoke academic programmes.

Professor Philip Powell is Executive Dean of the School of Business, Economics and Informatics at Birkbeck, University of London, and is the College’s Pro Vice-Master for Enterprise and Innovation. He is an information systems researcher by background, and more recently he has contributed to research on higher education management.
Christopher Little (Keele University)

*The opportunity to express ourselves*: short and long term benefits of participation in an extracurricular undergraduate research conference

This workshop will detail an investigation into the short and long-term benefits of participation in an extra-curricular undergraduate research conference piloted at Keele University in the 2015/16 academic year. It will particularly focus on expectations and experiences of undergraduate students with regards to undergraduate research (UR) beyond assessment and the potential it has for significant student engagement in the institution, not just the programme of study. The conference to be detailed sought to deliver undergraduate research for undergraduate students and to empower undergraduate students as independent producers of knowledge. This presentation will detail the students who chose to attend and challenge preconceptions around who engage in such initiatives. As a result of engaging in the conference, students report a development of presentation and research skills and an increased interest in the disciplines of others and in academia in general as a result. This workshop will detail pedagogic literature surrounding UR and detail the benefits of enacting UR for both students and staff. By outlining the conference project, the pedagogical literature informing surrounding UR and a dialogic discussion of the benefits of UG research, a shared understanding of the benefits of UR with regards to developing an undergraduate research community will be developed.

Dr Chris Little works at Keele University as a Learning Developer and Teaching fellow within Keele’s Faculty of Medicine and Health Sciences. Chris began working at Keele in August 2013 and has previously held lecturing and support posts in both further and higher education. Chris has extensively studied post-compulsory education, teaching and learning and is a Fellow of the Higher Education Academy. Chris’s research interests include flipped learning, undergraduate research and social exclusion in British youth.

Dr Claire Gordon (London School of Economics)

University Challenge: The pressures on UK HE in the context of Brexit

Dr Claire Gordon is a teaching fellow in East European Politics at the London School of Economics. Her principal research interests are: EU eastward enlargement and the role of conditionality; European Neighbourhood Policy and the EU’s evolving relationship with the new eastern border-states; conflict management in post-communist states and role of international organisations; processes of democratisation in Central and Eastern Europe. Her recent research outputs have included *The university challenge: what would an Intelligent Brexit look like?* (2017) and a written submission to the House of Commons Select Committee on the impact of exiting the European Union on higher education (2016).