

Designing Learning Communities for All - an Overview of the QAA 'Belonging' Enhancement Mini Projects

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University.

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Designing Learning Communities For All. An Overview of the QAA 'Belonging' Enhancement Mini Projects

- **Belonging Projects: Myriad of student voices/interests.**
 - **Implications for supporting diversity - LTA/use of campus space/hearing and responding to less visible students.**

Year 1 Funded Projects:

- What Makes a 'Community of Staff and Students'? Developments in Criminology and Social Sciences - C. Haddows
- Belonging and the Online Learner: Listening to the Distant Voice - J. Brodie
- Feedback Moments - G. Donaldson and K. Sambell
- Belonging to Team Napier: Sports Clubs, Societies and the Student Experience - ENSA
- Design Studio Takeover: Space, Community and Belonging - P. Kerlaff

Example 'Big Read': University Community Building



**Staff and students working together
to encourage a sense of community and
belonging, transcends disciplines and year groups**

- Inclusive approach, which underpins the need to find better methods to reach students on their own terms.
- The value of taking risks, relinquishing power, and keeping on message – even when that message is hard to hear.
- Processes and outcomes of collaboration.
- Recommendations for how institutions can engage with students university-wide.

Year 2: Mini-Projects

Projects	Contact
Graphic Design Reading Room	P. Buwert
Worldwide Napier	S. Blanche
Lab Stars	F. Stewart
SEM Law Students	R. Whitecross
Men into Nursing	A. Waddington
Improvised Music	Z. Moir
Film Club	M. Victoria
Bloody Big Project (Part 1)	R. Cochrane/K. Macleod

Evaluation: Emerging Findings

- “We practice grammar by communicating... So we need a good sense of community... If it goes beyond my class, even better.” (Lecturer A)
- “The campus is challenging in terms of students being able to be there. A lot of the students travel in, they’re with us two days, the other days they’re working.” (Lecturer E)
- “It’s a kind of gardening process... it’s about creating the right environment for that community to flourish.” (Lecturer F)
- “The students, absolutely... If they’d see me sitting on my own in the refectory they’d say ‘Come and sit with us!’, it’s so sweet... and what these guys have achieved is flippin’ amazing!” (Lecturer E)

Year 3: Future Work

- A copy of *The Bones* focused on the Belonging Enhancement projects.
- A Sense of Belonging Workshop Day - October 2019/20.
- Continued evaluation of the belonging projects led by C. Haddow. University wide dissemination will follow.
- Additional funding may be utilised to support existing/new belonging projects in Year 3.
- Share findings at the next QAA Enhancement Theme Conference and other relevant external events/workshops.