

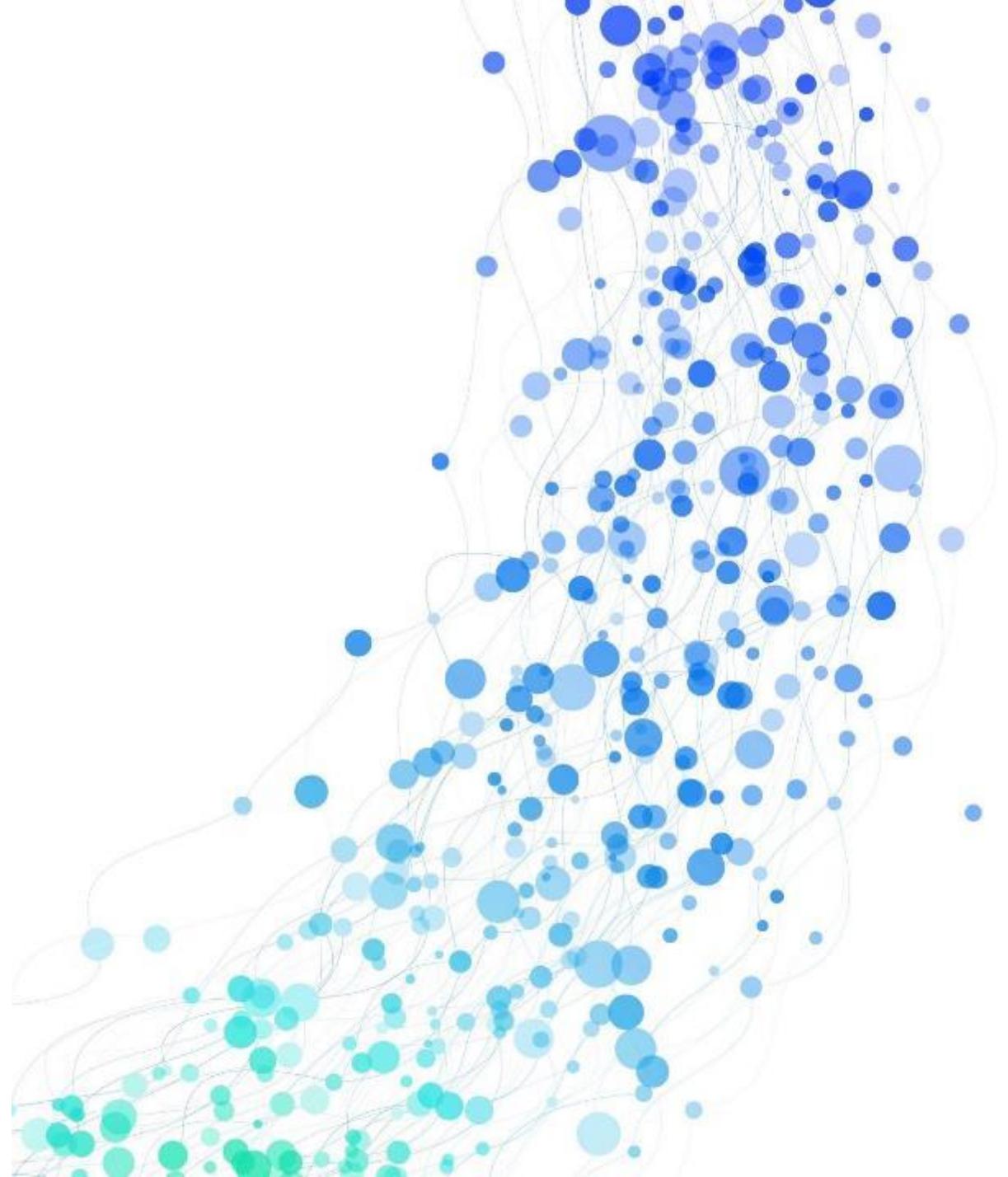
Building confidence, building belonging

Two examples from teaching Swedish

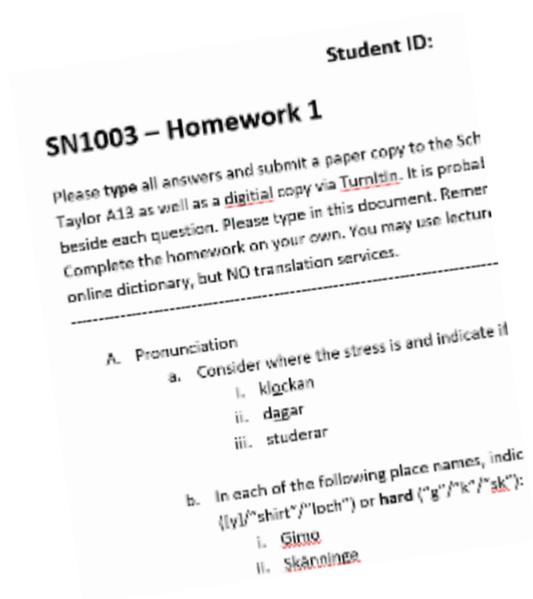
Anna Bokedal

Lecturer (Scholarship) in Swedish

LLMVC



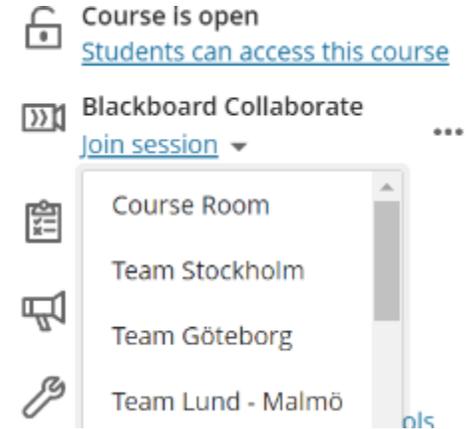
From individual language paper in Swedish to group presentations in English



Group presentation

- 4-5 members per team (tutor assigned)
- Guidance, information website (sweden.se)
- Team room in Collaborate (presenters by default)
- Deadline: Friday in teaching week 3!

- Create presentation on a Sweden-related topic
- Named slides, individual marks
- Peer report
- Kahoot question (MCQ) on own content
- Presentation in BB Team room, recording uploaded on course site



Presentations

- Team Stockholm: Music in Sweden
- Team Kiruna: Kiruna
- Team Lund - Malmö: Astrid Lindgren
- Team Uppsala: The Sami People of Sweden
- Team Göteborg: The Ice Hotel
- Team Visby: Swedes you should know, and why you should know them
- Team Umeå: Wellbeing in Sweden

How many heavy metal bands per capita can you find in Sweden?

For how many days per year does Kiruna experience the midnight sun?

Which country has the biggest Sami population?

At what age did Greta start protesting in front of the Swedish parliament?

Which member in the pop group ABBA was born in Norway?

What unique world championship takes place during the Kiruna snow festival?

The Kahoot! logo is displayed in white, bold, sans-serif font on a purple rectangular background.

Results



- Peer contact (WhatsApp, Messenger)
- Background knowledge to target language
- Kahoot -> watch all presentations
- The students love Kahoot 
- Experience in presenting online!



- Students probably did not much continue working in their teams

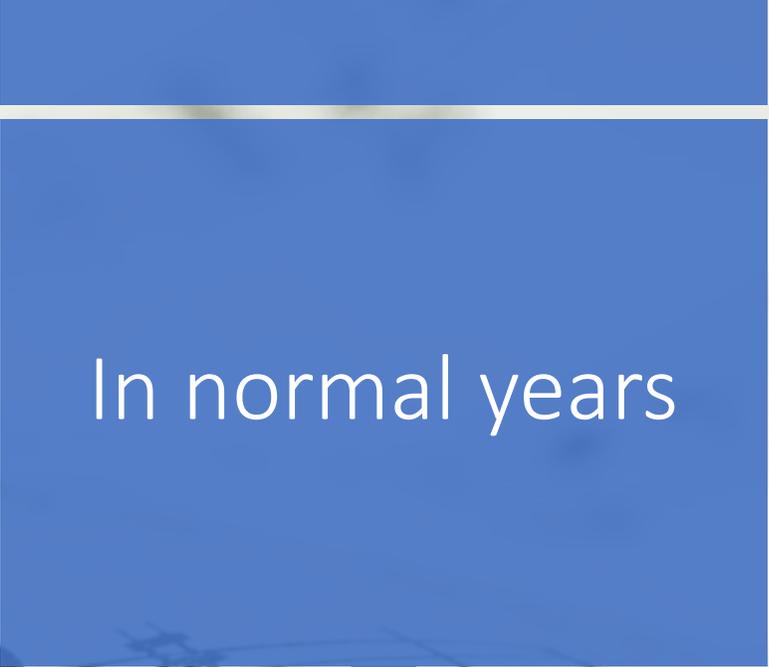
End of course reflection: Almost all students mentioned knowledge from (someone else's) presentation



Credits: Friluftsbym Höga Kusten/imagebank.sweden.se



Swedish 3: Lucia celebration
(surprise for 1st year students, by 2nd year students)
Message: Christmas is coming, the light is coming



In normal years

- Singing traditional songs by heart in Swedish
- Whole group, small group, solo, instrument
- Reading verses
- Not compulsory
- Social singing
- Good confidence practice: protected by the group, by the costume, by the dark...

This year



- Anticipation,
looking forward



- Very small group
- Separate
locations
- Internet lag!
- No confident
singers

Lucia in Aberdeen 2020

- Alternating song
- Everyone singing solo!
- Recorded for first year students
- Clear confidence growth
- Team building
- Very happy students
- (Very proud teacher)



It is possible to do challenging things when we...



Kai Stachowiak, [Public domain](#)

do it together

step by step

having fun

growing in confidence

The pandemic made both students and this lecturer try new things.

Links to the Lucia activity

Cultural tutorial 2019

- <https://youtu.be/tQdyjIKje9o>

A full programme (2016)

- <https://youtu.be/ZcL2j1M-xc8>

Lockdown Lucia 2020

- <https://youtu.be/IsVqI05kuK4>

Facilitating student engagement with the Blackboard Collaborate whiteboard tool

Dr Flora Gröning

Senior Lecturer in Anatomy



@Flora_Groening



f.groening@abdn.ac.uk

Common challenges for interactive teaching



- ‘Silent majority’ vs small minority of vocal students
- Students hesitant to ask questions or raise issues

Chat tool for online tutorials

Some students more comfortable using the chat tool than saying something in a F2F class.

But:

- Student names visible
- Distracting/cognitive overload
- Mainly designed for text messages

Flora Gröning



Questions & Answers

Questions on Lower Limb 2?



✓ where do we find the tutorial recordings

→ in main menu

Which is the most important muscle group which helps to stabilise the knee joint?

↳ quadriceps femoris quadriceps ↷

Which of the thigh muscles do not only cross the knee but also the hip joint?

↳ hamstring

is the sacral plexuses ventral rami L4 - S4?

what is the function of the patella?

can we go over the lower limb plexus

Which muscle is responsible for the lateral rotation of the femur, to unlock the knee?

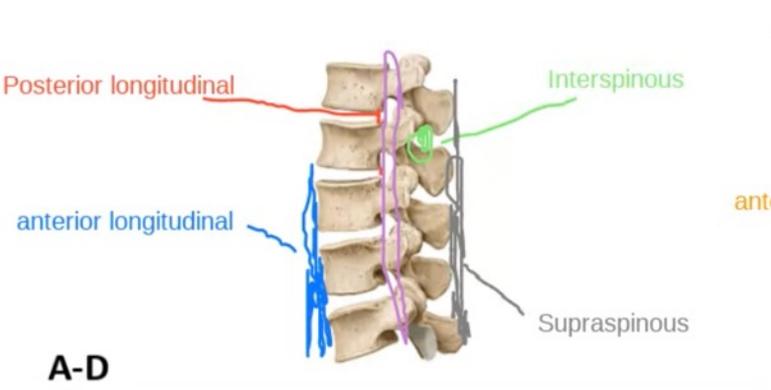
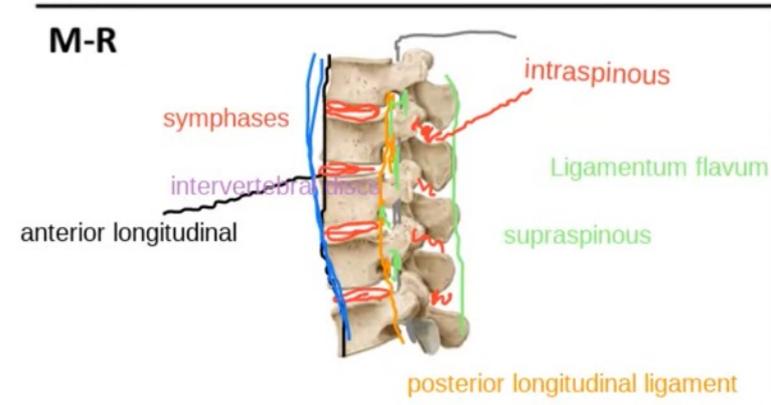
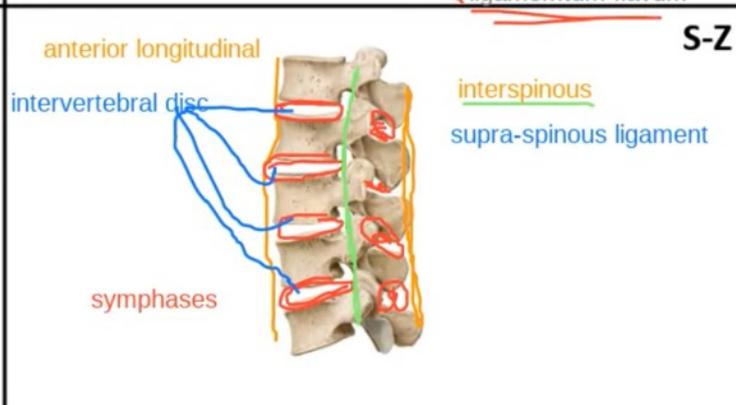
which direction does blood flow in relation to superficial and deep veins?

Which of the thigh muscles do not only cross the knee but also the hip joint?

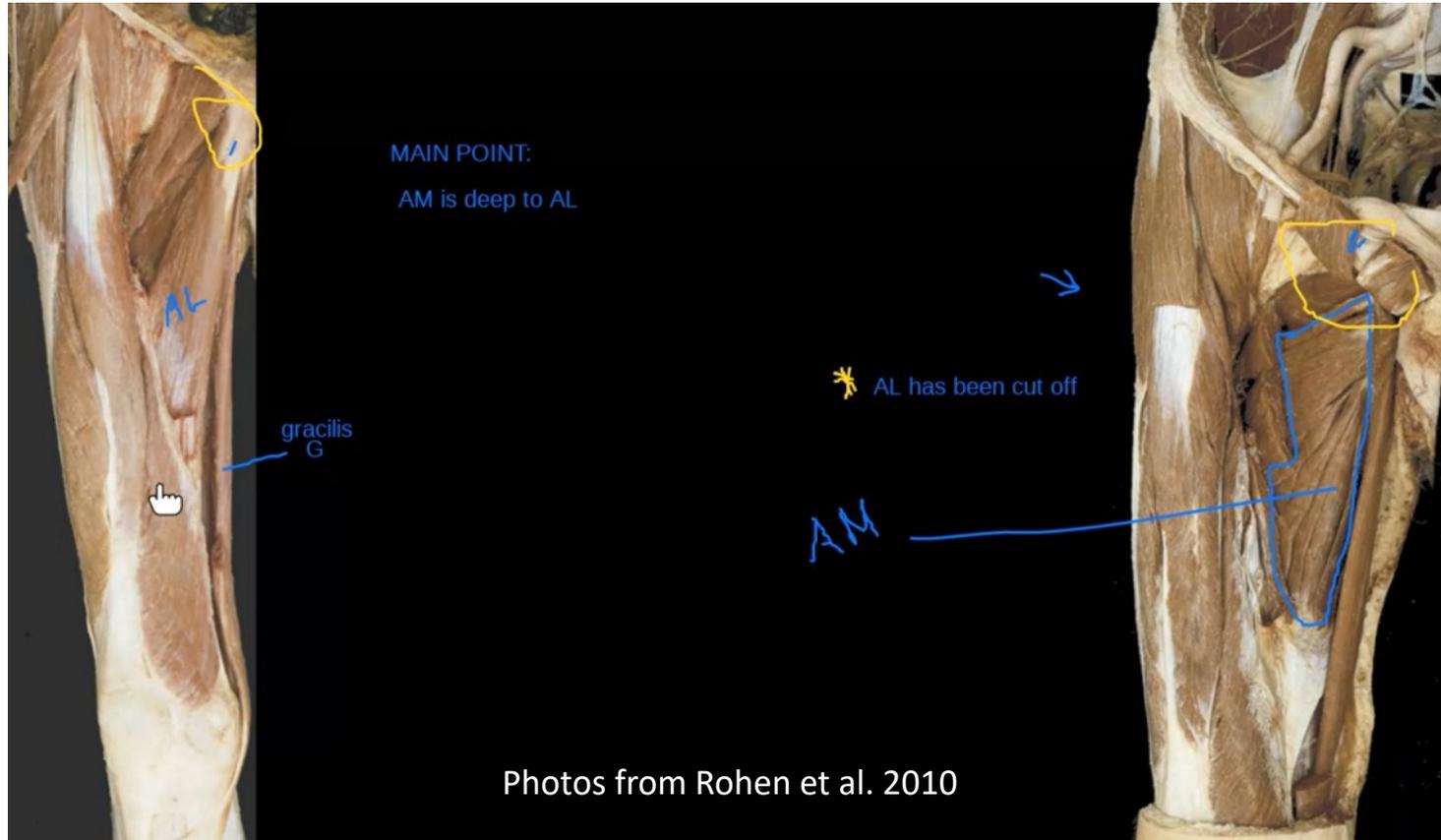
what are perforating veins?

Sketching

Sketch and label the main ligaments of the vertebral column!

<p>A-D</p>  <p>Posterior longitudinal</p> <p>anterior longitudinal</p> <p>Interspinous</p> <p>Supraspinous</p>	<p>G-L</p>  <p>posterior longitudinal ligament</p> <p>anterior longitudinal ligament</p> <p>supraspinous ligament</p> <p>ligamentum flavum</p>
<p>M-R</p>  <p>symphases</p> <p>intervertebral discs</p> <p>anterior longitudinal</p> <p>interspinous</p> <p>supraspinous</p> <p>posterior longitudinal ligament</p>	<p>S-Z</p>  <p>anterior longitudinal</p> <p>intervertebral disc</p> <p>symphases</p> <p>interspinous</p> <p>supra-spinous ligament</p>

Assisting teacher's explanations



Student feedback

I really enjoyed the tutorials and found them extremely beneficial to my learning as well as interactive and involving.

I liked the live sessions and asking questions anonymously.

Flora Gröning

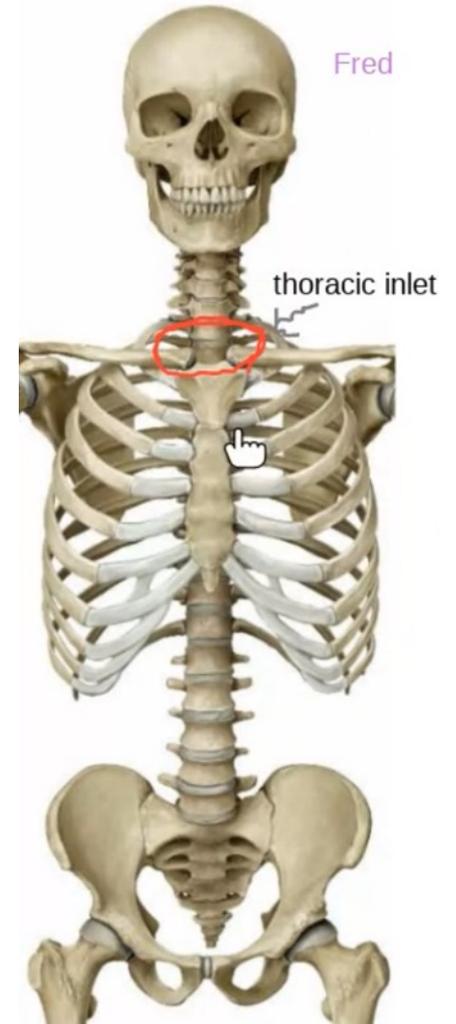
I liked that we could type the questions on the slides rather than asking them in the chat.

My attention was always on the slides, and there was a great synergy between Dr. Gröning and the other students.

I felt more comfortable to ask questions.

What could possibly go wrong?

- Students taking advantage of anonymity & posting inappropriate content
- Suggestion:
Set clear rules at the beginning



ABERDEEN 2040

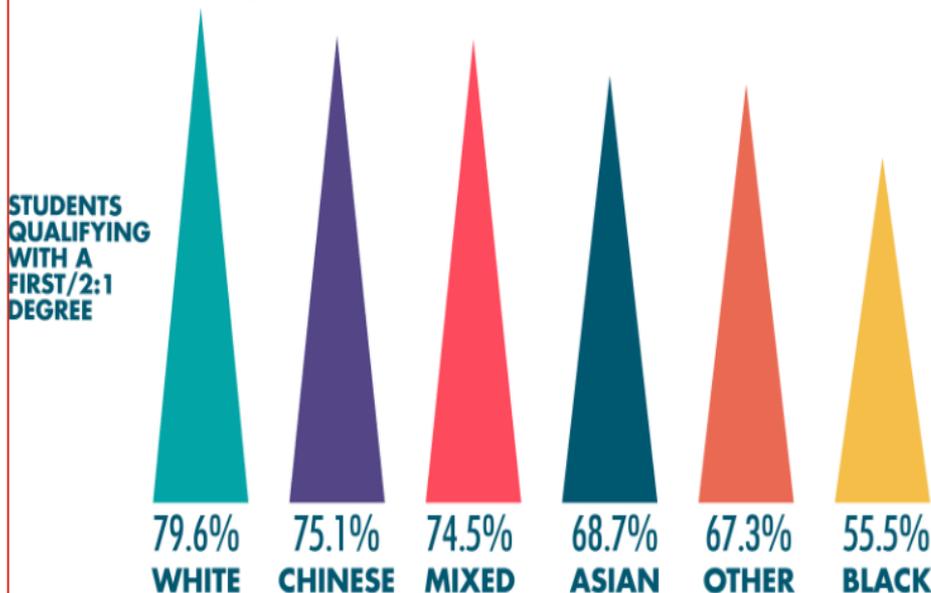
How to address the elephant in the room? Experiment on best ways of conveying race- related matters in higher education

Dr Aravinda Guntupalli, Professor Bart Rienties
and Ms Simone Arthur

29th March 2021

Is race equality a fact or myth in UK higher education?

STUDENT ATTAINMENT ACROSS ETHNIC GROUPS



6: UK domiciled first degree undergraduate qualifiers with a First/2:1 degree by ethnic group, 2016-17

UK universities employed 217,000 academic staff and 223,000 non-academic staff in 2018-19

- 1 in 3 three academic staff are non-UK nationals
- Only 140 academic staff at professorial level identified as black
- Nearly 18,000 or 85% identified as white, 1,360 as Asian, and more than 2,000 as unidentified or from other ethnic backgrounds

“Preaching to the converted”



- Often race equality comms, data collection tools and events reach out only to the “converted” even though every higher education institution aims to reach out particularly to the “non-converted”

Photo by [Micheile Henderson](#) on [Unsplash](#)

Race equality surveys and communication challenges

- Engaging with students on race-related matters is difficult due to gaps in evidence on best communication strategies
- Very little evidence exists on the strategy that would work the most with diverse student groups
- Often Race Equality surveys are perceived to be designed for Black, Asian, and other Minority Ethnic groups rather than students representing all races and backgrounds
- All higher education institutions face challenges when communicating with white students on race-related matters white students perceive that the surveys and messages are not relevant for them or directed to them
- Serena Does et al (2011) argue that emphasizing moral ideals rather than obligations increases Whites' support for social equality issues

Questions to ask when designing surveys on race related matters

When designing a survey, we spend a lot of time on the comms and the messaging. Ask yourself the questions:

- How do we engage with white students when we focus on hardcore race equality matters?
- Do we tone the message down to avoid signalling that these surveys are for ethnic minority students only?
- If toned down, does it signal to ethnic minority students that higher education institutions are not serious about race-related matters?

Addressing the poor survey response

An initial survey was sent to 1000 OU students; only 24 students responded

Following the poor response, an experiment was designed

The aim of this experiment was

1. to improve student engagement with the race equality charter survey
2. to understand communication strategies on race-related matters in higher education institutions
3. to improve student engagement with surveys and race-related matters in a distance learning environment

Methodology

- Allocation of additional 25,000 students, with 3 messages sent to random groups:
 1. Generic message about participating in Race Equality Charter survey to help the University improve and strengthen policies
 2. Equality-focused message about participating in the Race Equality Charter survey to improve equality issues including race within a list of all protected characteristics
 3. Race-focused message about participating in the Race Equality Charter survey to improve BAME-specific issues

SRPP student experiment

Sample One: Invitation Text

Header: [Have your say and help us create action plans](#)

Dear (add student forename)

We're helping to promote the OU's efforts in the evidence gathering process for the upcoming action plans and policies. As part of this process, the OU are encouraging you to make your views known by completing the student survey. The survey will only take 15 minutes to complete. Your views together with those from staff, will form a major part of the Action Plan that will be developed by the Open University.

Professor Kevin Hetherington

Pro-Vice-Chancellor Research and Academic Strategy

Sample Two: Invitation Text

Header: [Have your say and help the OU make progress on race equality](#)

The OU considers itself a world leader in delivering University education to our diverse student body via distance learning. The Open University's equality mission is to be open to people, places, methods and ideas. It promotes educational opportunity and social justice by providing high-quality university education to all who wish to realise their ambitions and fulfil their potential, regardless of the gender diversity, disability, age, sexuality, socio-economic status, region, ethnicity, race, and religious backgrounds of our students.

Professor Kevin Hetherington

Pro-Vice-Chancellor Research and Academic Strategy

Sample Three: Invitation Text

Header: [Have your say and help the Open University make progress on race equality](#)

Dear (add student forename)

We're helping to promote the OU's efforts in addressing racial inequalities and in creating an inclusive culture and environment where individuals can thrive, irrespective of their race or ethnicity.

Data collated by Advance HE for the academic year 2016/17 shows nearly a 25% gap in the final degree results (a first class or 2:1 degree) between black and white students in the UK. Also, there were just 25 black women professors in the UK out of 19,000 professors. As a result of this imbalance, the OU is working on an organisation-wide initiative to identify the root causes which prevent BAME (Black, Asian and Minority Ethnic) students and staff to reach their full potential.

Professor Kevin Hetherington

Pro-Vice-Chancellor Research and Academic Strategy

Survey response rate

Ethnicity	Message 1	Message 2	Message 3	Total
Asian	42	32	54	128
	7.2	5.8	9.9	7.6
Black	30	44	66	140
	5.1	7.9	12.1	8.3
Mixed	27	26	35	88
	4.6	4.7	6.4	5.2
Other	14	17	9	40
	2.4	3.1	1.7	2.4
Refused and unknown	22	19	19	60
	3.8	3.4	3.5	3.6
White	451	419	361	1,231
	77.0	75.2	66.4	73.0
Total	586	557	544	1,687

Which message was popular among the ethnic minority students?

- The final results of the survey showed that the participation rate for ethnic minority students was higher for the third message which is a race equality specific message
- Black students preferred the race-specific message followed by the broader equality message
- Asian students preferred the race-specific message followed by the generic message.

Which message was popular with the white students?

- White students responded more positively to the first message which was generic but proactive

Conclusion

- One size fits all communication approach does not work when conveying race-related matters
- It is important to have various types of communication depending on the planned outcome
- When wanting to communicate with ethnic minority students, it is important to be direct and focus on the core aspects of race equality issues

Any questions?

The politics of the equality debate

Equality debate can't be led by fashion, says minister Liz Truss

By Justin Parkinson
Political reporter, BBC News

17 December 2020



Liz Truss says "right-thinking people" must fight for "fairness"

Independent report

The report of the Commission on Race and Ethnic Disparities

The Commission's report into racial and ethnic disparities in the UK.

From: [Commission on Race and Ethnic Disparities](#)

Published: 31 March 2021

Documents



[Commission on Race and Ethnic Disparities: report](#)

Is race equality a fact or myth?

559

recorded complaints of racial harassment

from students over a three-and-a-half year period across all 159 publicly funded universities in Britain

1 in 20 students said they left their studies due to racial harassment



3 in 20 staff said racial harassment caused them to leave their jobs



Over **1/2** of staff

reported incidents of being ignored or excluded because of their race

More than a **1/4** of staff

experienced racist name-calling, insults or jokes

Higher education culture:
There was a strong perception that universities too often place their reputation above the safeguarding and welfare of their students and staff

Tackling Racial Harassment: Universities challenged (Equality and Human Rights Commission, 2019)