



NEWCASTLE
COLLEGE
UNIVERSITY
CENTRE



HIGHER EDUCATION STAFF CONFERENCE 2022

5 JULY 2022



WELCOME

Welcome to our annual Higher Education Staff Conference here at Rye Hill campus. Each year, Newcastle College University Centre hosts a Staff Research Conference to highlight some of the fantastic research being undertaken by staff in the College and to further inspire others to undertake their own research.

Previous conferences have focused on staff sharing their research with peers internally. This year, as always, we are committed to developing a research community. We have a number of staff sharing their research as a result of their Plus One funding alongside staff who are sharing their best practice to highlight what goes on within their curriculum areas and how we can disseminate this further within NCG. The potential for future projects and the sharing of research already done ensures this event is a highpoint of the academic calendar, and will only continue to grow in years to come.

If you are interested in enhancing your RSA here are a few ways you can get involved:

PLUS ONE FUNDING

Study a Higher Degree

Newcastle College University Centre is committed to striving for excellence in all areas and offers higher degree funding for HE staff. Funding is competitive, but all forms of higher degrees are eligible for funding. Successful applicants will be encouraged and supported in research dissemination and the growth of their own research profile.

If you are interested in applying for higher degree funding to further your professional and personal progression, please contact Rachael Emmett (rachael.emmett@ncl-coll.ac.uk).

CONFERENCE ATTENDANCE

Newcastle College University Centre recognises the importance of RSA and supporting staff members to keep up to date with both subject specific industry developments and teaching and learning pedagogies. During each academic NCUC HE staff are able to apply for a grant for conference attendance costs. Grants will be considered on a value for money basis and on proposed impact.

To find out more, please contact Colin Bancroft (colin.bancroft@ncl-coll.ac.uk)

DOCTORAL FORUM

The Doctoral Forum is facilitated by the Research Scholarship and Student Engagement (RSSE) team and open to any member of NCG staff undertaking (or already achieved) Level 8 study (PhD, EdD or Professional Doctorate study). The forum will provide peer support for all staff in attendance, an opportunity to share good practice and resources, and promote the undertaking of doctoral level study across NCG. The forum also has the responsibility for promoting Level 8 study to all HE staff across NCG, as well as advocating for greater focus or support for those undertaking Level 8 study at any relevant committee.

Whilst the forum does not have, and does not require, a formal hierarchy it is 'facilitated' by several members of the central RSSE Team.

For more information please contact Rachael Emmett (rachael.emmett@ncl-coll.ac.uk).

SESSION 1: 9:30AM – 11.00AM

INTRODUCTION AND WELCOME FROM JON RIDLEY AND MARK CLARKSON

SHONA DUNN

Practice interrupted: a reflection on the potential of synchronous online artefact-mediated interviews to investigate becoming a teacher in post-compulsory education.

This presentation will reflect on developing and conducting synchronous online artefact-mediated interviews in a study on initial teacher education. Through Covid-19, educational researchers required creative methodological solutions to minimise risk to participants whilst still generating rich data. This study design aligns its focus on interruptions to student teachers' practical teaching with the data collection method of synchronous online artefact-mediated interviews by directly confronting the impact of the global pandemic on established practices in both teaching and learning and educational research.

Artefact-mediated interviews make use of physical and/or digital artefacts as elicitation devices (Abildgaard, 2018) to stimulate recall of experiences and practices, assisting participants in developing narratives around their use. Participant-selected artefacts illustrate aspects of teaching development and ways in which this was sustained through the 2020 Covid-19 lockdown. An interview design combining a guided open framework with participant-selected artefacts helps challenge previously held perceptions of face-to-face interviews as the research gold standard (Deakin and Wakefield, 2014). As well as the reported benefits of economy, convenience and utility, such interviews have the potential to equalise power relations through engagement in joint problem-solving, to enhance participants' agency by allowing them to select interview media and to bring the field to the researcher through narratives constructed around artefacts.



PAUL SMYTH

Can Innovation technologies support the creative education sector for progression into industry.

How best is innovative technology being implemented at higher education institutions to secure job expectations for the future in the creative sector? The world around us has changed rapidly within the last two years while dealing with a Global pandemic that nobody could predict. To overcome this crisis and the disease creating new problems such as non-contact with other humans due to transmitting the disease, the creative industries and creative educational sector had to instantly develop innovation and future proof technology with software to support staff, students to help maintain employability. Many practitioners will have different views on the subject with the loss of craft base design being exploited by digital techniques that can be quicker, cheaper and easier to educate on a global basis due to live streaming via the internet or easier accessibility through advancements in software.



SESSION 2: 11.00 - 12:30PM

LEO MORANTES-AFRICANO

Queering *habitus*: interrogating heteronormative dispositions that reproduce inequalities towards sexual minorities

My research engages Bourdieu's theories of social and cultural reproduction, namely that of habitus, symbolic power and symbolic violence, with the work of queer theorists, to interrogate the theory and practice of heteronormativity. The paper centrally argues that issues of inequalities experienced by LGBTQ+ people are rooted on a received discourse that is normative in nature, and that, if unexamined, will continue to reproduce them. It also argues that negative dispositions towards gender/sexual difference are not innate to human nature but 'learned' via early socialisation. Thus, to advance social justice, disrupting heteronormativity is the right thing to do, and initial teacher education is in a privileged position to help teachers and students with processes of learning and unlearning necessary to critically question received norms.

The presentation covers three key aspects: First, a contextualisation of habitus against critical interpretations of gender and sexuality. Second, a discussion of the power of discourse and the symbolic violence imposed by it. And third, an exploration of the role of education and teacher education in post-compulsory education to disrupt heteronormativity. The conclusion brings together key conceptualisations to argue that tackling issues of inequality and injustice towards LGBTQ+ students requires a queering of habitus, an acceptance of sexual diversity as natural rather than deviant.



GILL BRADLEY

Connection and Psychological Safety

Newcastle College University Centre is a higher education provider located within a further education setting. We are committed to providing a higher educational experience that acknowledges and is empathetic to student vulnerability and need to belong. Our determination is that NCUC be a psychologically safe place to learn, achieve and thrive (Kahn, 1990). Our learning enhancement and student engagement teams are collaborating on an ongoing project that embeds coaching practices and principles, while also relying on the value of authentic student voice. A key feature of this project is promoting the importance of understanding and engaging with a student's story and need to consider students as individuals beyond the context of their immediate learning - understanding students have multiple identities such as parents, children, professionals, carers in addition to the external demands such as finance, medical needs, time commitments. The ability to be vulnerable with others enables a more reflective and honest dialogue, one that is based upon trust and an ability to challenge individual assumptions or sensemaking. Corlett, Mavin and Beech (2019) outline a need to reclaim vulnerability and reframe it as a sign of strength.

This session will include contributions from our higher education achievement coordinator on how coaching and mentoring practices are now being intertwined with traditional TLA. Our research and engagement team will demonstrate our approach to psychological safety by highlighting a project strand that has been conducted in partnership with our LGBTQ+ community. You will hear throughout from the students that have not only ensured that their voice is heard and represented but who have become instrumental in developing innovative practice

LUNCH 12:30-1:30PM

SESSION 3: 1:30PM -2.30PM

STEPHANIE NOUTCH

Design for Dementia

With over 850,000 people living with dementia in the UK, research shows that key elements of design are improving quality of life for those with dementia - living in care homes. But what are we doing to improve the life of those wanting to live independently in their own home? And is it enough? This presentation will focus on the creation of the community hub, a temporary piece of architecture, predominantly made up of containers that can be dismantled and reconnected to travel across the UK. A concept that has been created to implement a campaign which will act as an educational hub offering advice to those diagnosed with dementia or those supporting dementia patients. The design of the hub will provide a space for activity where workshops will run to encourage independence and engagement within those diagnosed with dementia.



NICKY TURNBULL

It's not what you know: authentic teacher-student relationships as the key to employability

It's not what you know: authentic teacher-student relationships as the key to employability Student employability is now a core business of HEIs (Fotiadou 2018). It is embedded through employer engagement, programme design and services such as careers, network development and mentoring schemes, that have assumed critical importance over the last decade (Godden et al 2014). However, some students, those with less social capital, may have inherent difficulties accessing these opportunities, because of structural inequalities (Reid 2015). I assert that for such students, the teacher is key to students developing their employability potential, adopting relational responsiveness and pedagogic responsibility that positions them as key actors in developing their students' agency, creativity, and cooperation, essential attributes in work and civic life (Bedford & Bell 2019).

This presentation presents a tentative theorization of such a pedagogic approach to embedding employability which recognises that purposeful teacher-student relationships are central to positive student experiences, high levels of engagement and successful outcomes (Walker-Gleaves 2016). I explore the importance of these relationships to transformative learning experiences for all students (Goldstein 1999). Specifically, however, I conceptualise how teaching, modelling, and mentoring through such pedagogies enables students to navigate Wenger's 'landscape of practice' thereby developing a deep understanding and connection with the norms and beliefs of career trajectories and the shaping of a professional identity (Bridgstock et al 2019).

BREAK: 2:30PM – 3.00PM

SESSION 4: 3.00PM – 4.00PM

LISA FERNANDES

An exploration of student teachers' perceptions, experiences, and attitudes towards the inclusion of autistic learners

This research aimed to explore student teachers' perceptions, experiences, and attitudes towards the inclusion of autistic learners. Adopting an ethics of care approach, this research was conducted with ten student teachers in a large college in North-East England. Participants (student teachers) were enrolled in a PGCE within the post compulsory education sector. Data was collected through semi-structured interviews and thematically analysed using Braun & Clarke's (2006) framework. The analysis indicated that although student teachers were positive in their attitude towards inclusion, they had some concerns over their ability to include autistic learners. The main external factors impacting inclusive practice with respect to autistic learners, identified by participants were time, resources, and support.

The recommendations do not address the external factors impacting inclusive practice with respect to autistic learners, for example, time, which cannot be solved through initial teacher education, however, there are changes that can be made to ITE programmes. The key recommendations from this study are the introduction of autistic guest speakers on the PGCE programme and collaboration with autistic people to develop curriculum content to support future teachers feeling prepared to include autistic learners. Enhanced opportunities to interact with autistic learners through peer observations and further collaboration with mentors to support inclusive practice is also proposed through the development of Communities of Practice (CoP).



MARCIA ASH AND RICHARD CAVE

Safeguarding, Ethical Foundations in Practice

This year our counselling students within their 'Safeguarding, Ethical Foundations in Practice' module saw students collaborating with two organisations to develop their organisations within the West End of Newcastle. They were asked to carry out writing project plans to develop counselling organisations from scratch. The organisations have stated that they have been very impressed and the work and input from students has exceeded all expectations. One of the organisations has raised funds and is also in the process of setting up a counselling project- this will provide student placement opportunities for students coming up to L5 in the future. This has been an exciting process for those who have facilitated this and we are keen to see where this project will take us.

Newcastle College
Rye Hill Campus
Scotswood Road
Newcastle upon Tyne
NE4 7SA

0191 200 4000
enquiries@ncl-coll.ac.uk
ncl-coll.ac.uk

