A unique perspective: the contribution of postgraduate researchers who teach to satellite campus students’ belonging, engagement and participation

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QAA Scotland’s 5th International Enhancement Conference
Shaping the Student Experience Together: 20 Years of Enhancement
Background

• GCU Strategy for Learning 2030 innovation fund

• Previous project highlighted engagement and belonging issues

• Our satellite campus context:
  • 98% international
  • Postgraduate only
  • 55% mature
  • Increasing student numbers
  • Low rates of progression for some programmes
Focus group findings

• Commitment
• Familiarity
• Community
• Attendance
Designing a toolkit

• Focus on PGRs who teach

• Recruitment

• Planning

• In practice
Collaboration
What next

Tool-kit entries structure

What? Difficulty level?

Time? Who? When?

Why

Purpose/ situation paragraph including links

How

What to do – bullet list

Hacks

What could go wrong and how to mitigate it

Further reading
PGR who teaches perspective

Over to Abhi
The Dual Role

• My journey as a student transitioning into a lecturer
• Challenges of supporting diverse student body at GCU London
• Importance of PGRs who teach in the design and evaluation process
What I brought into the project

- The dual perspective – approach and content
- Collaboration with other PGRs
- Development of the themes – commitment, familiarity, community and attendance
- Enhancement of research through teaching practice
- Development and testing of tools
  - Collaboration with a real-life client, showcasing commitment
  - Utilisation of a module map for familiarity
  - Establishment of module-base community building
Reflection

- How it enhanced my teaching practice
- Potential applications for the future – and in other settings
- Challenges
Thank you

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