Co-creating Compassionate Classrooms

International students

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What will we cover today?

An Exploration of Barriers and Enablers for Student Success:

• The **WHAT?** what do we need to consider when *designing* compassionate classrooms? what did the students tell us...

• The **WHY?** why consider *equity* within and beyond classrooms

• The **HOW?** how to co-create *inclusive* curricula

• The **WHERE?** reflect on where we go from here
The WHAT?
Student Success Formula

Equity + Wellbeing + Inclusion = Student Success
**Equity = enablers**

e.g. Bespoke study skills, resilience building, developmental opportunities, peer mentorship

**Wellbeing = course design, delivery & support**

e.g. Timetable, assessments, feedback, support (academic & pastoral & tailored)

**Inclusion = student voice, co-creation**

e.g. Alumni engagement, inclusive curricula, representation, diverse role models
The WHY?

Transforming the APPLICANT to ALUMNI experience

- Alumni engagement
- Marketing
- Recruitment
- Admissions
- School comms
- Student societies/Union
- Capture protected characteristics
- Pre
- INDUCTION
- Student
- INDUCTION
- PLACEMENT
- P-TUTOR
- P-TUTOR
- GRADUATE PROFESSIONAL ALUMNI
- UN/SCHOOL COURSE
- SU/SL LIBRARY
- Assessment preparation
- Plagiarism
- Misconduct hearings
- Negative feedback
When creating compassionate classrooms…

Do you consider - **Equity, Wellbeing, Inclusion**?

At **each stage** of the student journey?
INDUCTION STAGE

What challenges are our international students facing?

CL reflections...

- Induction - transitioning stage
- Capture background info
Student Biography Form

The survey will take approximately 5 minutes to complete.
This form is designed to help our course teams.

Start now
Section 3 - Personal Circumstances

Please share any circumstances that may impact your studies or wellbeing or for which you would like additional support. Some examples are included below:

- Are you currently pregnant? If so, expected due date:
- Would you like any support with RGU breastfeeding facilities?
- Do you have caring responsibilities? E.g. childcare
- Do you have any dependants with you in Aberdeen?
- Are you undergoing any medical care?
- Other circumstances:

Section 4 - Skills Needs Self-Assessment

Which of the following might be challenging for you when transitioning to UK study? Please tick all that apply:

- English language skills - written/oral/understanding?
- Academic writing skills
- Presentation skills
- Research skills
- Library literacy skills e.g. literature reviews
- Digital technology skills
- Other:
Section 4 - Global Citizenship

We love to celebrate our learners from all over the world & we welcome you to help build a learning community for your cohort!

*Photo: Wellbeing walk & cheering for RGU boat race team!*

Please suggest any celebratory events/dates that you would like to enjoy with your class:

*Photo: In class baby shower!*
What did students say?
"Every night my kids plead with me to come back home. The call ends in tears, then I have to sit and write my assignment. It’s really hard"
What did we do?

- Listened
- Identified
- Reviewed
Bio data survey results (2019)

**Barrier**
- caring responsibilities
- financial pressures
- placements & faith dates
- wellbeing challenges

**Enabler**
Course re-design
- Structure
- Timetable

**Outcome**
- All 5 modules timetabled to start at 10am
- Placements dates to avoid faith & belief celebrations

Equity + Wellbeing + Inclusion = Student Success
The HOW...

CL + Cohort **partnership** discussions

New **flexible** course structure: Remote supervision model
9mo + 3mo = MSc

Identified **stakeholders**
Collaborations
Documentation
Communication

**Support networks**
Reduced financial burden
Improved:
Wellbeing
Engagement
Success (SEQ data)
Impact on students?

“This innovative idea had many benefits not only in my professional area but also positively affected my psychological status as I returned home with my kids and family and my excellent academic results reflect this. I think this model could be valuable for future students on this course.”

Hana MSc student (2019-2020)
Celebrating International Student success!

- **Collaborative** research showcase day - underpinned by a pedagogy of compassion and equity for success
- **Global** - attracting audiences from Ministry of Health and clinical directors, employers...
- **Success** beyond the classroom - skills
- **Dissemination** - highlighted to RGU colleagues a novel way of creating a positive research culture.
“This was the first time (in the school) that the student’s success was celebrated in their respective country and provided an impetus for all colleagues to consider what else may be possible with respect to creative design thinking.”

Prof Anita Weidmann
"the Panel recommended there would be benefit in considering the work undertaken within the School around some of these areas as evidenced in the snapshot session.

The presentation at the ILSR stayed with me and had obvious applicability across the School and University as evidenced by the ILSR Panel’s comments.” Lucy Jack (Academic Quality Officer)
WHERE are we now?

How do we achieve equity with study away model?
WHERE are we now?

Student Success

The course staff have provided a strong support system for us international students and I was so happy with the in-class baby shower! International students are really very welcome at RGU.

Evner Vivien Okokor (from Nigeria)

"The course really was exceptional, with different learning styles, and inclusive for all learners. The peer-to-peer learning gave me confidence and developed my critical thinking skills. The Resilient Learner series developed my coping skills in tackling obstacles and it has had a significant impact on my wellbeing. I enjoyed sharing traditions and cultures as part of the Global Citizenship approach of the course."

Saeed Al Mofti (from Oman)

www.enhancementthemes.ac.uk//en/news-events/blog/where-did-your-edi-journey-begin
Where next?
QAA Enhancement
Funded project

SEE ME, HEAR ME
When creating compassionate classrooms...

Do you consider - Equity, Wellbeing, Inclusion?

At each stage of the student journey?
Thank you!

Please feel free to leave feedback/comments/collaboration details 😊