Pedagogies of Liberation: Challenge, change, compassion, collaboration  
18 June 2024, Novotel Sheffield Centre Hotel

Session abstracts

Keynote presentation, 09:35 – 10:15, Room: Huntsman Suite

Dr Manny Madriaga, University of Nottingham

As a racially ethnic minoritised university staff member working in higher education, I find it difficult not to get caught up in despair. Colleagues are unable to see the academy as a site for utopian transformative change. If not a site for change, why do we persist in anti-racist work and persevere with equality diversity inclusion and race equality in the academy? The question being raised in this interactive keynote with the audience is the extent of hope we have for anti-racist change in the academy. The significance of this question is timely considering recent pushback of EDI and anti-racist work in the academy across the Atlantic in the USA.

Session 1.1, 10:20 – 11:00, Room: Huntsman Suite

1.1a Liberating learning: Empowering change in traditional education
Brett Koenig, De Montfort University

This session looks at revolutionising education through Immersive Learning. Embark on a journey to redefine traditional legal education by immersing in innovative pedagogical approaches.

Explore how we reassess curriculum design and teaching methods to prioritise critical thinking, creativity, and student autonomy. Through immersive learning experiences, we dismantle oppressive structures, promote diversity, and foster inclusive environments where freedom flourishes. Ultimately, enacting the promise of change within traditional educational models requires a collective effort to challenge naoroms, amplify marginalised voices, and reimagine education as a tool for liberation and empowerment.

1.1b “What you won’t do for love”: University scyborgs and decolonial desires
Dr Manny Madriaga, University of Nottingham

This study sought to examine questions of race in higher education widening access policy and practice in England. I was keen on seeking perceptions and stories of those who do work in this area, raising awareness of higher education opportunities to youth and families from marginalized communities. Sixteen widening access university practitioners from across the country were interviewed to share their perspectives on how their work may be intertwined with race. An unveiling of hope emerged from their stories with an awareness of constraints operating in a racialized academy. Their accounts revealed the extent of their agency, their own discretion to conduct anti-racist work. This paper concludes with an offering of hope, having reworked la paperson’s (2017) theoretical idea of scyborg to something new. The s/cyborg, introduced in this paper, signifies the importance of the interplay of agency and structure towards grasping a sociological understanding of hope for anti-racist change.
**Session 1.2, 10:20 – 11:00, Room: Brealey Suite**

**1.2a “What’s love got to do with it?” Speaking through the words of bell hooks**
Jennifer Fearon, Sheffield Hallam University
bell hooks defines love as “the practice of caring for ourselves and others in a way that fosters growth and liberation. Love, according to hooks, is radical. It encompasses self-care, empathy, compassion, ‘unconditional positive regard’ and the ability to forgive. This presentation will explore love in the classroom and reference bell hooks’ book “All about love” which opens with a quote from Erich Fromm who defines love as the will to extend oneself for the purpose of nurturing one’s own or another’s spiritual growth.

**1.2b Co-produced knowledge and transformative optimism: Building resources to increase cultural competency through a student-staff research partnership**
Dr Laura Kelly, Obed Addai Asantewaa, Soha Almehmadi, Leah Bedwin, Greta Doig, Dr Sarah-Jane Fenton, Dr Sarah Hall, Hiu Kei Priscilla Kam and Dr Carlette Ritter, University of Birmingham
The 'Talking Heads' project is funded by the University of Birmingham Education Enhancement Fund and involves a team of academic and professional services staff and student co-researchers. The research explores the experiences of students and staff who identify with one or more of the characteristics protected by the Equality Act 2010. This paper reflects not on research findings, but the process, through which various power relations were exposed, explored and remade. We reflect on our experiences and the ways in which they intersected with the challenges the project aimed to address, enabling new ways of thinking about recommendations for change.

**Session 2.1, 11:15 – 12:15, Room: Huntsman Suite**

**2.1 Mental health in the classroom: ‘Collective close-reading’ as compassionate pedagogy**
Dr Claire Hurley, University of Kent
According to a 2019 government report, the number of students in higher education experiencing mental health problems has doubled since 2014. As educators, how do we create learning environments that are caring and compassionate towards students with a range of mental health conditions? In this session all attendees will be asked to participate in a ‘collective close-reading’ exercise, to help build confidence through a collaborative learning effort. By creating structures and tasks that require our students to become active and collaborative participants in the learning culture of the classroom, we can improve students educational wellbeing, and help them to feel like valued members of our academic community.

**Session 2.2, 11:15 – 12:15, Room: Brealey Suite**

**2.2 Time for change: The anti-discriminatory personal tutoring framework**
Sarah Shrestha Née Penney, Catherine Elliot, Dee Goldstraw and Professor Peter Wolstencroft, Manchester Metropolitan University
If you want to know how can you deliver an evidence-informed personal tutoring service that is empathetic, proactive, inclusive, student-centred, anti-discriminatory to a large number of students; this workshop is for you.
Session 3.1, 13:05 – 14:05, Room: Huntsman Suite

3.1 Noise in the learning space: Increasing our awareness of ‘noise’ and breaking down barriers that impact teaching and learning.
James Leinster, Antonia Genghi and Dr Fotios Mitskis, Nottingham Trent University
Noise in the learning space within higher education has not been highlighted in depth for some time (Hativa, 2000). We shine a light into the Noise Impact Space (NIS) on the beacons that emit noise to develop our understanding of noise and how we might manage it and create a better teaching and learning experience.

Session 3.2, 13:05 – 14:05, Room: Brealey Suite

3.2 Building a Holistic Foundation – Growing the Student Voice Through Transparent Introspection
Dr Thomas Malcomson, Cardiff University
As we look to promote holistic learning environments for our students, we must actively acknowledge the root challenges we aim to address; their manifestation; and if we’re authentic and realistic in our pursuit of solutions. This workshop presents three concepts:

1. Mental Health and Recovery in the Academic Cycle
2. Covert Inspiration for Introspective Self-Awareness
3. Authentic Transparency as Permission for Honest Reflection

Each concept will break down a challenge facing both students and educators, and limitations of traditional approaches. Providing actualised examples, participants will be invited to share their own experiences and work together to develop approaches they can implement in their own practice.

Session 3.3, 13:05 – 14:05, Room: Loxley Firth Suite

3.3 Collaborative, playful, inclusive curriculum design using design thinking methods
Dr Carly O’Neill-Barrett and Sarah Briggs, University of Leeds
This workshop provides an overview of the Design Sprint method, an inclusive tool to facilitate change and create teaching communities championing change.

We will take you through the Design Sprint method and how it can be applied to create inclusive teaching spaces and to foster community. This includes activities that give a taste of the tools employed in the process, and opportunity to reflect on what this means for your context.

You will leave with a way to co-create inclusive solutions to learning and teaching problems that are impactful and joyful to participate in.

Session 4.1, 14:10 – 15:10, Room: Huntsman Suite

4.1 Rolling on the floor laughing: Learning from rolf movement to embody the pedagogical encounter
Dr Naomi Wynter-Vincent, Northeastern University London
How can we be more present in our bodies as we teach? How can we create safety in our bodies when we lecture, lead discussion, and sometimes encounter student resistance to active participation?
This workshop will draw on work in the field of somatics by pioneers Ida Rolf, Moshe Feldenkrais, Peter Levine, and Eugene Gendlin to explore the physical experience of teaching.

There will be time for sitting, talking, standing, walking, and – perhaps – rolling on the floor laughing (no promises!). Participants are invited (but not required) to explore simple, everyday movements and teaching postures with critical awareness and emotional presence.

**Session 4.2, 14:10 – 15:10, Room: Brealey Suite**

*4.2 Good grief: Transformative approaches to navigating trauma and loss*
Georgina Brown and Lindy-Ann Blaize Alfred, Advance HE

Encounters with grief are a common experience for many of us. Whether stirred by personal losses such as bereavement and breakdown of relationships, the trauma of marginalisation, discrimination and microaggressions, fears for others, or pain for the state of the world, grief can impact on our health and wellbeing.

**Session 5.1, 15:25 – 16:05, Room: Huntsman Suite**

*5.1a The promise of critical pedagogy: Challenge, change and compassion*
Dr Naz Ali and Birte Schmitz, Buckinghamshire New University

The focus of the presentation is on the use of critical pedagogy to create safe spaces of activism where students can engage in critical dialogue and voice the barriers they encounter in the current global social and political climate.

The potential benefits to participants of attending this presentation is to explore ways of developing confident, courageous, and compassionate global citizens in and beyond the university. We will share with participants how the learning space encourages hospitality leadership students to create ‘new’ social movements from their experiences, that challenge discrimination, injustice, and prejudice with the promise to bring about change in the world.

*5.1b Creating memorable moments of learning to support the student experience*
Dr Tina Byrom and Dr Laura Crawford, Loughborough University

Creating memorable moments of learning offers institutions opportunities to radically change their approach to HE pedagogy. However, practice is stuck; stuck in traditions of accepted practice and contextual factors. Privileging the lecture, for example, although creating efficiency in terms of resource, does little to inspire and engage students if delivered didactically (Evans, 2022). This presentation will provide insights into the barriers HE practitioners face when contemplating novel approaches to curriculum delivery in addition to examples of innovative practice or memorable moments of learning, where students have been inspired and engaged with their learning.

**Session 5.2, 15:25 – 16:05, Room: Brealey Suite**

*5.2a Category is... Staff and student experiences of rainbow office hours*
Lauren McDougall, Chiara Horlin, Adrian Sandtvos, Rafael Venson, Kirsty Hacking and Emily Nordmann, University of Glasgow

This presentation introduces staff and student experiences of "Rainbow Office Hours" (ROH), a distinct, safe space for LGBTQ+ community engagement in higher education, challenging traditional professional identity boundaries and promoting visibility and representation. Originating at the University of Glasgow in 2019, students are invited to
attend specific times labelled as ROH with an LGBTQ+ member of staff to discuss anything LGBTQ+ related. This initiative has helped foster an inclusive campus climate, underscoring the need for broader institutional support for LGBTQ+ identities. The ROH advocates for integrating queer perspectives across academic disciplines, emphasising the critical role of representation in educational environments that go beyond classroom walls.

5.2b Addressing issues of equity and justice via PGCert lecturer training
Dr Hardeep Basra, De Montfort University
At De Montfort University’s a new PGCert Empowering Education (PGCEE) has been re-visioned and designed to be as ambitious as possible in addressing issues of equity and justice in higher education. The PGCEE has been designed to meet these ambitions and comprises four modules, of which Module 3 ‘Reimagining Higher Education: Addressing Inequality and Justice’ specifically interrogates issues of power, inequality, and fairness in education by drawing from a plurality of critical lenses. This presentation reports on the delivery of the programme in its first year, reflecting on some of the challenges and lessons we have learned so far.

Session 5.3, 15:25 – 16:05, Room: Loxley Firth Suite

5.3a Progress in EDI education: How to stretch and challenge students
Laura Curran, Liverpool John Moores University
The demand for meaningful, effective, and relevant EDI education is ever-growing. It is imperative that educational institutions instil confidence in students to learn about the world around them and counter unwanted behaviours. Like in academia, students should be able to make progress in their EDI education, and this workshop will explore how ‘stretch and challenge’ strategies can be effectively implemented to deliver this progress.

5.3b Teaching as a social practice: Inclusive education for students with invisible disabilities
Dr Pratibha Ram, Kings College London
This session focuses on student-centred learning and explores how this pedagogical approach champions inclusivity and caters to the diverse needs of all students. Acknowledging that a positive and inclusive learning environment is vital for enhancing student engagement, motivation, and academic success for all learners, it is crucial to address invisible disabilities, including cognitive, physical, and psychological challenges such as neurodivergence, chronic pain, and other mental health-related issues. The session aims to explore the challenges faced by these students, discuss effective approaches to address them, and reflect on the implementation of these strategies to promote inclusivity in educational settings, fostering a more inclusive and equitable education for all.