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PLEASE SCROLL DOWN FOR TEXT.
Stepping out.....
From Ivory Tower to good neighbour

JAMES DEROUNIAN
UNIVERSITY OF GLOUCESTERSHIRE
## Interactive Session

- **“civic identity’, responsibility & belonging”**
  - staff/ students

- **Fresh thinking: “idea & role of the university”**

- **Risk taking for learning**
  - to benefit society, students & staff

All done!
Civic identity, responsibility & belonging

IS THIS US?
OR THIS?
THE SCIENTIST IS CITIZEN FIRST, SCIENTIST SECOND [JD Bernal] ACADEMICS HAVE GREAT ROLE TO PLAY AS CITIZENS & MUST APPLY KNOWLEDGE FOR HUMAN WELFARE

MAJOR STUDENT INVESTMENT IN THEIR FUTURES [E.G. STUDENT LOANS]

WORLD CRISIS: TERRORISM, TRAFFICKING, CLIMATE CHANGE, POVERTY...
John Dewey (1859-1952)

- Learning as transaction between individual & environment to foster **reflection**

- “projects as a means for producing **learning from experience**” (Dwight et al, 1994: 80)

- “There is nothing wrong with wanting to illuminate college students about the real world before they graduate and venture out into it unprepared” (Stoeker et al, 2003: 3)

- “if we decide that there are no public things to which we should be willing to pledge some of our time and some of our effort...we will be breaking faith with our nation’s experiment in liberty rooted in mutual assistance and democratic aspiration.” (Dionne et al, 2003: 10)

- “[The school itself] shall be made a **genuine form of active community life, instead of a place set apart** in which to learn lessons.” (Dewey, 1900: 27)
A civic curriculum

- Purposeful *fun*!
- Combining learning, skills acquisition with practical benefits for society
- Finding a project that fascinates the individual (student) whilst helping others
- Helping to persuade a future employer of a student’s practical credentials
- Introducing a student to their future university/ ‘home’
- Helping to make the transition to university
- **Enabling university-work transition**: timekeeping, team work, work with others
- Gaining confidence, multiplying a student’s knowledge & skills
“daily life is not a backdrop to education, but education itself...students need to carefully and critically examine what exists under their feet and outside their front (and back) doors.” (DeLind and Link, 2004: 127)

- Internships
- Our graduates contributing to student teaching & learning
- BiGGY
Big Green Gap Year (BiGGY)

- Big Green Gap Year (BiGGY) was recognised by NESTA in the Observers top 50 New Radicals (2015) for it's forward thinking and ethos of organisation

- BiGGY film (5 mins) reflections, learning and experiences of participants and placement hosts involved in the summer 2015 ‘pilot’ = at
  [YouTube Video](https://www.youtube.com/watch?v=w4mBwuZI8hI)
Mutuality

- Being much more +vely present in our local communities

- *Public Sociology* “as a social movement beyond the academy...collaborations of sociologists with their publics, flowing together into a single current” [Burawoy, 2005]

- Martin Luther King, Jr. [*Strength to Love*, 1963]:

  “In a real sense, all life is interrelated. All people are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be...This is the interrelated structure of reality.”
Participatory evaluation

Stand against wall – 0-100%

- Did you enjoy this session?
- Did it give you ideas to potentially pursue?
- Participants suggest other criteria to assess

- THANKS FOR CONTRIBUTING
Bibliography

- Corporation for National & Community Service online, USA [accessed 19.4.17] [http://www.nationalservice.gov/](http://www.nationalservice.gov/)