UNIVERSITY OF GLOUCESTERSHIRE

Derounian, James ORCID logoORCID: https://orcid.org/0000-0003-1738-9764 (2017) Stepping out – from ivory tower to good neighbour. In: Exploring the Civic Curriculum, 9 June 2017, University of Leeds. (Unpublished)

EPrint URI: https://eprints.glos.ac.uk/id/eprint/5183

Stepping out…..
From Ivory Tower to good neighbour

1

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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?

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STAFF/STUDENT RESPONSIBILITY

- ✓ **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 CRISES**: 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

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- **Gaining confidence, multiplying a student's knowledge & skills**

Risk-taking for learning

- "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)

- Healey, M. Lannin, L. Stibbe, A. & Derounian, J (2013) [Developing and enhancing undergraduate final-year projects and dissertations](). National Teaching Fellowship Scheme publication, HEA
- 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
http://www.nesta.org.uk/news/new-radicals-2014/big-green-gap-year

- *BiGGY* film (5 mins) reflections, learning and experiences of participants and placement hosts **involved in the summer 2015 'pilot'** = at
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**

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