

# Societal Challenge Themes in Learning and Teaching

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# Societal Challenge Themes

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Newcastle University is focussing on three Societal Challenge Themes as a response to some of the most pressing needs within society.

Our themes are:

- Ageing, led by Medical Sciences
- Sustainability, led by SAgE
- Social Renewal, led by HaSS

# Societal Challenge Themes

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- Focus to date has been primarily on research and engagement activities including
  - Ageing
    - Biomedical research in IAH and other FMS research institutes
    - Assistive technologies in SAgE
    - Changing Age Charter
  - Sustainability
    - Wide-ranging research activities in NiRES and throughout SAgE
    - ‘Enough for All for Ever’ engagement events
    - Business of Sustainability week (NUBS)
  - Social Renewal
    - Newly formed Institute for Social Renewal
    - Fairness Commission

# Societal Challenge Themes *in* *Learning and Teaching*

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- All three themes now launched
- The time is right to consider how our existing activities relating to the SCT can benefit the student experience
- The ‘Newcastle Offer’ includes commitments
  - to the **development of skills**
  - to **research-informed teaching**

# Societal Challenge Themes *in* *Learning and Teaching*

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- What learning opportunities can the SCTs offer our students?



# Guerrilla Gardeners

*Led by Student Community Action Newcastle (SCAN)*

Students undertake 'make-overs' of unloved, neglected or needy green spaces.

## Skills:

- Working in partnership with local communities and stakeholders
- Working with regional events and festivals that encourage community participation
- Gardening!



# Urban Action

Led by Daniel Mallo & Armelle Tardiveau  
School of Architecture, Planning & Landscape



PG students worked with communities to explore spatial quality in an open space in between and around three Social Housing Blocks in Gateshead

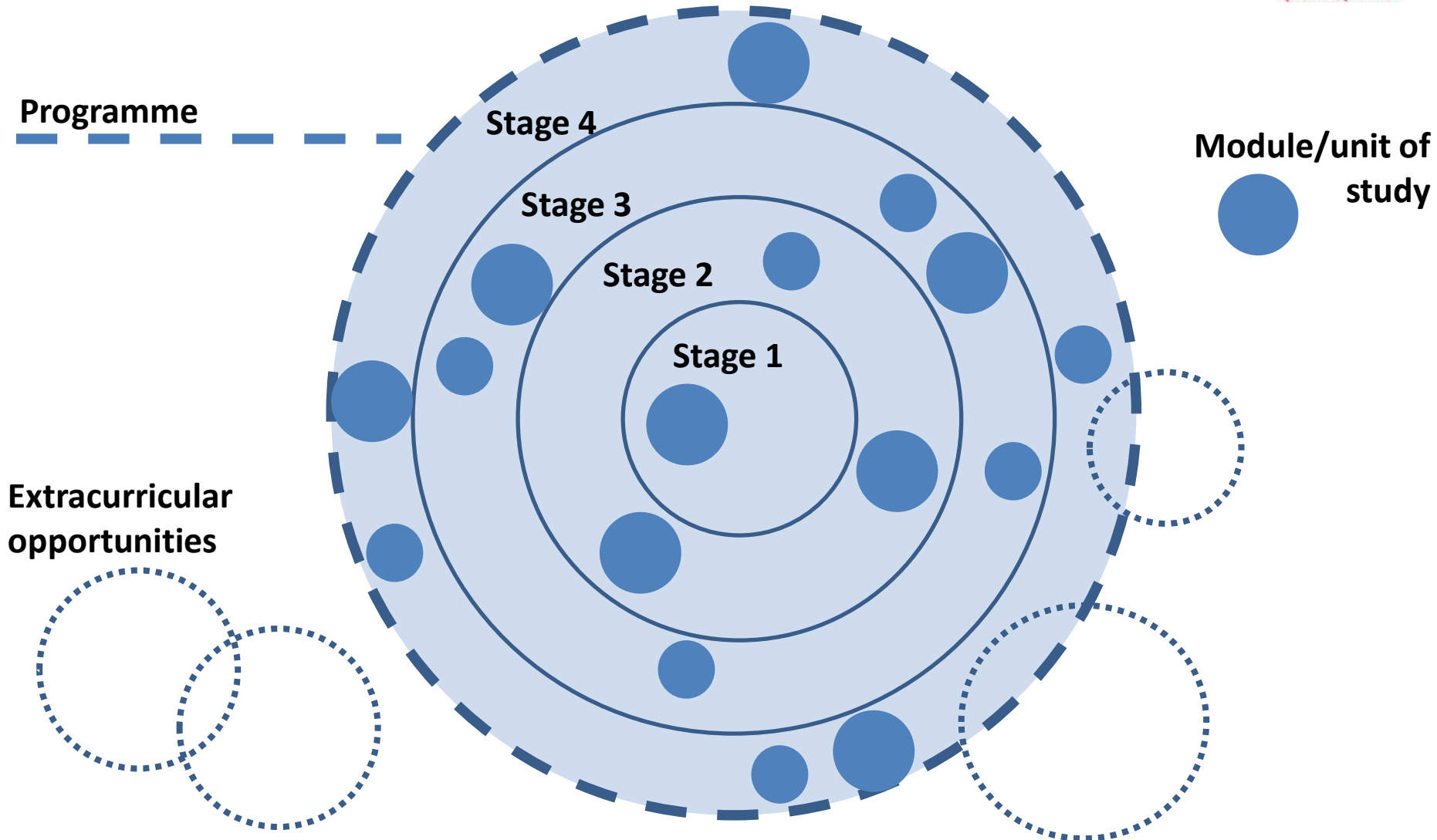


## Research-informed teaching:

- supporting students to gain and apply research and consultation skills in a real-world situation



# Where do the SCTs fit?





# Programme for the session



Examples part 1	<i>Living Lab</i> (Sustainability), Stephanie Glendinning and Peter Manning
	<i>Ageing – Biology and Impact</i> , Institute for Ageing and Health (Changing Age), Bob Barber and Lynne Corner
	<i>ACTION 2011</i> Societal Challenge Themes and entrepreneurship programme, Elizabeth Scanlon and Gail de Blanquiere
	<b>Break for tea/coffee and discussion</b>
Examples part 2	<i>CEGS redesign of curriculum</i> (Sustainability), Stephanie Glendinning and Jean Hall
	<i>Street Law</i> project, (Social Renewal) Kathryn Hollingsworth and Jenny Johnstone with Sinead Bradshaw (student)
	<i>Exploring enterprise, entrepreneurship and enhancing employability through addressing societal challenges</i> , Jane Nolan
	<i>The hills are alive with the sound of recycling</i> , Working with student interns to encourage students to recycle (Sustainability), Hannah Munro, Sustainability Officer (ESS)
	<b>Group discussions: what do we do now?</b>

# What are we doing already?

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Over to the presenters...

# What are we doing already?

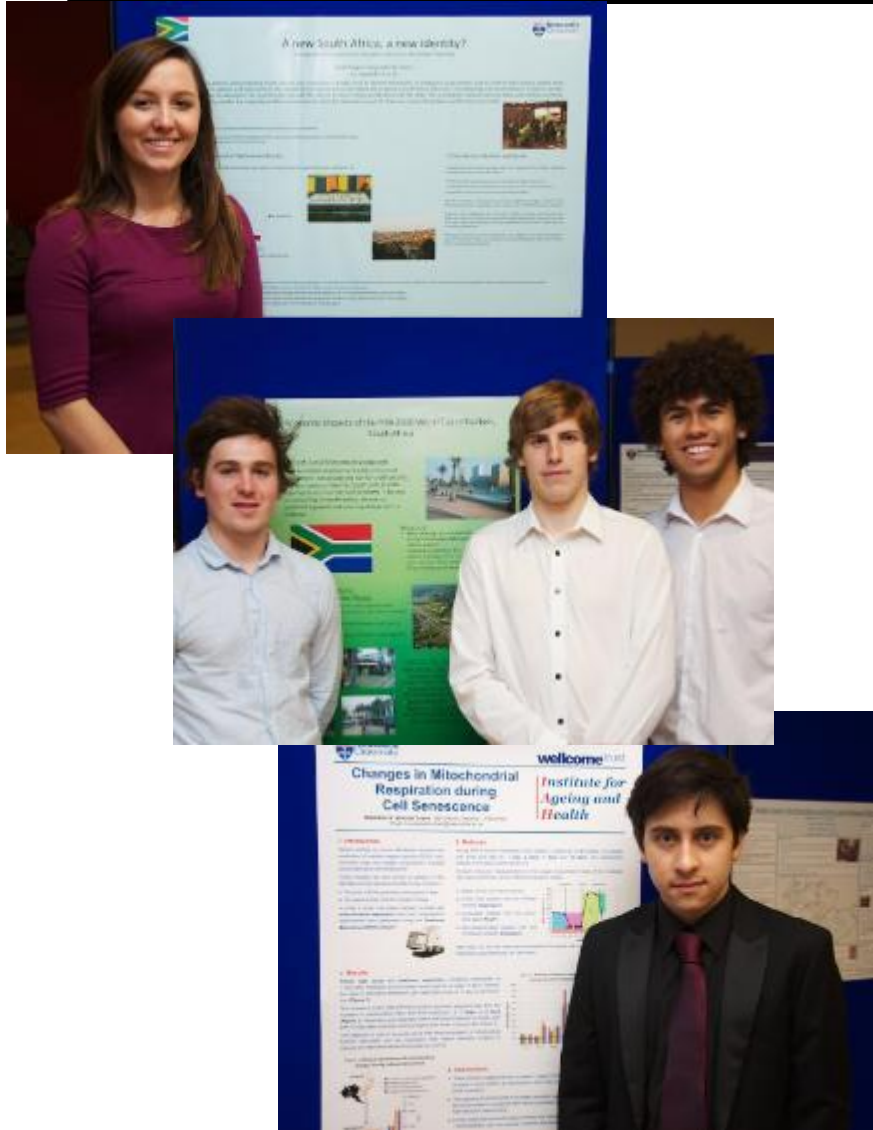
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Discussion break:

- The EDGE tool: where we are and where we want to be
- Student posters on display

# What are we doing already?



Student posters on student-led projects:

- Vacation Scholarships
- Alumni Association Student Initiative Fund
- Career Development Module
- Modules in CEAM and in AFRD

# What are we doing already?

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Over to the presenters...

# What do we want to do next?

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- Discussion activity: In your groups reflect on what you've seen and heard and consider:
  - What actions could you take to increase the opportunities for students to engage with SCTs?
  - What would help you to do this?
  - What might the barriers be?

# What do we want to do next?

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Feedback

# What else could we do?

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- Explore how **transferable** the opportunities presented today are: could these models of practice be used in other contexts?
- Acknowledge the **different ways** in which Faculties have led on the SCTs, not insisting on a 'one size fits all' way forward
- **Highlight and share** existing examples of the SCTs in learning and teaching:

<https://wordpress.ncl.ac.uk/sctlt/>



# UTLSEC will support this agenda by

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- Ring-fenced funding for ‘Vacation Scholarships’ which address the SCTs
- Provision of funding to support the development/pilot of broad study modules with a SCT theme
- 2013 UTLSEC Innovation Fund

## Pedagogical support from CfLaT

# ‘Social Renewal and Education: The Great North Curriculum’ May 1st

- Conference organised by the Research Centre for Learning and Teaching, Keynote Speaker Professor Keri Facer: **‘We're all in this together?’ Schools, communities and the challenges of the 21st century ‘**
- This is **not about** a parochial stance, regional geography or a set of content, but **more about** a set of processes and principles related to **enquiry based learning** using the locale and community.

# You might be interested if:

- You think many pupils/students can achieve more if they are given more responsibility and choice;
- You want to see local people, places and resources contributing more significantly to the curriculum and making schools more responsive and democratic;
- You can imagine schools and the curriculum becoming more exciting and creative, and yet still rigorous and respectful of subjects.
- Contact [David.Leat@ncl.ac.uk](mailto:David.Leat@ncl.ac.uk) for details