

## Instructional Design

Our Dialectical  
Approach:  
Co-Creating Cultures  
of Engagement

ENGAGEMENT  
HETEROGENEITY  
&  
STUDENT  
PERFORMANCE  
What we know and  
what we don't

## What is Engagement?

Empowering students to take part in teaching and learning activities that will support them to understand and apply the key concepts

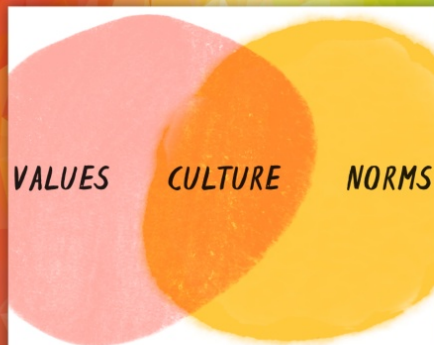





EMPOWERMENT:  
3 KEY FACTORS

DIALECTICAL  
APPROACH

**"When everyone in the class community, tutor and students, recognizes that they are responsible for creating a learning community together, learning is at it most meaningful and useful"**

**Bell Hooks**






-  **Values** are the beliefs, philosophies, and principles that drive a group.
-  **Norms** are the ground rules that dictate how people interact.
-  **Culture** is the interaction between the two; the beliefs and the behaviors of the group.

## Empowering Students to Engage

- Induction
- Instructional Design
- Consistency



Equality	Equity	Justice
		
<p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>

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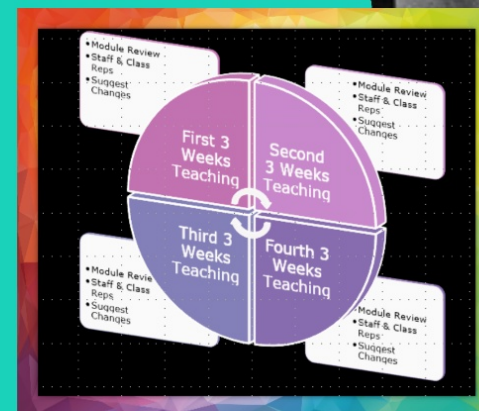
# Dialectical Approach

Dialectical Approach: Structures that encourage and reward deep weekly engagement

Engagement : Whose Responsibility is it anyway?

Institution: Create **structures** where students take **personal responsibility** for engagement and where **students are partners** in shaping the structures that shape the contexts within which they learn

Institution: Ensure all **staff apply consistent approaches** for creating dynamic, fertile, and focused learning communities



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**Student Experiences**

**Flipping the Classroom**

**VLE**



Lecture

Webinar

The collage contains several educational elements:

- Top Left:** A navigation menu for 'SSC231 Gender, Diversity and Human Rights: Global Perspectives' with options like 'Introduction', 'Week 1', 'Week 2', etc.
- Top Middle:** A slide titled 'An Introduction to Human Rights' with a globe icon and a 'Welcome to Week 1' box listing 'Teaching & Learning', '1. Key Readings', '2. Workshop 1', and '3. Video 1.1'.
- Top Right:** A video player showing a woman speaking, with a 'Download' button below it.
- Middle:** A slide titled 'A dilemma for Human Rights 2' featuring a video player and text discussing 'Despite increased interactions among nation states and a growing use for international organisations, the system state has maintained its influence not only as the monopolist of the legitimate use of violence in the world, but also as the provider of political and legal control of the domestic and the international system (often in the form of out-of-territory agencies and embassies) (John in the form of economic and social rights). Although the UN Security Council has established an order to protect human rights, the system state remains the final arbitrator against other organisations, or failing to meet, resulting in violating human rights'.
- Bottom:** A slide titled 'Week 1 Workshop' with 'Human Rights' written on a chalkboard and a globe icon. It includes the course code 'SSC231' and the title 'Gender, Diversity & Human Rights: Global Perspectives'.

### SSC231 Week 1 DFA 1

Ane Molena  
Created on 10 February 2021 @ 8:22 AM



1. Watch this talk by Ratna Kapur, professor at Jindal Global Law School in Delhi. Video from <https://youtu.be/g0Jg1xwXHA>

Why does Kapur see Human Rights as a tool of Liberal Governance? What does Kapur mean by freedom beyond liberalism? (350 words max)

Communarians, Marxists and feminists define human rights in more structural terms, as conditions within which individuals exist rather than possessions of individuals themselves. Pragmatists and social constructionists disconnect the language of rights from any specific content, that is, any particular rights claims, so as to render it more meaningful in social interaction. Such approaches sit outside the orthodox liberal position but must be taken seriously as alternative theories of rights.

Liberalism can really be seen as a capitalist approach to economics. For Kapur human rights are built upon a hierarchy and have been structured by dominant gender and cultural norms, despite being defined as universal. She argues that the idealism of a universal set of rights may only be attributed to those seen as human and denied to 'others', posing the question of what about those viewed as less than human. For example, homosexuals, migrants, minorities, and refugees, it's as if these 'others' become disposable as they do not fit its pre-determined yet unpublished criteria. She argues that human rights are shadowed by who is not included. Kapur spoke about the controversy when France introduced a law banning the wearing of face-coverings and veils in public, mainly affecting Muslim women. The law is an example of a Requirement to assimilate in order to gain access to rights. There is only in the fact that the liberal democratic state forces this upon them and if assimilation does not occur, human rights are denied. For Kapur, human rights are not fixed, and neither are they inclusive, the power is in the hands of those who use it.

Kapur uses the analogy of a football, within which we are all contained and restricted, to explain our freedom or lack thereof. This is in contrast to liberalism and as such she introduces the idea of freedom beyond liberalism. Breaching the boundaries and norms that are restrictive and beneficial only for those who have an accumulation of human rights. She invites us to look beyond what we perceive or have been told is freedom and to actively search for it using our personal agency.

Feedback for Shaugh  
Absolutely super work Shaugh!! If you want to update DFA1 after Feedforward do; if not I will give feedback on your edited draft during week 4.

DFA 1 supported you to develop an understanding of the key concept of 'liberal governance' and its relation to human rights in the global context (D2). You clearly understand what Kapur means by global governance and you understand that she queries whether it is a form of neo-colonialism. You also clearly understand that she argues that the dark side of human rights is a constitutive part of the Human Rights project (D2). Kapur contends that the subject of human rights, the western sovereign autonomous subject, contrasts with the 'other' who is not considered the subject of human rights. You also illustrate an emergent understanding of human rights interventions that according to Kapur characterise the dark side of human rights. You also mentioned the banning of the burqa in France where Muslim women can only be viewed as subjects of human rights if they assimilate in the dominant French culture. This example illustrates the processes experienced by women in specific geographical and social contexts

Feedforward  
To build your capacity to Critically interpret sources and convey information and write coherently on key theoretical insights

Which perspective/s do you think Kapur is coming from and why  
Liberal Internationalism; Realism; Social Constructivism; Marxism; Post Structuralism; Postcolonial Decolonial approach and Feminism

HOTS Challenge  
1. Read SSC2 of Introduction (https://www.un.org/Ref/Photo/Janet/130-08) and outline the author's argument, la Marshall's position consistent with Kapur's argument and why?

# Educational Action

# Student Response

# Feedback & Feedforward from Tutor

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## Next Week's Webinar: Warm Up

**University of Leicester launches online toolkit for staff to stop them making 'moral judgements' on student sex workers - but feminist writer says women should be told how 'harmful' it is rather than being supported**

- University of Leicester has launched the Student Sex Worker Policy and Toolkit
- Aims to tackle any issues with student wellbeing and inclusivity at the heart
- But appearing on Woman's Hour, a feminist writer said approach was 'troubling'
- Journalist Sarah Dittum said women should be warned about how 'harmful' it is

- <https://www.dailymail.co.uk/femail/article-9042973/University-Leicester-launches-student-sex-worker-toolkit.html>

### "Nature Versus Culture"



**Have you  
Listened to Week 8 Lecture?  
Listened to Week 8 Workshop?  
Developed a position on  
University of Leicester Student  
Sex Work Toolkit ?**

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Click on each page to enlarge and read

I gained this knowledge through weekly DFA, webinars, ongoing support through feedback and feedforward to improve and research day-to-day issues analytically and critically. Thanks to our lovely tutors. Our tutor's knowledge is at an outstanding level and that amazed all of us students from my cohort.

I 100% agree that teaching and learning activities support understanding and learning and help students to apply the key concepts, otherwise what's the point of learning any of it?

- The learning materials are excellent.
- I am genuinely interested in the modules.
- Sometimes it's nice to be able to email a tutor.
- It's important that students engage in the forum activities, cover the materials and complete DFAs.

What I found interesting about chevron training was that blended learning was available long before it became a buzz word due to covid restrictions on education. As I work full time this way of learning suited me down to the ground.

What made it enjoyable was the approachability of my lecturers. This would go with Chevron as a whole. The studies advisors were always there at the end of a call or email. It felt that everyone was there to enable me to get a good education but more importantly actually learn the reasons why and start to question with knowledge instead of questioning for the sake of questioning.

**Example 7: Module 7 - Customer Service Strategy**

**What is the importance of customer service?**

Customer service is the most important part of a business. It is the way that a business interacts with its customers. It is the way that a business shows its customers that it cares about them. It is the way that a business shows its customers that it is committed to their satisfaction.

**What are the benefits of good customer service?**

Good customer service can lead to many benefits for a business. It can lead to increased sales, as customers are more likely to buy from a business that they trust. It can lead to increased loyalty, as customers are more likely to return to a business that they are satisfied with. It can lead to increased word-of-mouth, as customers are more likely to recommend a business to their friends and family.

**What are the challenges of good customer service?**

There are many challenges to providing good customer service. One challenge is that it can be expensive. It can be difficult to train staff to provide good customer service. It can be difficult to measure customer service performance.

**How can a business improve its customer service?**

A business can improve its customer service in many ways. It can invest in training for its staff. It can use technology to improve its customer service. It can listen to its customers and make changes to its service based on their feedback.

**What is the future of customer service?**

The future of customer service is bright. As technology continues to advance, there will be more opportunities for businesses to improve their customer service. There will be more ways for businesses to interact with their customers. There will be more ways for businesses to show their customers that they care about them.



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## Engagement Heterogeneity: What we Know and what we don't!

Group 1 : No Engagement

Group 2: Intermittent Surface Engagers

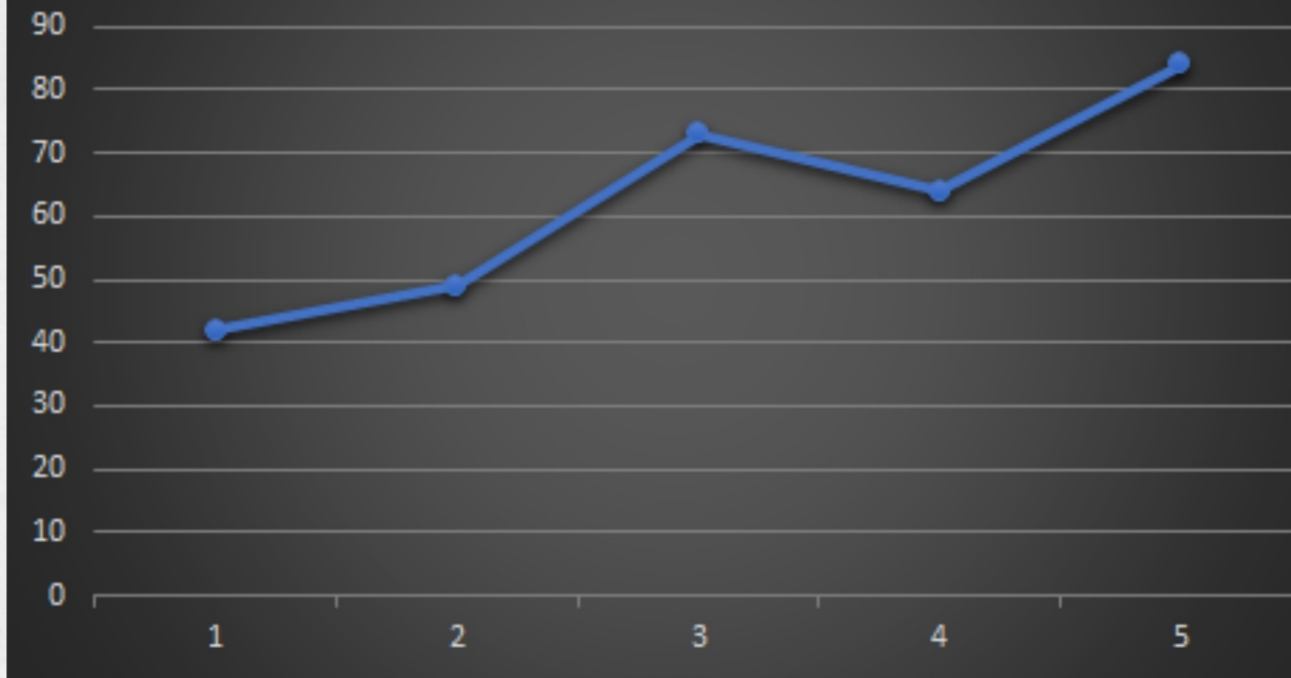
**Group 3: Engagement Waners with Sporadic Deep Engagement**

Group 4: Consistent Surface Level Engagers

**Group 5: Consistent Deep Engagers who Learn from Feedback**



## Engagement & Performance



Group 1 : No Engagement

Group 2: Intermittent Surface Engagers

**Group 3: Engagement Wavers with Sporadic Deep Engagement**

Group 4: Consistent Surface Level Engagers

**Group 5: Consistent Deep Engagers who Learn from Feedback**

	<b>Mean</b>	<b>Range</b>
Group 1 (n=2) <b>No Engagement</b> <sup>1</sup> Submitted essay from essay writer	42%	28%-55%
Group 2 (n=2) <b>Intermittent but surface level engagement</b> <sup>2</sup> ESOL <sup>3</sup> Mild ID	49%	N/A
Group 3 (n=3) <b>Initial engagement with sporadic deep engagement</b> <sup>4</sup> Debilitating auto-immune disease <sup>5</sup> Trauma Informed approach	73%	68%-75%
Group 4 (n=3) <b>Consistent surface level engagement</b>	64%	60%-68%
Group 5 (n=4) <b>Consistent deep engagers who learn from feedback</b> <sup>6</sup> ESOL	84%	75%-92%

# Concluding Comments

Empowering students to take part in teaching and learning activities that will support them to understand and apply the key concepts

- **Build Structures that Reward Engagement**
- **Build strong structures for evidence based student support.** In our experience students are hiding diagnoses and vulnerabilities. Stigma is a barrier to engagement (intermittent surface engagement)
- **Staff Training on Trauma Informed Approaches to Education**
- [https://www.multiplyingconnections.org/sites/default/files/field\\_attachments/Walking%20the%20Walking%20PDE.pdf](https://www.multiplyingconnections.org/sites/default/files/field_attachments/Walking%20the%20Walking%20PDE.pdf)

Thank you  
for your attention



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