



# Strategies for building relationships: creating community and belonging among students and staff

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Development



# Outline of session



12:00 Welcome and introductions

12:05 Why focus on relationships & community? Evidence & examples (Cathy)

12:15 Belonging and community at the University of Edinburgh (Tina)

12:25 Breakout groups

12:45 Share back in larger group

13:00 Finish

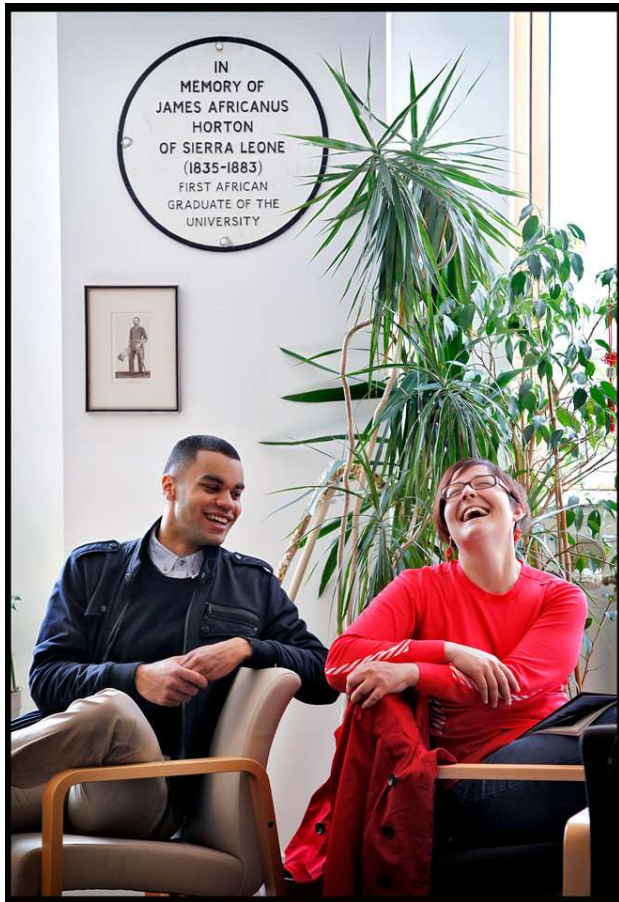
PLEASE NOTE We will record the presentations only, not the chat or breakout groups



# Relationships - evidence

Academic success, higher educational aspirations, personal and intellectual development, student satisfaction and **enhanced motivation** (e.g. Chickering & Gamson 1987; Cooper et al 1982; Cuseo 2007; Komarraju et al 2010; Kuh & Hu 2001; Lamport, 1993; Pascarella & Terenzini, 1978 & 2005).

Staff characteristics attitude and personality: warm and informal; friendly and flexible; accessible, approachable and available; empathetic, genuine and respectful; **understanding and honest** (e.g. Gadzella, 1977; Jacobsen, 1982; Lamport, 1993; Long, 1977; Powell, 1976; Rogers, 1962 Scheck & Bizio, 1977; Theophilides & Terenzini, 1981)



“the more contact between students and faculty both inside and outside the classroom, the greater the student development and satisfaction” (Kuh & Hu 2001, p309)



# Hospitality



The first five minutes (Bovill, 2020)

Every class is an opportunity

Building trust, respect, community and belonging

Showing we care





# Learning names

Arizona State University – name tents in large biology classes

“...statistically significant positive results on student motivation and learning and also to make it more likely students will seek help from their faculty.”

“Faculty do *not* need to memorize student names to achieve these outcomes; the practice of having students make and use simple name tents and then faculty intentionally calling students by name, when possible, seems to be sufficient.”

Cooper et al (2017)



# What's working?



- Town hall events
- Well-being check-ins
- Mixture of synchronous and asynchronous learning
- Using breakout rooms
- Encouraging responses/emojis in the chat box
- School and societies social events e.g. quizzes
- Opportunities to work in pairs/small groups outside



# Sense of belonging







# Breakout groups



1. Introduce yourselves
2. What did you find interesting/useful from the presentations?
3. What is working well in your course/programme/School/College to build relationships, community and belonging?



# Future engage events

## **Co-creating a diverse and inclusive curriculum – when, where and how?**

Dr Job Thijssen, Lecturer, School of Physics and Astronomy

Dr Hannah Chalmers, Reader, School of Engineering... and other speakers to be confirmed

**Thursday 26<sup>th</sup> November 2020 12:00-13:00** Online

## **Engaging students through blogging**

Dr Hazel Christie, Senior Lecturer (University Learning & Teaching), Institute for Academic Development

Josephine Foucher, Co-Editor Teaching Matters, Institute for Academic Development / PhD student, Sociology

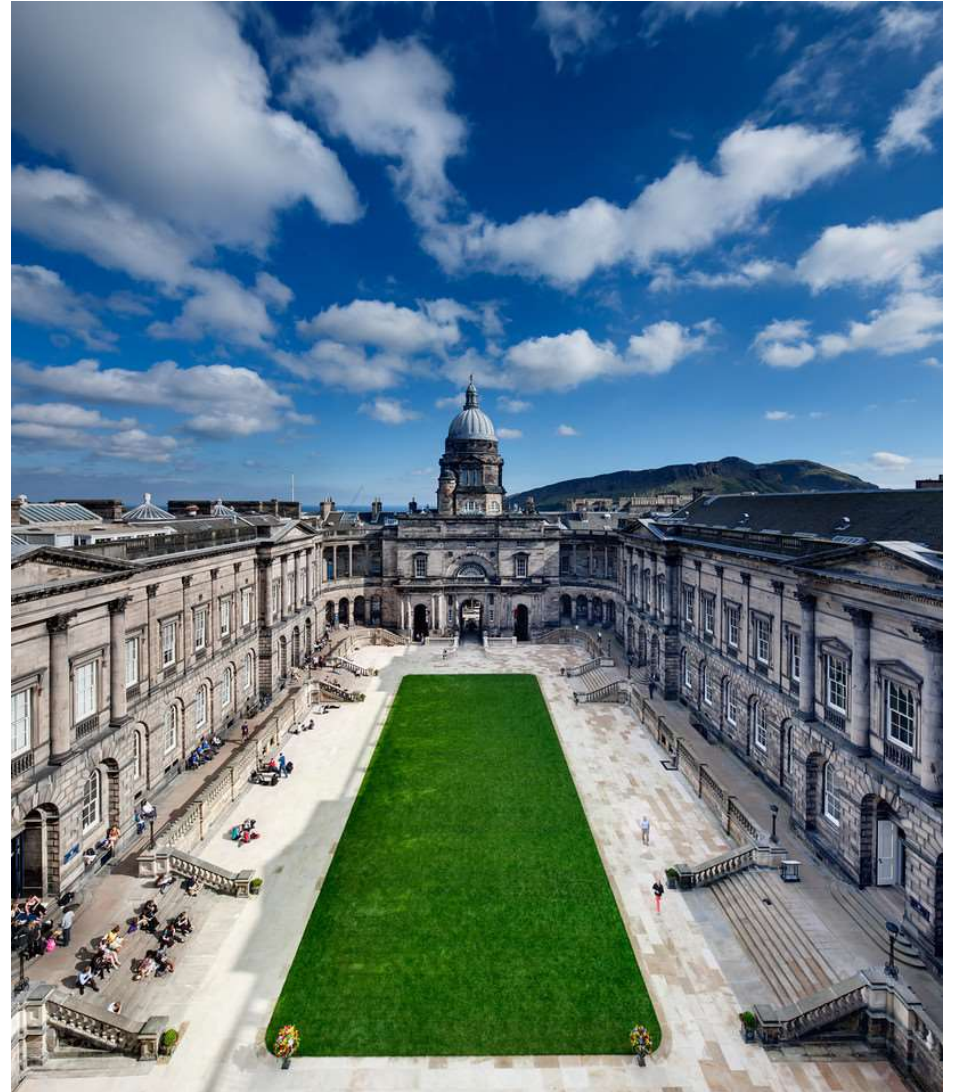
**Tuesday 1<sup>st</sup> December 2020 14:00-15:00** Online

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage>

Thank you

Photo credits

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