

STUDENTS AS PARTNERS: A DEMOCRATIC APPLIED SOCIOLOGY MODULE?



Hazel Roberts

With thanks to/insights from
the Applied Sociology
project team:

James Derounian, Emily
Ackerman, Sarah Astbury,
Amy Gass, Joe Mitchell,
Ronald Murray, Keri
Simmonds

BACKGROUND

- **New L6 Module: Applied Sociology**
- **No project!**
- **Theme: The climate emergency**



SOME EARLY PRINCIPLES...

- Group decision-making on project selection and design
- Group task allocation at end of each lecture
- Group assessment: Portfolio to include group written piece

APPLIED SOCIOLOGY PRE-COVID 19

- Mixture of lectures (with HR and JD) and meetings with stakeholders/interested parties
- Students decide on their tasks for that week
- They share progress the following week and we agree next steps (some scaffolding from HR)
- Identification of 2 viable projects and student vote (Week 6)

OUR RESPONSIBILITIES (FROM WEEK 1)

- Project team members
 - **Engagement and communication** (in terms of attendance and engagement in teaching sessions and with each other and module tutor)
 - **Information sharing** –think about how best to share information both face to face and online
- Module tutor
 - Facilitating project and ensuring things keep to module timescale
 - Making things clear/explaining
 - Answering emails and being contactable (1-2 working days)

OUR PLAN OF ACTION (FROM WEEK 1)

- **Project team**
- Research the science and bring at least one resource to share next week. Think about sector contributors to climate change (transport, food, stuff etc) and/or how to physically 'show' the effects (email Hazel with this in advance if this would work best)
- Do some reading –lecture slide / module reading list suggests some resources. **Minimum reading of resources highlighted in bold.** What else can you find around your own interests?
- **Module tutor**
- Write lecture with particular focus on issues of responsibility and motivation, poverty and class

APPLIED SOCIOLOGY DURING COVID-19

- Confirmed project: School student survey on climate action for InterClimate Network (ICN)
- Shift to online group meetings: MS Teams
 - Individual and pair work outside of 'lecture' sessions
 - Met weekly throughout Easter to maintain momentum
 - Sessions could be time consuming but good student participation
- Use of Google docs to share lit review ideas, write survey, share feedback
- Move to individual assessments

