Transcript of session

Contents

[Learning and Teaching community summer special LEad Light Lunch session on talking about induction. 23rd July 12.30 1](#_Toc78446992)

[Introduction 1](#_Toc78446993)

[Martin Rich and Clive Holtham ( Bayes) 1](#_Toc78446994)

[Rachel Anne Knight (SHS) 4](#_Toc78446995)

[Stein Riemers (SASS) 6](#_Toc78446996)

# Introduction

So hello and welcome everyone. So today we can keep it fairly informal. We felt that it would be just good to have a bit of an open conversation about what everyone is planning to do next academic year. Or maybe if you don't know yet, hopefully you'll get some ideas from colleagues as well. So we have a few people who just going to tell us a little bit what they've been kind of intending to do next here, keeping in mind that things might be online or face-to-face, et cetera, should be a good, a good mix of ideas. And then we'll just leave the floor open. Conversations and questions and I'm sure attendees will also have some ideas to share. So, the floor is very much yours and you make the session. Once we have gone through the different presentations, I think we were meant to start was it with Clive and Martin? Sorry. I forgot.

# Martin Rich and Clive Holtham ( Bayes)

Okay… Thank you. We're going to talk very briefly. I'll do the first few slides and then Clive will take over. We're going to talk about principally what we did last year, what we did in the summer 2020. And what we had to do to pull this together, I would suggest fairly rapidly, but based on ideas that we had evolved for a long time. The first challenge was that we didn't know how many business management students we were going to have but, in the end, we had a little over 500. That's by comparison, we had 600 in the whole cohort. We had 500 plus who were with us for the induction week. That's a bit bigger than the cohorts we had before. And they were all online. We did consider whether we could do something Face-to-face. At the time. It was not clear what sort of the risk assessment a member of staff would have to go through to join in induction week. So in the end, we did everything online and we did it with group work. We did it by essentially getting the 500 to work in streams and each stream was divided into 11 separate groups, and one of the advantages of that was that we could make really heavy effective use of Microsoft teams. One reason for using teams for that was because we didn’t have proper breakout rooms, but we were able to create a Teams meeting which wasn't associated with a particular team. So we came up with this idea of the TMWAT method, to create a time schedule teams meeting that was not associated with a particular team and we used those spaces for people within the different groups to join. And the underlying principle was to give the students some academic content. Right from the beginning, right from day one when they joined the induction week, as opposed to just giving them practicalities and filling them up with add on integration. Wanted them to get the feel of what are we were going to be starting with.

So okay, some context in 2021 we have got a rather different context. We expect most the students to be in, in the UK, our working assumption is that perhaps 10 percent or 25 percent are going to be studying remotely. We're probably going to have a slightly swollen number of 450 business management students this year. We would like to fit in with a very big issue about the fact that at the business school we changed the name, it ties in with decolonization and so on, the EDI agenda. And also some organisational change not least, I have been Course Director for this course many years because I'm actually taking on additional roles. We will have a different course director coming in so that is an added complication. So just to give a background, way back in 2019, most of the induction we did was based on practicalities are also academic context. It was mostly face to face. The mindset was one of saying hello to keep engaging them. People who weren’t face-to-face didn't get that much benefit. The mindsets the approach for 2020 is something we want to do more of in 2021.Lookign at comparable literature this is called relentless welcome So the idea then we give people a whole stream of different activities to involve them. Handing over to Clive

One of the issues was that Last year it was online. This year we will need to be online with at least some face-to-face content as well.  And this is, at the moment, is, is the minority of students, this 10 to 25 percent, it will be fully online. And we're driven in this primarily by issues to do with equity and having a sense of community when you're not physically present and where the majority students are present. We found last year in a fully online environment. Technology is a real barrier for some of our students. We have many students coming from around the world who could be anywhere in the world with varying degrees of Internet. The shape of the globe matters, the timing, logistics can be problematic. We also got other obvious issues such as motivation and resources. With the students who are fully online, we anticipate a range of situations, what we've partly called high engagement at the top end. And even more politely call low participation at the other end. Low participation may in fact be an exaggeration based on last year zero participation. How can we engage and hold in to that spectrum? And obviously the boundaries between these three situations face-to-face online, not on line are going to change over time, which is another factor in this year, which wasn't there last year. So what we've decided to do is to appoint an online community tutor who will be entirely focused on this 10 to 25 percent. A experience person used to our students and who can support them individually in the right direction and collectively. It will also be a visible symbol that we haven't forgotten this group. And will be someone who's able online to encourage at least some sense of community for this whole group.

The other tool that we're going to be using this year is Flipgrid, which is a Microsoft product, which is widely used city for graduation videos. We got approval last year to use it for induction. Sadly, the approval came through three weeks after the induction finished. But nonetheless, we're very keen to use it this year. It's non-institutional type of technology, quite playful. It's excellent for sharing and commenting on large volumes of videos. And we would dearly like to collaborate with other schools in use of this for anyone else who's interested in the relentlessly welcoming approach would be a good approach. So we want, our vision would be that all members of our faculty, all our doctoral students and all our incoming students, would make a short 15 or 30 second video about themselves, which would, if you'd like, symbolise the whole community. The nearest example that I can find to this, which has been a wonderful exercise by the Duraine University, which is in Nebraska, which has got this project called a thousand STEM women. And they've got up to a 100 and just over a 100 at the moment. And these are very, or the URL is on here. And you can easily find this on the, on the Internet. It's a tremendous symbol of how you can get in engagement of a very diverse group over to a wider community. This case they are primarily aiming at schoolchildren to, to interest them in STEM. Nonetheless, it's a very good example of how short videos, in their case, two, I think it was 90 seconds. The videos, we'd be looking for something much shorter. But video can be such a powerful medium. And in this particular case, they achieved quite high levels of diversity as well. Pleased to say, back to Martin.

Sorry…. So I'm just going to go straight to the point very quickly. One of the biggest challenges we have with hindsight …… So yeah, finding resources, finding people to help. Now, what we would like to do more with next year's students, get more involved from day one. The students have done some tremendous material and resources. But the more that we can do the better I think we need to do even more than we have done with scaffolding in the past, even more better approaches that we do. Because we felt that there was traditional …..school…... So everything which we know about threshold concepts with transition to university is amplified in the current context. And we also have to be aware that these students, and this is going to continue for the 25 % that are not with us personally, were in a huge range of different circumstances. We found that getting in contact with students when they first started was a nightmare; getting an accurate Idea who was going to join was a nightmare Getting effective emails was difficult; persuading people to use their City email addresses was difficult once they got started. It was I would suggest for one particular reason why e-mail is really difficult means for as a communication but it was all we had. We did really well. We used some open educational resources. We used open textbook from the OpenStax management, which was really effective, so brilliant stuff out there. But I think one of the most difficult things was getting students to deal with things which were unpredictable and uncertain. I'd actually be quite open with them about the things which they didn’t know or the things that we didn't know, the proverbial known unknowns, a fantastic learning experience for us. Hoping to do the same thing this year Thank you.

Sarah:Thank you. Elisabetta: something you did do a light lunch, didn't you? Clive and Martin, you gave us a tour of the actual team site. So the recording, I'm just posting it in the chat so if anybody would like to actually go and see, have a tour of the team site that Martin and Clive set up then the recording is available.

Sarah: Thanks so much. Maybe let's move to our next two presenters and then we're going to have time for discussions and questions. So please keep the questions coming in, in the chat and then what we can do is just address them because I'm aware some people have to go like this. So maybe we go move on to Rachel Anne….

Rachel Anne Knight (SHS)

Absolutely. Just give me 1 second to share some slides, so I'll leave you to introduce yourself as well. Yeah, absolutely. All the screen-sharing changed since last year's teams. That's rather interesting. So let me see if I can find it. Just give me a minute. Oh, there we go. All right. I'm hoping this will do it. You tell me if you can see your PowerPoint. Yes. You can. Yeah. PowerPoint.  Yes. Great. Thank you. Okay. Folks Nice to meet you all. I'm Rachel Anne Knight, professor of phonetics in the School of Health Sciences. And I'm going to tell you about our induction treasure hunt and the particular aspects of it that are going to be professionally oriented. So that's one of its key features. So my screens just being a bit slow, it will move on momentarily. But I've got a fairly standard structure. So, I'm going to give you some context about our students. I'm going to tell you a little bit about some of the background literature and some other work that's been done at City. Tell you our aims and then a bit about the activities and our evaluation and then some of the outstanding issues which have actually already been picked up by, by Martin and Clive as well. So I'm really excited that I'm going to be the year leader for our first year BSC speech and language therapy students for next year. So that's the first time that I've done that, in quite a long time since I've, since I've taught that particular year group. So, I've been thinking a lot about the context and what these students might need. We've got an intake of about 50, so it's very small. In comparison to the presentation that you just saw. We have a mix of school leavers and mature students. So, one of the interesting things about speech and language therapy is that we do get some students who are just coming from their A levels. But we also get quite a large number of students who've already had a full career and have decided that they want to do something else, something more health care related. And even sometimes, it's not unknown that we have students that have done PhDs and had research careers. So there's a real mix of students for whom we need to account. They've also got a very mixed disciplinary background. So SLT is a science, but obviously it also has lots of other aspects relating to health care. And therefore, we don't require science A levels. We might get students coming in with physics and chemistry. But we often get students who have A levels in arts or in literature or in languages as well. And on top of that, they come from a very mixed professional experience. So we may have some of our students who've done little bit of volunteering, a little bit of observation, everything from that to students who have worked as speech and language therapy assistance for many years. So, whatever we do in our induction, we've got to try and make sure that it's appropriate for all those different groups. So, when I was thinking about organising the induction, I went to one of our SHS drop-ins with delayed team. And we were talking, So Geraldine and Sarah were there with other colleagues and we were talking about really wanting something that, that's active and that's interesting for students. So, Clive and Martin mentioned, you know, of course all the administrative content is really important. But it's probably not the most engaging for students and they tend to forget it if it all happens in a chunk at the beginning of the induction. But might my colleagues be telling me about some treasure hunt that had been done by journalism in collaboration with Lead and there are some blog posts from 2014/2017, which really got me thinking about how we might make this really relevant for speech and language therapy. And the thinking has also been influenced by the literature on induction. And as you've probably seen, if you know this literature by Tinto for example, it speaks very much to retention. So obviously city has been really concerned about progression for a number of years. And whilst it's not a massive problem for us in speech and language therapy, it is probably one of our lower metrics in comparison to the NSS or in comparison to employability. And of course, we want to keep all the students that come to us. So in order to do that, the importance of that initial experience is key. And one of the approaches that has been used to try and help with retention from the very start is an activity-based induction. And again, those, those activities, so that activity-based induction is informed by all this literature about what helps students to stay on their programme. So I've been very much thinking how we can sort of incorporate these ideas. So SLT obviously is a professional programme. And one of the things we know is that students who are committed to their professional goals are more likely to stay on their, on their programme to develop their professional identity. We also need to try and create the sense of belonging to the institution. We know that students who socialise and have peer support are more likely to persist with their programmes. And we know that early relationships with key staff is also really important to retention. So for me I want to be building those things in the very first day. And therefore, our aims are for students to begin to develop a sense of their professional identity. Of course, they're not going to do this just in one day, but we hope it's a start. I think not trivially to help students to navigate around our rabbit warren of a campus. And whilst they're doing that to begin to feel a sense of belonging to city rather than it being a kind of alien place. I want them to be able to work with their peers so that they can form relationships. And to me, and have some quite meaningful interactions early on with key staff on their programmes. So, in terms of how I'm planning to do this, this is just one part of our induction, so I'm not suggesting by any means that a treasure hunt will fix everything. So, it's part of a package of activities including some more synchronous, asynchronous and online activities. But on this particular day, we'll start with a brief talk from the programme directors, who is Rachel Holland and myself as a year later, just to set the scene, say a little bit about the programme and then introduce this activity. We'll then do the treasure hunt in small groups of about five or six. And we think that will take three hours. I don't want this to feel pressured for students. I don't want them to feel that they're charging around the university and not really doing much. So, I want them to be able to take their time. And then we'll follow that with a debrief and evaluation. So, on the right of the screen, I'll just show you a few of the places they will go and some of the activities they will do, and this isn't all of them. Those of you who know Middleton street know we have a help desk. This is also near to our occupational health service. It's near to the meeting rooms where we do personal tutorials. And it's a nice social space for students. So, when one there, there students will look at a range of speech and language therapy assessments that are used in clinic they will take photo of one. And they'll say hopefully the level of language that it's targeting. So, speech, syntax, et cetera. Though, then visit our lab where they will listen to some speech in noise. So again, here we're sort of building that idea of them being speech professionals and thinking about how the way in which we communicate is affected by the circumstances that we are in, they will visit the technician’s office who will do some work with them around video cameras. So, students often have to record themselves in clinic and that's also relevant skill for clinical practise as well. Then also visit our clinic, which is the Roberta Williams Centre. And they will do a task there about verbal fluency. So this is quite highly used in the sort of psycholinguistic aspects of our programme. So I might ask them to name as many animals or as many foods as they can think about in a minute. So those are all our sort of SLT specific places. But obviously they need to see the rest of city as well. So they're going to go to the bandstand where they will find some words that begin with the sounds ‘ts’. So even if those words are spelled in a different way, like city been spelled with a C. They'll go to the library and find where SLT books live. And then they'll go to the refectory where they will interview the programme director. Because interview is a key skill for many health professionals in terms of case history, for example. And when they've done that, then also find the name of their personal tutor who they will then contact as evidence that they've done this part of the activity. When they've done all that. We'll do a very sort of basic evaluation, I think the first time to start with. So they have a rating scale related to those four areas of interests, professional identity, et cetera. And we'll split that up to analyse it in terms of their demographics. They'll have some free text comments, which on which we'll do some thematic analysis. And I may later, depending on what the data looks like, do some work to correlate that with retention. So I've got some outstanding issues that haven't fully worked out how to solve yet. As has already been mentioned, this is resource-intensive, so any kind of active learning always takes more people. And I probably need me and four or five others for the day. But I think it's probably okay, I'm a big believer and put in our resources where they're going to make the most difference. And I think putting in resource here will be beneficial if we can achieve the aims that we've got in mind. I need to think about how to form the groups. There's a lot of literature about this, but I'm probably leading towards students forming their own groups, but I'm willing to hear other suggestions. I don't quite know what we're doing yet in terms of how big the whole group can be if we need to take them into halves or not in relation to social distancing. And I fully suspect that we will have some students who are self-isolating or who don't feel ready to come at the beginning. I'm afraid I don't have a way yet to make this kind of activity sort of fully equitable for those who will be working from home. And all of those things I think speak to that this needs to run really smoothly. So despite all the wonderful things that could happen if this goes well, I do think it's one of those things that could be quite disastrous if it goes badly, if students get lost, if students don't know what they're doing. So hopefully if we put all the right things in place, then we can ensure some smooth running on the day. So that is all my slides. I've got some references for you at the end if you if you want them, but other than that, I will leave it there. Thank you so much.

Geraldine: I’m sorry. This is just a train going by this thing. Right? A lot of food for thought. I think it'd be great to hear from people in the chat as well, whether they also have to plan with that kind of social distancing some people online, whether they're doing things completely online as well, that would be quite interesting to hear about other people. So let's move on to our last presenter Stein I will leave you to introduce yourself as well if that's okay.

# Stein Riemers (SASS)

Yes. Hello, So I'm Stein Reimers in the Psychology Department and I'm doing various bits of the induction process. So I'm the online teaching and learning lead. So I've been doing a lot, a lot about the sort of online learning. So as … and, Kuhn and various others will know, the SASS strategy is to have a mix of online and face-to-face activities. So we'll have one day in which students are on campus and will do all of our face-to-face activities there. And then a number of different activities over the induction week, which they will do in their own time. Some of them will be asynchronous, you know, they do as and when they want to. Others will be…. You turn up at this time and you have the induction, you do a speed dating sort of meeting sort of thing, using breakout rooms and that sort of stuff. So what I was going to do… I don't have slides. I'm afraid. I'm nowhere near as prepared here, but what I thought I'd do is I talk through a couple of ideas I think two, maybe three if time allows. Two of the things that, that we're looking at doing in our face to face sort of thing. Because this is, I think this is more challenging because we did quite a lot of activities online last year. We sort of know what works and what doesn't. And I've talked in the chat a bit about some of the things that didn't work so well. Particularly getting students to talk about themselves or upload a photo of themselves or that sort of thing. For new students from a wide variety of backgrounds. Uh, we, we struggled to get them to see that they weren't they were what worked well was when they sort of interacted with each other, whether it is in breakout rooms or one thing we did last year, which we may or may not repeat this year, but it worked quite well, was having a, a short film and a discussion. So, a film that had something about psychology as its, as its theme. And we all watched and then had a roundtable discussion with some of the academics. And then students would post questions and ask questions live or put them in the chat. And we talk about the psychology and we get to introduce the different aspects of psychology that we, that we all work on. You know, you had psychologists, you know, I was doing a decision-making perspective. Others were doing developmental, others were doing biological. You got to see all these sorts of different ways in which psychology can be used to, to think about, you know, kind of things that are happening in the real-world and art and that kind of thing. So, but for the face to face stuff, we've got two activities. So, one which I've been talking to lead and they've been very helpful with Sarah and co have been really helpful. The idea of a kind of somewhere between a treasure hunt and, and an escape room. What I'll do is this is something that could either be done face-to-face or virtually. I will just post in the chat an example of something that we didn't actually run last year because it was all a bit of a rush and, and sort of finished version. It wasn't quite good enough. But this gives an idea of the sort of thing that we're trying to do. So the idea of escape room is that you're trying to solve a series of puzzles in a sort of playful way, whilst at the same time making connexions with the people you're working with. We know from all the social psychology literature that having interdependency is the way in which you build teams. So people having to rely on each other in order to achieve a goal is a way in which you get these really strong bonds formed really quickly. And I think, um, I think Rachel-Anne was sort of talking along similar lines. So I had grand plans before COVID hit of having using my I have a lab in the, in the basement of the, of the rind building and having that as a physical escape from that, we can have groups of six to eight students coming along trying to sort of solve puzzles in order to get out of that is obviously not going to work. We're now going to have to scale things up a bit, but the same sort of idea. So, so the, the name of this is going to be a break back into city kind of thing because city has been shut for so long. The idea is there is chest at the front of the room and students work in small groups with a series of activities that culminate in them cracking the code on a sort of combination lock to get into the chest and get the key that will get them into, you know, where the prizes are kept somewhere on campus. So the idea is that the task that we set a bit like what you might see if you follow the link in, into Qualtrics is that they are set a sort of onboarding tasks. So that task that not only to get students working together will have some of those where you got to kind of think, but there are things like you have to look books up in the library. And you know, each of those books has a number in the title of the book, but you've got to use the library system to find what that is. You've just got the reference for it. You've got things about understanding different areas of psychology. So you've got a, you've got to match some of the, you then find some books and you got to match them with the area of psychology that different academics work with. You've got to click on the right name of the academic member of staff. But the idea is that it's all good and narrative sort of underlying. And the only way you get to open the box is between you to solve these puzzles. Now, if we can do this face-to-face, the idea is that students will actually go out physically. You know, they have to have some kind of code that you bought to decode and you've got some colours that map onto numbers, but the colours. So, you've got find out what the colour of the seats in the bar are. You know, you've got to find out the, the sign in the cafe sort of thing. What colour is that? Those sorts of things. So, you physically go out and you have to again, work as a group. You know, some of you going one place, somebody you going to another, and then coming back and, and you sort of bring that together. So, so the idea is that you have this sort of shared goal. You're all trying to get in here and win the prize. But some, but you're having to work together there and it has a bit of playfulness, a bit of fun. We put a bit of a story around it. And you have a physical chest there in front, which gives us some slight treasure hunting kind of feel to it. So that's kind of a nice break and a way of getting students moving around campus. We're doing this for welcome back week as well for the, for the students in the second, third year, because of course, our second-year students haven't been on campus yet. Our third-year students had a term in a bit, but there was a strike during that time and various things going on, which means that they don't have a sense of belonging. I think it's really important early on to get them in place to do, to, to have a sense that city is theirs and they know their way around. So that's going to be the main focus. If anyone wants to talk further out some of the ideas here, then we can let me know and we can, we can talk further outside the meeting. The second thing is meet your future self-thing because I think that the problem that we've got is that l we got students from primarily from widening participation background. They don't have a lot of role models within, within city or who they can see ah yea these people are doing really well, particularly from the same ethnicity, same sort of cultural background and that sort of thing. So, the idea is that they get to meet people from the year above them or recent graduates, they get a mix of people. See the path that they will undertake. Week 1 arrive at university when no one was going to University before your, you know, it's all sort of slightly overwhelming. You think, should I really be? And belonging at universities are really sort of significant issue. So by having people kind of seeing or this person's like me, they are in their second year, they got first and then are working in the NHS Foundation doing mental health stuff. And yeah, this person is a recent graduate they are now working in HR in this organisation. And being able to talk informally to them and get a sense of where they might be next year, where they might aspire to be when they graduate. Bringing them together like that is going to be one of the sort of central activities which hopefully will both give them information about where they can go with psychology and also give them a chance to, to meet fellow students and get a sense that yes, this is the place that they do belong. I think that's all I probably got time for so I'll stop there.

Geraldine: Thanks very much. That was very good. And it's interesting to see that a lot of these ideas have a sense of playfulness being brought-in, which I think is important, like you say, to bringing a sense of community. We've had some questions. The chats been quite lively. I'm just trying to see. I had one actually for Clive a in terms of linking to the Flipgrid. You said that it will be on Flipgrid itself, but where are you going to put that link? Is it going to be a Moodle thing? Is it going to be a website?  Have you decided yet?

Clive: Well, we are  using email on a daily basis? We're using Teams as the ongoing platform. So that's those are the places that they will be announced and stored as it were. But Flipgrid. Flipgrid is all driven by URLs. Yes, for each activity has a URL. So if there's a daily activity on Flipgrid, it'll be sent out in the morning. Email.

Geradline: Emails. Yeah. That's great. I mean, we sort of raised in the chat the issue of getting students account setup and how that can be tricky and sometimes lead to delays with getting students including activities. It's always an issue.

Clive And I would say up to 50% of my and Martin’s time last year was devoted the sorting our student emails. And the most crucial aspect is those who had set emails, but they didn't work for whatever reason. So it was vital that the system, whatever they could cope with their private emails. We had to use that for, I would say at least a quarter or a third of the students.

Geradline And then I think you mentioned you got to get them back onto the city after they got used to using their personal so important I supposed to have a institutional wide approach and for everyone to, to work together in IT, to be part of the process and to try and include that part induction as well, and getting students to know what to do to set up their account and that kind of thing being a key key part of it. We've had a couple more questions and Dom has his hand up. Did you have a question about that?

Dom: just something to share relates to the point about IT accounts.  Something that we've just completed within the law school was a virtual summer school as an exchange event between city law school and a leading law school in India. The whole two-week event was held on cities version of Microsoft Teams. Obviously, there was something like 40 non City students plus several guest speakers that came in who were all accessing everything via a guest account process are. So again, this would have been they be using that their Indian university credentials. But they were able, able to make almost full use of cities Teams functionality through this without having to have their own IT account setup. And there's an awful lot that we could do with that. So, I'd share that with the IT issues, I T-account question concerns.

Geradline: Sarah put a  a question in the chat for all fellow participants. What's your number one priority for student inductions? It's quite tricky one.

Clive: Well, I mean, if you don't visibly care for the students in every action and indeed non-action. You've lost the plot really.

Stein:  I think we're trying to do we're trying to do lots of things. You know. And, and I think I think we're focusing on specific. It is a sense of this being that place, sense of belonging, a sense of being part of the community. So getting to know enough people, at least vaguely enough that they, that the students feel like that with other people, with other people like them, that sort of thing. And then that sort of basic onboarding so that they're ready for the first week study without tripping over time tables and you know, how to access the library and IT accounts and all that sort of thing. Any of these potentials very small blockers but that can completely derail the start of term because you're so busy worrying because you don't have you don't know how to do this or where to go, what to do that you end up focusing on that rather than the chance to meet people in and explore city.

Geradline: Again, Rachel-Anne say, like we care about them, the students, I think that's, that's cool. Coming from everyone…..that they come back the next day.  happy? Koen you have your hand up. Yes. You have your hand up yet.

Koen: Yeah, I just wanted to, first of all, thank you for presenting is actually quite useful and it's fun to follow what's the answer? Because I'm like trying to coordinate the whole induction process for the whole of SASS. And I think one of our key principles is what students like, make them feel like they're welcome and that they kind of have it. Also, kind of a feeling this is what is going to happen next year because that's why we went for a blend of online and it kind of resembles what's going to happen actually during term one. Because I think that's really important. But equally, it's also a ….. We still sure what I, we're not have officially social distancing, but we still don’t have capacity for restrictions. Which also means that we can't have everybody come to campus. We have to do some kind of ticket system because we just can't host that many people on campus at the same time. And that is trying to find that balance as well as how do we make them feel welcom but not excluded. And that's, I think that's a tricky balance that we're trying to figure, find a way for. And I think what's teams presenting is, and every representing is a lot of that kind of way to do everything in the best way possible in this shitty situation, really. It's really interesting what everybody does.

Geradline: Yeah, It's not an easy situation, but everyone's really making an effort. I think all these ideas and plans are brilliant and it's quite a broad sharing. Because I think that's really helpful. We have Elisabetta saying any ideas about joining up the schools induction with the overall uni induction welcome week process.

Rachael-Anne: I wanted to know how other people were getting on with Elisabetta’s  question actually because it may be that I'm a bit out of the loop, but I don't completely know what the university's planning in terms of well, can wake from a that's making things up a tad hard to plan so I can plan what we're doing, but trying to plan when we're doing it, I think is a little bit, little bit hard. I will kill it, might not answer.

Koen:  Actually, do say that university level about Louise Jennings is really coordinating it. And the plan is that university level activities would be shared, but I think the 6th of August it will be happening , it'll be ready to go. So that's the plan. But their idea is to actually do with a thin and long induction.  But actually, for the first five weeks, every week we'll have a team of different things being dealt with. So nervous, overwhelmed. And yes, there will be communications hopefully coming round and 6th of August, all of the central planning information ready so that I knew it was coming, but obviously like I just can't type anything ….is my main problem.

Rachael-Anne: So I'm waiting for the start of August will be brilliant. That's great, Thanks. Koen

Geradline:  And Louise Jennings is actually here and maybe she can speak a bit to here. I

Louise: I'm so pleased that you didn't say anything bad about me because I was like, because I am lurking in the background . But yes you have said everything that I needed to say, I think yeah, we tried to, I mean,  charged take on feedback from last year really moved that forward as to when we can get all content on a student’s timetable. So it's really clear that this goes and ready for health in particular. So that commitment that yeah, we might not have everything as in, we might not have the team's page up or whatever, but actually the call, what we're doing and the date in which we're doing it, we will have on it. I'm able to communicate that…..ways to tell others that by the sixth we should know something if that arrive. I send I mean, I have I've got subgroups working and one of which is this whole subgroup. So that's all planning. This is always the challenges. Now we get this, communicates it up and through. I sent one communication out. I've got another one that will come out at the end of next week to all Key stake holders I don't know if you're on it right?

Racheal: No probably because no one would know that I'm it for them first. So it would be great if you could add me that I'd be super yeah. Yeah, I will do.

Louise: So. Yeah, that will be coming out next week. And then within that plan as well, I really would like with union activity. We're getting that the communications that are going out. So they book because I think the first one, so actually we're mapping all the way from the 8th of August all the way through to December to what we're doing and what's happening. So I really try and say, that's my aim, that we make as transparent as possible for everybody. So we're joined up . Well, I'm already fighting certain areas by things I want you to do haven't happened, materialise  You know, that's where we're all working. So I was able to reach right, That's the messages but that is where we want to achieve. So yes, 6th of August. Thanks. Doing this s actually really good to hear. I mean, is it I think that's what we needed.

Geradline: a More joined up approach and working together as much as possible. Because sometimes I think the students can get overwhelmed with messages from, different people from different places. So if you have a joined up approach us.

Louise: That's great. Yeah. I missed on unfortunately., I missed the beginning of the session The sounds as though it's been really interesting and we should actually try and do more of this in the future. How about joined up approach with what's happening? This detail ….in the school, the schools would be really useful. So let's talk ….a really good opportunity to have these conversations.

Geraladine: And we had a question from Sarah, what kind of support would you need to carry out, what you're planning, what people or team should be involved. Quite broad question. But I space from lead, we'd be interested if there was I know we've been involved in some of these plans, but if there's any support that you think any of the speakers here or anyone else present conjoined in the chat or raise your hand? This is to me specifically, I don't know any everyone that that wouldn't into theories to speak is in particular. I think all of you are working with Lead.But there any other teams or groups that you think you'd like to work with you need or any other parts of the City in particular we've mentioned IT. I think that's quite key one in terms of… Stein and you got your hand up?

Stein: Yes. In our world where we're not going to go. Oh yes. So, so I think the one that really fulfilling to just sort of collecting, kind of just having a bit like we're doing here, which I think is really useful. It's great to hear Business School and what health planning and that's, that's really useful, but just kind of somewhere collecting some of the things will be quite nice just to have almost a menu with. Here are some of the things that people are doing this as activities. And here's why he, even though he is example when it's before and I know you've got some of these things and some of them haven't posted in the chat, but just, just having that sort of central. Not necessarily something on a webpage or something, but just knowing the hour. If you want to talk to someone about the different things the all the different schools and departments doing. Then here's the person to talk to and they can give you lots of ideas that that will be really helpful. I'm Rachel and you have your hand up.

Rachael-Anne: Yeah. I just it's not quite an answer to serve as question, but it picks up on what Stan and Kern and Louise have said is, I think what's really difficult is that we will are doing quite different things. And you know, what I'm doing an SLT isn't even what might be happening in the other bits of health. It's not even what's happening for induction for our post grad programmes. So I think there were so many different things that are happening and it would be really good to join some of those things up a little bit more because I imagine that's probably as many inductions as there are programmes obviously. But I'm sure we could probably some sort of almost menu of the different activities might just help people if they're getting if they're getting started perhaps.

Geradine: Yeah, definitely. I know that when we had the health online learning portal last year, this student induction and collaboration community-building activities was the most viewed reasonable response resource because everyone wants to look at ideas and see what people are planning or what it could possibly do. I think that's and Louise, you sorry.

Louise:  I just had it. I was just looking through some of the chat and I just want you to also let you know that we also have a student advisor groups working alongside the student union. Another student advisory group that meets on a regular basis. This group facilitated with student union, where we are all seeing students, some of the questions around what they will welcome today, like what they would like, like a QR code or….or where would it be good to host something. So another, I was just saying a few things in the chat. If you have any questions that you would want me to post it That's an advisory group. Please just send them my way and I would do to our next meeting which will be in the next couple of weeks. So yeah, you can use that platform. But it was really important to me that students are central to what we're doing in adults. So it helps us to co-produce as well. Thanks.

Geraldine: And I see a question in the chat Elisabetta mentions about and the idea of sessions where students get to know their own device and troubleshoot specific things to their, their technology, which I think is a really good idea because that's one of the issues with any kind of IT support is that everyone has their own different set up and you can't just give one generic instruction. So it does need to be a bit more person IS I think that's a really good idea. Classic question. Of course. Yeah. I'm I'm just I don't know if anyone knows the answer to this. It was just occurring to me. The student ambassadors would be really helpful here. Does anyone know how I get hold of some student ambassadors cleaning and 50 undergraduates charging around campus that they don't know. It might be quite nice to have someone pointing them in the right direction.

So it was a great presentation. Wasn't that Louise and Karen on the city connect meeting the other day about some quite a few.

Elisabetta: There's the city mentors, I think. And then there was another group of skewed and the carbon where they were cold. They were kind of, they, they did the check-ins. They kind of checked in with students. And there's a whole project around bats. And that's run by Ryan. Who's the person Ryan comment but his signature. On Tuesday as a student? Yes. Student union activity. So he yes. So there's that sounds amazing. They've got some they do have plans which again, I can't remember off the top of my head, would be the guide to contact with regards to that. In terms of the digital literacy side of things, we have some funding to recruit some digital student assistance, to run the community support, give some peer-to-peer support with the digital literacy sites. So there are, seems to me, I'm just working it out myself and I think they're more well-informed people across the board, but I'm excuse me, there are three sort of initiatives about using students as peer support, which of the student the city mentors, the Ryan's group, all sort of check-in students, students that will be checking in with new students and see how they're settling in. And then we have a very small group, but hopefully effective group of digital Students Support Assistance basically, that will be running a community with the, the, the sort of digital literacy side of things. That's a very vague sketch, a picture that more well-informed and in across the board. But yeah, Ryan would be the guy I think to make contact. I'm happy Louise has something else about that. But I didn't mention though.

Lousie: Just what we also have a lot of ambassadors who will be employing. Great to stop pre, pre the welcome week. So during September, much like directional, how to get around campus, very much focused around any student might come across saying, Hello, welcome to City. Really nice to have this. How's your day going to get that really friendly greeting? Manage queues to manage pinch points. And just try and help with the, the, the risks that we have around having large numbers of students, particularly outside of buildings as well with residents and issues that come up. So yeah, we will have we we there's always a significant amount with ambassadors that are employed. The welcome week and there will be more this year. So that if there's any, if you want any linking with those that will be through to May and the events change. The work that Ryan is doing do is checking in and calling all the new students They call all our new students with the general well-being. Welfare, not a welfare. Check in again, how's it going? And that was the beginning of September. That will be hoping to do now that you have a contact or loss of income in touch your students. Thanks, That's great. And maybe we can type that up a bit more in the chat so it's or it could be included in messages to Teams. I don't know. It sounds like be really useful information to share. More broadly. Which departments it, those things are going on with students and who to contact if they're interested in and getting some students support. I love that. It's the communication. The next city around the world, the rise during those calls. Thanks Louise That's really great. I don't oh…

Elisabetta: Sorry. No, just the last thing. And we could also maybe sort of tying back in the community as well, in the city, in the student community as well to say, but this is what is available as sort of signposting

Geraldine: here and it looks like we have a possible another light lunch on the, if we can get presented to come along and dress a campus to talk about meeting your future self. I think that would be really great. So let's say hopefully, hopefully we can say Anyone else have any questions? You only have five minutes left.

Sarah: would that be okay to ask people maybe to even take the mike…. Maybe one word got kind of summarises what came out of this session for them, just as a way of closing up if no one has any question, just in one word. To summarise this session, That's a tough one. Commonality. Yeah, I think that that's a powerful one here. There are different parts of the school working on very hot springs and there is definitely a cross, a kind of a challenge that a lot of schools are all sharing for next academic year. Collaboration quite close as well and sharing. So yeah, definitely a common theme here, community. Useful. Getting there. Okay. Belonging, yes, definitely. I think that's seems to be the common theme. Whether it's belonging to the university as a whole or belonging to your department, your profession, your community. I think that's yeah. Well, thank you, everyone. Unless anyone else has and maybe we'll finish there. And thank you for coming and sharing. I thought that was really good. And looking forward to these projects because I think that will really great from what they've been doing on that on line and face-to-face. So yes. Hopefully this is your audience will appreciate it. Yeah, just to add, obviously, as mentioned, is happy to support. So hopefully you all know who your school years on team is. And we'll be happy to try and sometimes connect people. So that's what happened. We've seen and reach around, for example, they have some similar ideas. So, so yeah, we always happy to be involved in those things and see how we can support in any way. So don't hesitate to contact the school years or team as well. And yeah, thank you so much to the presenters. I think that was very informative and to everyone who attended and for the very lively chat as well, that's good to see. And yeah, hopefully you also do catch a bit of a break, even though you probably already planning for next academic year and hope to see you online or face-to-face soon. Thanks everyone. Bye, everyone. Bye. Thank you.