

School of Environment, Education and Development

Faculty of Humanities

SEED Programme Committee: MEd Psychology of Education

Date: 12/12/2024

Time: 13.30 - 14.30pm

Location: TEAMS Meeting

Please send any queries to alexandra.hennessey@manchester.ac.uk

AGENDA

1. Welcome and apologies for absence

In attendance: Alexandra Hennessey (chair, PD), Siobhan Ernest-Shay (chief rep), Rebecca Nowland, Clifford Mitchell, Sarah MacQuarrie, Rachel Higton (rep), Hsi-Ju 'Maggie' Chuang (rep), Zuoru Chen (rep), Ruiling Lu (rep)

Apologies: Nic, Phoebe

Apologies from: Itunuoluwa Salami (PF student rep)

2. Introductions

3. Rep feedback

Canvas – a lot of effort has been made by the lecturer to link each session from the main course page. Part-time students have found that they can't see course unit's they're not enrolled on, which they could on Blackboard. They preferred when they could access things that were referred to in advance of the year in which they studied them.

Assignments – these now only allow one submission per module means it would be good if this was made clearer through messages and notes on the assignment pages.

Staff response: We put in a lot of work to ensure homepages were accessible. Because of the linear format of Canvas we can't provide access to other unit's content. This means students can now only access the units they are enrolled on. In terms of assignment submission, have contacted the Assessments team following previous feedback. This is a faculty rule (only one submission). This is to prevent

previous problems associated with allowing multiple submissions, and to encourage students to check carefully prior to submitting. It is now clearly written on the submission pages. Will do reminders about this in future.

Academic experience – course content is useful, covering history of issues. Well-pitched for those with no previous psychology experience. Have had feedback that criticality is well-modelled in sessions. One small request is for all lecturers to include a full reference list with slides for the lectures. Sometimes only in-text references. [Alex asked for details]. This is for students wanting to do further reading after the lecture.

Staff response – there are some pedagogical reasons for not including the full list of references, instead pointing towards important readings. Usually include enough information to find the references themselves. We can also answer individual questions about these.

Class expectations – request an outline on expectations on leaving lectures before the end time. EG leaving during a break to minimise disruption. Some people have something on their DASS plan that allows them to leave lectures at any time. Others have mentioned that this can be quite disruptive. Particularly in evening sessions we seem to get larger numbers of students who leave which can create a lot of noise. This seems to be specific groups of people. Last year attendance dropped over the course of the semester, but this year it seems to be students attending until they've checked in on SEAtS then leaving during teaching. Some students would also appreciate a quick quiz at the start of each class to review previous sessions' material.

Staff response – thank you for bringing this up. We have noticed this too. There are some students with that DASS recommendation, or Mitigating Circumstances, but it appears to be more than this. The policy is that students should be attending all sessions unless you have those. Can point out at the beginning of the semester that this is expected and can be disruptive if students leave. Might also help for the student voice team to request this to their peers too. Usually when students need to leave for DASS or MC reasons there is a conversation around this, which allows academic staff to ensure they are offering support if it's required. Changes to the timing of SEAtS codes could also be considered, but this has produced negative reactions in the past.

Resources and support – wide variety of resources and citations. Some of the references were to the Royal Society, those references seem to only work on campus for some students.

Staff response – if there's specific readings you can't access let us know and we will investigate.

Academic Advising – the process has been good. People appreciated the meetings during welcome week, and the group discussions therein. Alex and Rebecca have been specifically commended. Generally there's been really good staff interactions.

Really give the impression that you care about the students and want them to do well, and answer questions.

University-wide services – positive feedback about flexibility of the teaching schedule, very helpful. Advance notice in terms of independent study weeks, allows planning around commuting and childcare. Someone did ask for the dates for next semester's independent study weeks. People have mentioned additional resources which have been put up for some modules during independent study weeks, quizzes, dissertation considerations, those have been nice. Students would like lecturers to highlight critical readings at the end of the previous lectures, and to separate them on Canvas, and to give a rationale as to why that reading is being undertaken. So students know to make sure they have undertaken that before the lecture. Requested AI guidance – some students have mentioned that the AI policy needs better highlighting on Canvas in particular in relation to the assignment. Some guidance that's more specifically linked to the assignments that would be really helpful. More clarity for what was appropriate use and how to reference would be welcomed.

Staff response – our unit timetables will be released around the middle of January. But can put out information about the timings of the semester, Easter break, and independent study weeks via an announcement. On AI – there is a lot of developing guidance at school level. The specific wording that the school approves is in the school handbook. Clifford is embedding this into writing support. We do keep it to the framework of the university guidelines, and this is changing regularly. There is a positive drive towards using AI, but there is guidance on using it successfully. As regards assignments this still falls within the university's guidelines. Most important thing is ensuring any references used by AI are genuine. You should be generating the ideas, and referencing AI when it's used. There is also the MEd 'submission checklist' which sits on Canvas. Would be useful to get some feedback on this, and whether there needs to be more added on AI. We can also take this back to the working groups on AI. Regarding pre-reading we will communicate to all staff to ensure this is signalled more clearly in advance. Would be useful to have good examples so we can copy that. [Clifford has given pre-reading, recommended, and additional for some of his sessions which was useful].

International students – would prefer all classes scheduled during weekdays and not during evenings. They felt this would be more manageable. However Maggie does acknowledge that this is clear in the recruitment pages which should be considered before applications.

Staff response – as noted this supports our part-time students and we can't change this. This is also partly why the independent study weeks are scheduled to allow a little evening time back to students.

4. Any other business

Alex thanked students for their feedback and positive comments. We really value students' participation, and their dialogue in sessions.

5. Date of next meeting

This will be set during the end of semester 2 teaching. Will continue to be hosted over Teams.

6. Actions

Alex – to reiterate expectations about attendance at lectures, and not leaving during lectures before start of next semester.

Reps – to communicate above message, and indicate that students who have a reason to leave lectures should communicate this to staff, or via reps, to ensure support is given if required.

Alex – to make announcement outlining timings for next semester – Easter, independent study weeks.