

CALL FOR PAPERS

Annual Learning & Teaching Festival

Monday 10th June - Wednesday 12th 2019

Innovation & Inclusion

If you are interested in running a workshop on good practice / presenting a poster/taking part in the LectureMeet, please complete all sections of this form by **5pm on 2nd May 2019** and send it to:
LandTOffice@Roehampton.ac.uk

Presenter/s:	Professor Marilyn Holness/ RAFA2 team
Contact details including email and phone number	m.holness@roehampton.ac.uk 020 83923374
Job title / department	Director of Student Engagement Vice-Chancellor's Office
Title of proposed session:	Building the Anti-Racist Classroom- Student Journey Game
What sort of session are you proposing? (please delete as required)	<ul style="list-style-type: none"> • workshop • Interactive debate or discussion
Aims of your session: 100 words maximum	The BARC game aims to create an interactive platform for staff to address racial discrimination and inequalities in higher education. The game provides staff with a format to engage with the issues, centering the voices and knowledge of students of colour, acting as a primer to holding conversations with students of colour at Roehampton and to inform staffs own personal journey towards understanding the dynamics of racism.

Abstract: 350 words maximum	<p>The BARC Student Journey Game has been designed in collaboration with our RAFA2 Student Consultants at Queen Mary University London.</p> <p>The game has been developed for university staff who are committed to or involved in developing interventions that address racial discrimination and inequalities in higher education. It can be played by both academics and members of professional services staff. It provides staff with an interactive format to engage with the issues, centering the voices and knowledge of students of colour. Over the course of the game participants will consider a number of potential ‘zones of conflict’, each zone has been identified by BAME students and is represented by a token. Players discuss these zones, record their responses to them and develop actions that can be taken up by individuals or institution as interventions that centre people of colour in a meaningful way. This knowledge can subsequently provide useful guidance in the development of engagement strategies and policy-making.</p>
5 key references that relate to your chosen topic	<p>Cabinet Office (2017) Race Disparity Audit Summary Findings from the Ethnicity Facts and Figures website. London: Cabinet Office. At https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/686071/Revised_RDA_report_March_2018.pdf</p> <p>HEA (2012) Black and minority ethnic student degree retention and attainment [online]. At www.heacademy.ac.uk/knowledge-hub/blackand-minority-ethnic-student-degree-retention-andattainment</p> <p>Loke G (2015) ‘Breaking the Race Inequality Cycle in Higher Education: A Change of Focus is Needed to Break the Statistical Groundhog Day’ In C Alexander and J Arday (eds) Aiming Higher, pp. 42-45, London: Runnymede Trust www.runnymedetrust.org/uploads/Aiming%20Higher.Pdf</p> <p>Miller, M (2016). ‘The ethnicity attainment gap: literature review.’ Widening Participation Research and Evaluation Unit.</p> <p>Wing Sue, D. (2016) Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race. Wiley Publishers</p>

Which conference theme/s will you address?

<i>Themes</i>	Please indicate
Creative use of space: virtual, actual, fieldtrips or other	
Inclusive approaches to learning and teaching	x
Research- engaged teaching	
Technology-enhanced learning	

Creativity in learning, teaching and assessment	x
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*LectureMeet is made up of a series of short (7 minute) presentations. These are selected in random order from all submissions and can be done in the form of a pecha kucha or a PowerPoint or other presentation. Typically, the presenter presents for 7 minutes and there are then 3 minutes of questions and comments.