

CAN 2022

Author Guidance

Abbie King, Fiona Wilkie

UCL Education & Student Experience

# CAN Conference 2022

Forward from Abbie King, Strategic Projects Manager (Education & Student Experience)

UCL is delighted to be hosting the Change Agents’ Network conference in 2022, sponsored by Jisc. After two years of disruption, we are excited to be the hosts in a year that will see an in-person element return. Many ChangeMakers projects took inspiration from CAN and the conversations we’ve had with student and staff colleagues across the sector were instrumental in shaping institutional initiatives. Connecting, sharing, discussing and listening to each other is, for us, the best and most important aspects of the conference.

That said, we are also keen to retain some of the benefits of an online conference. Foremost is the fact that it opens the conference up to a wider audience, giving more people a chance to engage. Making the conference an inclusive and inviting space in which we can share our practice, developments, ideas and challenges is our top priority. We look forward to welcoming you all!

## Sustaining Partnerships in Transformative Times

The pandemic has been an interesting time for student-staff partnerships. It came at a time when, as Bovill (2019) points out, the sector was already assessing and re-evaluating partnership practices and their longer-term sustainability. Our experience at UCL with the arrival of the pandemic, created real and long-lasting opportunities for staff and students to work in partnership to address the multitude of challenges being thrown at them in a way that we hadn’t seen in the previous five years of UCL ChangeMakers projects. This may be a common experience across the sector. Now we’re coming out the other side, we are certainly experiencing a desire from our own university community to support students and staff in learning what worked, agreeing what we want to retain, and establishing a new balance for engaging, productive and inclusive learning environments. The interest in student-staff partnerships hasn’t waned, if anything, it has generated more interest. 2021-22 has seen our biggest year in terms of applications for ChangeMakers projects (89!).

The over-arching theme of the conference this year invites you to share your experience of this time and the impact it has had on student-staff partnership. We also want to explore the role that our partnerships have in preserving the transformation secured during this period, making sure not to set aside what we have learnt from the pandemic. For some of our students, who have seen the changes they have been promoting for years suddenly come into effect, going backwards simply is not an option.

We would also like to consider how we can use this momentum to involve students *to an even greater extent* in co-creating their education and making key decisions in the university. Indeed, many of the challenges Cathy Bovill outlined haven’t gone away. One acute challenge that we continue to feel is that of marrying and balancing the needs of the institution against the benefits that grassroots student-staff partnership bring to the individuals involved, whether directly or indirectly.

### A through-line through the conference

There’s a lot we want to explore with you at CAN, so we wanted there to be a throughline through the conference, moving us from sharing our practice to (re)connecting as a community and, finally, to considering what the future of student-staff partnership might look like. Therefore, we have themed each day to help lead us through this trajectory. We are keen to get conference submissions across each of these different aspects of student-staff partnerships.

We are also keen to consider the well-being of our participants. We know that a fully packed online agenda can be quite exhausting, so there will be two half online days that will bookend the face-to-face day. This will enable delegates to engage with the debate online before in-person day and, for those unable to join us in London, pick up on themes and ideas discussed.

#### Day 1 (online): Reviewing the student-staff partnership landscape

The focus of this half-day will be sharing what we’ve all been doing, what our current challenges are, and identifying some opportunities for student-staff partnership.

Sessions will utilise virtual formats that enable us to share what we are doing quickly and in an engaging way, with time for discussion afterwards. We also welcome slightly longer sessions where there is an interactive element.

#### Day 2 (in-person): (Re)connecting the student-staff partnership community

Last year’s CAN conference was entirely online, so we’re really excited about reconnecting with colleagues in person. This day will focus less on sharing ideas through an innovative and inspiring schedule of networking opportunities and interactive sessions.

If you have ideas for a session you’d like to run that gets people connecting, talking, and working together, then we are really keen to hear from you. If your idea doesn’t fit one of the suggested formats and it’s of real value, drop us an email and I am sure we can work with you to make it happen.

#### Day 3 (online): New horizons for student-staff partnerships

On the final day, we will be drawing together everything we have heard, discussed and shared with each other, with a view to looking at what might come next for student-staff partnerships.

We are particularly interested in sessions that might provoke discussions, provide challenge to current practices, or critically consider the implications of policy and emerging trends. It might be interesting, for example, to look at the recently published [Student Futures Manifesto - UPP Foundation (upp-foundation.org)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fupp-foundation.org%2Fstudent-futures-commission%2Fnews%2Fa-student-futures-manifesto%2F&data=04%7C01%7Cabbie.king%40ucl.ac.uk%7Cb85ee4479b694ebf064708da0758d642%7C1faf88fea9984c5b93c9210a11d9a5c2%7C0%7C0%7C637830375380824862%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=FPSYO44D30Ja2j9KgtGIu5hOFAbb1vjEuO8BVdNm2RE%3D&reserved=0), with its strong endorsement of students as co-creators/partners.

This day will culminate in the student panel – always a highlight of the conference! If any students are interested in being on the panel, drop us an email: [canconference@ucl.ac.uk](mailto:canconference@ucl.ac.uk)

# Conference sub-themes

* Partnerships to transform and support change.
* Co-creating the curriculum and assessment.
* Inclusive partnerships.
* (Rebuilding) learning communities.
* Quality Assurance and governance.

# Conference Formats

### Pecha Kucha (live online or in-person)

Pecha Kucha, meaning ‘chit chat’ in Japanese, is a fun, informal and thought-provoking way of sharing the story of what you are doing. The format of a Pecha Kucha is 20 image slides each displaying for 20 seconds, with a total run time of 6 mins 40 seconds. What do we like about Pecha Kucha? They are concise and the audience is really invested in coming along for the journey with you. [Check out this nice guidance](https://ethos3.com/give-great-pecha-kucha-talk/) for creating an effective Pecha Kucha.

### 5-minute lightning talk (live online or in-person)

Similar to a Pecha Kucha but without the format constraints, a Lightning Talk is great for sharing a lot of information in a concise way during a conference session. We will be asking for all slides in advance to create a single slide deck for the session you attend, with time at the end for questions and discussion. You might like to combine a Lightning Talk with a case study. [This article has some great tips for creating a good Lightning Talk](https://www.nature.com/articles/d41586-021-01674-9).

### Interactive session, 20-30 mins (live online or in-person)

For this longer session, it is essential there are interactive elements within it where you are getting the audience to do something. This would be a great format if you are looking to encourage the sharing of information or ideas between participants, or if you want to encourage the audience to engage and work through your findings or recommendations e.g., explore them in relation to their own practice.

Pre-recorded video presentation, max 5 mins (asynchronous)

Not so keen on presenting live, or perhaps you can’t make it to the conference? Consider pre-recording your presentation, which will then be hosted on the CAN Conference Reflect Blog, and people can engage with it asynchronously. Participants will be able to post questions and comments for you to respond to, to ensure that you are still able to engage with an audience.

### Case study, 500-800 words (asynchronous)

You might want to combine a case study with one of the shorter presentation formats. Case studies will be hosted on the CAN Conference Reflect Blog as well. Participants will be able to post questions and comments for you to respond to, to ensure that you are still able to engage with an audience. We feel case studies are a great addition to the shorter presentations, not only because they allow for more detail, but also because participants can revisit them after the event, when they are beginning to digest everything they have heard and to think about the implications for their own practice.

### Narrated poster presentation, max 10 mins (asynchronous)

Poster presentations are a great way of presenting your research in a simple and concise manner. Hosting the posters on our blog means that audience members can really engage with your posters (which, let’s face it, are an investment of time to put them together in an engaging way). By engaging asynchronously, presenters can properly process feedback and comments, free of the pressure of lots of people talking to you at once at an in-person session. [The University of Leeds has good guidance on creating poster presentations](https://library.leeds.ac.uk/info/1401/academic_skills/196/presentations_posters).

### Workshop, 30-60 mins (in-person only)

The workshops session is for our in-person day with a focus on engaging participants in in-depth discussion and activity on a specific subject/area. The workshop should help participants apply what is being discussed in their own practice.

### World Café, 60-90 mins (in-person only)

A World Café gets people talking, listening, and exploring issues that are important to them in small groups, with the aim of gaining collective wisdom. Participants move between tables that pose different questions, each of which are focused on the overall goal of the session. Participation is encouraged through discussion, writing on tablecloths, adding post-it notes, or any other appropriate methods.

We will work closely with anyone wanting to host one of the sessions to make sure it is set up in a way that creates a safe, relaxed, and friendly environment, conducive to good discussion.

# Selection Process

All abstracts will be blind reviewed by two reviewers. Reviewers will be both students and staff drawn from the UCL organising team, Jisc and other universities.

Reviewers will be briefed and will be looking at the submissions against the following criteria:

1. Relevance to the culture and/or practice of student-staff partnership.
2. Relevance to the selected theme.
3. Students are co-presenters and/or have actively contributed to the session.
4. Congruence between the proposal and chosen format.
5. Interest to others looking to develop their partnership practice.
6. The proposal is well-structured.

We will also be looking out for proposals that highlight particularly innovative practice, although this is not an explicit criterion.

Reviewers will be reminded that CAN is often the first place that students (and sometimes staff) will be presenting. As such, reviews should be done positively, looking at what does meet the criteria, rather than what doesn’t. There will be a supported resubmission process for any submission that doesn’t get through first time.

# Key dates

30 March 2022, midday – deadline for abstract submissions

11 & 12 April 2022 – notify authors of outcomes

19 April 2022 – Early bird registration

25 April 2022 – Draft programme & registrations

11, 12 & 13 May 2022 – CAN conference 2022

# Contact us: canconference@ucl.ac.uk.

https://reflect.ucl.ac.uk/canconference2022

**References**

Bovill, C. (2019). Student-staff partnerships in learning and teaching: An overview of current practice and discourse. *Journal of Geography in Higher Education*. <https://doi.org/10.1080/03098265.2019.1660628>.

**Credits**

COVER PHOTO: Matt Clayton