

QUB TEACHING AWARDS

APPLICATION FOR STUDENT-NOMINATED TEACHING AWARD 2017

Contact details	
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Number of years teaching in higher education: 27	

The students' statement:

An excellent education can change anyone but an excellent teacher can change everything.

Professor Lundy should be nominated for this teaching award because she constantly goes over and beyond her job remit, in helping students to achieve their maximum potential. Assignment feedback is always very detailed and informative, allowing you to self-reflect on your writing style, to develop critical thinking skills and prepares you to be more assertive in your style of writing. As a personal tutor, she provides a friendly open door policy, promotes self-reflection and directs you to available support.

She has enabled students to put theory of children's rights into practice, supporting them to run CRAQ (Children's Rights at Queen's), a student-led initiative which trains university students to deliver interactive sessions on Children's rights to children in schools in Northern Ireland.

She runs the only reading group for doctoral level students but also invites masters students along, to engage, debate and enrich academic literature, whilst inviting along international academics and professionals. Outside of the classroom, Professor Lundy organises networking events for students, enables students to co-publish in academic journals and overall makes an outstanding contribution to her students, the University and the wider international and local community.

1. PREVIOUS TEACHING AWARDS

None within Queen's. I won a national teaching award for legal education in 1993 for a clinical legal education programme called Law in the Community.

2. CONTEXT FOR THE APPLICATION

All of my teaching is postgraduate and in the area of children's rights. I teach three modules: two Masters and one EdD/D.Child module (with 8-16 students). I supervise on average 8 -12 doctoral students, half of whom are PhD and half are senior professionals from the EdD/D.Child programmes. Many of my students are international and/ or part-time and come from a very wide range of disciplinary backgrounds.

The philosophy underpinning my teaching is informed by a commitment to **student voice**. I am known internationally for the development of an innovative model of rights-based participation based on four key concepts: space; voice; audience; influence.¹ Although developed for children, it is used widely in other contexts, including as a basis to inform student engagement in Higher Education.² The essence of the approach is a requirement to create safe and inclusive spaces where students can express their views freely, ensuring that they are listened to carefully and appropriate feedback and responses given.

All of my students bring significant expertise and life experience to class and this, combined with my own research nationally and internationally, enables to me to facilitate a rich, inclusive and collaborative learning experience. Rather than waiting until modules are completed to respond to student feedback, I seek students' views at the outset and on an ongoing basis, adapting curricula, teaching activities and the topic of the assessment in collaboration with them, their expertise and their interests.

This work aligns with many aspects of the University's Education Strategy, but most notably the core value of **partnership**, the priority of developing a '**dynamic and relevant curriculum**' and the goal of '**continuous proactive engagements with postgraduate students**'.

3. DISCUSSION

(a) How you promote and enhance the learners' experience

To be true to the spirit of this student nominated award and out of respect for the students who took the time to nominate me, I have chosen to (a) focus on the key strengths that were identified by my students in their statement and (b) provide additional evidence of his from students themselves, drawing on the most recent evaluations (2015/16) and student testimony. The cross-cutting theme that emerged was **student engagement**.

Engaging students

Last year's evaluations on my EdD and MSc included:

¹ Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927-942. This article is one of the top ten most cited articles ever in BERJ and the model widely used by academics and practitioners.

² For example, it forms a core part of HEA policy on Student Engagement in Higher Education in Ireland.

This was the most enjoyable, engaging and challenging module I have completed.

It has been my favourite course so far. The topic was fascinating and Laura Lundy is inspiring.

The mix of professional knowledge to other worldly experiences such as motherhood, makes Laura's lectures supremely engaging and interesting. The best so far. Well done.

Engaging with students

Inclusion of every student. Inspiring me to want to succeed.

Despite the amazing things she is up to she will always find time to listen, to feedback and help if needed.

I put significant time into providing individual feedback to enable students to progress to the best of their ability. While I can't go past a misplaced apostrophe, I engage with the substance of the analysis as that is at the core of the learning. External examiners regularly praise the quality of feedback given and in 2016 the external examiner commended my rubric for student assessment (which sets out expectations clearly) as a model of good practice.

All of my students are graduates, often very senior in their fields. However writing at Masters and Doctoral level can be challenging. I integrate activities into modules which develop their skills in critical writing, including a popular exercise called 'The Good, The Bad and The Ugly' which, as the name suggests, enables students to learn from examples of writing of (very!) different quality.

In the first year of my master's she took the time to help me with my writing. She went through the basic rules of grammar and gave me advice on how I could improve it. It really worked. She was the first person in my academic life to directly address the problem and helped me find a solution. She invests her time in people, she wants you to succeed and so she is able to be honest and critical in her feedback. (MSc student)

Not having applied myself to study for forty years I needed and appreciated every crumb of nourishment. The content of the lectures was engaging and so detailed with equally valuable follow-up through email or online. (MSc student)

Engaging students with each-other

Laura has a relaxed, free and equal method of teaching

She made us all feel so comfortable and the relaxed atmosphere she achieved encouraged participation.

A lot of time is spent at the beginning of my modules getting students to introduce themselves and describe their professional background and aspirations for the module. I work hard to create safe and engaging spaces for them to share their professional experiences, negotiating the topics that we will pursue so that we are focusing on the issues that are relevant to them.

More generally, I have nurtured a community of learning in my discipline, one that breaks down the boundary between PGT and PGR students. The child rights reading group meets in my office once a month for coffee and 70s classic biscuits. It is consistently well-attended, with many members coming from other Schools and half tending to be international students. Visiting scholars are scheduled to speak to the students and it has generated its own spin-offs (see the CRAQ below). Recently we have been re-writing nursery rhymes (i.e. the old woman who lived in a shoe didn't beat her children but read them a story and sent them to bed).

***Professor Lundy has provided me and others with a highly valued opportunity to go beyond traditional learning. She has provided the opportunity to network, learn more about and debate global children's rights issues in an inclusive and welcoming environment.'* (MSc student)**

As an international student, reading group has been very useful in terms of meeting other students and learning about the diversity of culture. I always look forward to the sessions because Laura makes it really friendly and interactive. (PhD Law student)

Engaging students with others

Laura's professional experience offers students an amazing insight into the decision making and policy at the higher end of Children's Rights policy and guidelines.

My work with the UN and leading international children's rights bodies enables me to bring my teaching on child rights to life and connect students directly to high profile international developments. Harnessing my contacts, in 2016 I organised an international summer school that gave Queen's students direct access to some of the world's leading child rights practitioners.

The CRAQ is an initiative that I established and support practically and financially. PhD and Masters students train undergraduates to teach children's rights in local schools, both groups then able to claim Degree/Research Plus for their activity. It is an inspiring example of students working collectively across their skill sets to develop extremely high quality resources and activities for schools.

Professor Lundy is an inspirational role model and mentor, giving students experiences of enacting child rights in practice through the work of the CRAQ. She has enriched my PhD learning and makes an invaluable contribution to our department and the postgraduate community. PhD SSEDSW

She spends the time to get to know the people around her, and draws on their expertise and experience during discussions, to inform and inspire others... I worked on a project for the Council of Europe to produce a video on child sexual abuse....³ For a PhD student to work with an internationally renowned professor and these organisations in the production of something so worthwhile, well....where do I even begin to say how truly honoured I have felt, never mind what this has added to my CV, personal development and overall student experience at QUB. PhD Nursing

(b) How you support colleagues and influence support for student learning

I currently mentor four probationary staff and, as part of this, undertake peer reviews of their teaching. I take time during appraisal to discuss teaching paying attention to student evaluations including where there may be some concerns about quality. I am proud to have encouraged colleagues (both appraisees and mentees under the QGI) to recognise the value of their teaching and to apply successfully for these teaching awards and promotion.

Professor Lundy has a natural ability to connect with people and put them at ease. This facilitates open and honest relationships where challenge can be introduced in a safe manner. She has demonstrated these abilities to excellent effect as part of our SWAN initiative ... Setting ambitious targets surrounding mentoring (particularly of women within the School) would simply not have been possible without Professor Lundy's unique and skilful approach to this process. I have had numerous reports extolling the virtues and talents of Professor Lundy in her role as a mentor. (former head of School)

Much of my work involves supervision of post-Doctoral researchers. They are not contracted to teach but many aspire to lectureships. I have always ensured that they have opportunities to teach and assess on my courses, allowing them to pursue their own interests and strengths. My core message is that teaching is a pleasure and a privilege and the most important thing that academics do.

³ This video has been translated into 14 languages and viewed almost 200 000 times.

Laura has been nothing short of an inspiration to me. During my time as a research fellow, she instilled in me the value of teaching and supported me in my quest to develop an academic career including through providing me with teaching opportunities. As a deaf member of staff, with doubts as to whether an academic career was something I could and should aspire to, Laura's encouragement and belief in me was absolutely instrumental in my successful appointment to a lectureship in 2012. Laura's deep-seated commitment and passion to her students are virtues which I aspire to and use as guiding principles as I develop my own teaching career. (Lecturer, SSESW)

(c) Professional development activities you've undertaken and the impact of these activities on student learning

My experience as a lawyer located in the field of Education, learning from highly experienced colleagues, has been hugely significant for my professional development. For example, one of the most useful professional development activities that I undertake every year is peer review of my mentees' teaching. It offers me the chance to watch highly-skilled practitioners (often professionals in education) teach to their highest level of ability deploying a range of creative and innovative techniques. The value of peer-review as an observer for me has been immense.

Most recently, my focus on training has been on ways to use technology for online learning. This arose from a need to upskill when we launched the Masters in Children's Rights, much of which is taught in a blended format. I have attended a range of courses on recording and pitching online lectures (e.g. MediaSite), making online discussion interactive and using Google Hangout, all of which are now a core part of my modules. Three years on, I am becoming adept at managing online activities in ways that facilitate student interaction (e.g. students recently divided up an online data research activity then combined results to provide everyone with a manual that will benefit all).

Inspired by the move towards online learning, I have developed a five part digital short to introduce the United Nations Convention on the Rights of the Child. This involved working with an external video company, learning to storyboard and script to scale. The videos are now used as an introduction in my modules, to train all QUB social work and PGCE students and by the CRAQ. They have also been integrated into training for all UNICEF staff worldwide and will be used by Child to Child in the same way. I am currently working with Emma McAllister, the School's e-learning officer, to develop them into a mini-MOOC. Working alongside Emma is hugely rewarding as I am learning lots about the ways in which it is possible to make online learning engaging and interactive, techniques that I will then apply in my online Masters sessions.