Practice-based reflections on student-led module co-creation and design

LTA Connect: Compassionate Pedagogies

Thursday 12th December, 2024

Dr Linsey Hunter, Centre for History (Linsey.Hunter@uhi.ac.uk)

Jinty Nelson Teaching Fellowship Grant Winner, 2024-25

Recipients of Fellowships for the academic year 2024-25

- Katie Carpenter (University of Leeds) for 'Brick By Brick: A History Co-Creation Project'
- David Clayton (York) for 'Piloting the Responsible and Effective Use of AI in Undergraduate History Teaching'
- Matthew Hefferan (Nottingham) for 'Using formative assessment activities to support undergraduate transition into history degrees'
- Linsey Hunter (Highlands & Islands) for a 'Short pilot study to explore best teaching practice of student-led co-design of undergraduate history modules at the University of the Highlands and Islands'
- Sundeep Lidher (King's College London) for 'Archives against the Grain'
- Lydia Plath (Warwick) for her project 'Enabling students to feel "Emboldened and Enthralled": Co-creating learning resources for digital databases'
- Lowri Rees (Bangor) for 'Innovative Approaches in Teaching Welsh History'
- Elaine Sisson (Institute of Art, Design and Technology, Dublin) for 'Archives and Public Engagement'

UV11003: Deviants, rebels, outcasts and villains: history from the margins in medieval and early modern society - 2024/25

UV1100032024/25 • 2024/25

Level 10/Fourth Year History Module open to students across the Humanities Programme

Commenced in 2023/24 with 30 students

Ran for second time in 24/25 with 20 students (and 2 resit students)

Module name	UV110003 Deviants, rebels, outcasts and villains: history from the margins in medieval and early modern society
Module Leader	Dr Linsey Hunter (linsey.hunter@uhi.ac.uk)
Outline	History, so the adage tells us, was written by the victors. But what was life like for individuals and groups who were defined by a label, which could mark them as different, stigmatised and subordinate? This module is about the experiences, perspectives and treatment of those at the margins of premodern society, whether this was defined by religion, race, politics, culture, sexuality, medicine or law. The
	medieval and early modern world was far from monolithic. Muslims, Catholics, Protestants, Jews, the poor, the disabled, LGBTQ+, heretics, witches, lepers, criminals: all were, at times, the focus of prejudice and hate. This module explores how premodern communities treated people who were different, considering examples of co-existence, respect, toleration and charity alongside discrimination, persecution and violence from the perspectives of understanding motivations and justifications. It also prioritises the experiences of marginalised peoples, looking to appreciate their agency rather than framing them as victims. By considering case studies from a broad chronological and geographical range, this module brings new nuances to our understanding of the manifold experiences of the people of the medieval and early modern world.

Welcoming Students into the Module Space

START HERE ⌄

🖨 Print   ⚙ Settings

Add dates and restrictions...

Overview

Bookmarks

Course Schedule   1

Table of Contents   45

⠿ *START HERE*   1

⠿ Note About Historic Uses of Language and Sensitive Themes

⠿ Classes

⠿ Library Resources   1

⠿ Weekly Resources   34

Hello and welcome to the module. I hope that you will have a fantastic and edifying time on this module.

If you have any questions, please email me at Linsey.Hunter@uhi.ac.uk.

As I work part-time, please note that I am not available for meetings on Mondays or on Friday afternoons. If you would like to arrange a one-to-one chat about any aspect of the module, please bear my availability in mind when you email me and suggest some times for a meeting.

Student Wellbeing and Module Tone

⠿ **Note About Historic Uses of Language and Sensitive Themes**   ▼

In reading primary and secondary sources for this module, I would like to remind you that you will encounter materials from earlier periods which use different and potentially outmoded or even offensive terminology about groups and individuals. In addition, there is potential within this module to encounter themes which you might find distressing.

We will endeavour to treat all sources and themes with sensitivity and academic rigour. If there are any concerns by individual students about potential topics that they might wish additional context about before studying them, I would strongly encourage you to get in touch as early in the semester as possible to discuss this with the module leader.

Upload/Create ▼   **Existing Activities** ▼

Talis List

Resource Lists

Home | My Lists | My Bookmarks | Feedback | Linsey Hunter | LH ▾ | ⓘ

Deviants, Rebels, Outcasts and Villains: History from the Margins in Medieval and Early Modern Society

[Publish]

PUBLISHED   This list is live, students can see latest changes.   ✓ Changes saved

ACADEMIC YEAR 2024/25
By Linsey Hunter
🕐 Created 6 months ago | Updated a month ago
🔗 Linked to UV110003

[Edit ▾] [View & Export ▾] [✓ My Lists]

[Table of Contents ▾] [Type: All ▾] [Filter: All ▾] [Citation Style: None ▾]   [Search 🔍]

Notice to students
Please be advised that the categories used to try and organise materials here are, by their nature, slightly imprecise. Categories are chosen to try and be as helpful as possible in terms of assisting students in finding materials. The module leader welcomes feedback at any point on how to improve this and what you would find beneficial. I would like to draw your attention to the existence on this list of lots of challenging pieces of historical analysis, some of which use terminology that precedes current dialogues around language or which analyse topics which can be distressing. If there is specific guidance that any student might wish from the module leader about sensitive topics, I would strongly encourage you to get in touch as early in the semester as possible.

💡 **Empty section!**
Add one of the following items

[Add resource] [Add paragraph] [Add section]

https://rl.talis.com/3/uhi/lists/C070843D-C57B-5100-5FEC-BEA35A7DDAF5.html?lang=en-GB&login=1#A3B73BF1-A102-E53D-B3C4-BC0EACBA2721

Total resources: **1,657**
Including:
- Articles: 1,156
- Audio/Audio-Visual documents: 4
- Books: 342
- Chapters: 58
- Documents: 29
- Images: 6
- Journals: 6
- Webpages/Websites: 56

Pros:
- Students value this support
- Stimulates ideas for class
- Students draw on wider resource range for assessments (esp. journals)
- Library staff prefer longer Talis lists as it saves them time on live chat.

Cons:
- Requires a good amount of time for first creation
- Some students do not engage fully with this resource

Introductory Resources and Lecturer-Led Weeks

| Table of Contents ▾ | Type: All ▾ | Filter: All ▾ | Citation Style: No... |

Intentions:
- To highlight thematic possibilities and articulate expectations
- To frame module journey as a collaborative adventure
- To demonstrate lecturer trust in students and foster reciprocal trust
- To reinforce student growth and development of skills from Level 7/First Year.
- To build excitement and harness curiosity
- To model radical empathy to marginalised people of the premodern and to each other in the present

Week 1: Identities/Defining the Margins – Primary Sources

Week 1 - Identities/Defining the Margins ⋮

Primary Sources ⋮

Instead of assigning specific primary sources for this week, I'd like you to go to any of the resources listed above under 'Primary Sources' (excluding Smelyansky's *Intolerant Middle Ages* primary source collection and look for some examples of individuals or groups that you might identity as deviants, rebels, outcasts or villains. Please post your examples on the discussion board thread. I'd like each student to post at least one example and to respond to some of the examples that other students have posted on the discussion board. Your examples might be quotes from primary sources or they might be photographs/scans of material culture (e.g. paintings, clothing, possessions, places, people) or illustrations from premodern sources (e.g. chapbooks, etc.). Please keep your examples from the medieval and early modern periods. The end point for the module is about the mid-18th century, so nothing more modern than that please.

I would like you to reflect back upon previous modules that you have studied at UHI or elsewhere (and they could be history, politics, literature, social sciences, criminology, etc.) as well as an introductory reading that you have undertaken in Weeks 0/1 to guide your search for examples of deviants, rebels, outcasts and villains. Please feel free to post memories of earlier modules in the Week 1 discussion space either as context for the examples you wish to present or as separate posts expressing your thoughts. I'd be really interested to hear your thoughts on this as a way of gauging your areas of interest and formulating initial thoughts about approaching this module together.

TASK: Post examples or memories of relevant primary sources on the discussion board thread. You can start to do this from Week 0, if you wish.

QUESTION : Which individuals and groups in the medieval and early modern periods can be considered marginalised, deviants or outsiders?

Week 1: Identities/Defining the Margins – Secondary Sources

DAVID NIRENBERG

COMMUNITIES OF VIOLENCE
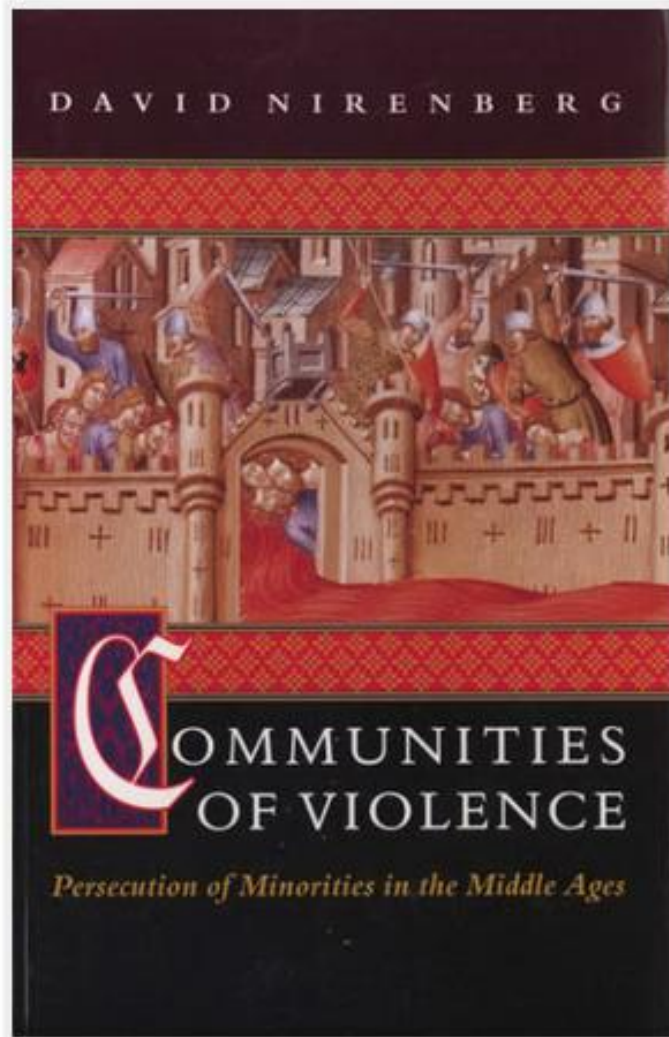
Persecution of Minorities in the Middle Ages

Terrorists and witches: popular ideas of evil in the early modern period

Johannes Dillinger ✉

📄 Full Article   🖼 Figures & data   ❝ Citations   📊 Metrics   🖨 Reprints & Permissions   📄 View PDF

Abstract

In the early modern period (16–18th centuries), churches and state administrations alike strove to eradicate Evil. Neither they nor society at large accepted a conceptual differentiation between crime and sin.

Questions:

1 – What sorts of theories, categories, language, tools and insights have been used by scholars to understand how people related or failed to relate to each other in the medieval and early modern periods?

2 – What initial factors or characteristics might help us to understand why individuals and groups were identified as marginal, deviants, outsiders, etc.?

3 – What other questions or aspects of the sources should we discuss together?

Week 2: Jewish Experiences and Anti-Semitism – Primary Sources

🔗 **A Blood Libel Cult** Webpage - Core ▾	VIEW ONLINE	↕	⋮
🔗 **Siete Partidas 1265** Webpage - Core ▾	VIEW ONLINE	↕	⋮
🔗 **Anti-Semitic Legends** Webpage - Additional ▾ 🎓 A couple of the links here are defunct, but here is a range of legends that you might wish to explore.	VIEW ONLINE	↕	⋮
🔗 **Two Cistercian Monks turn Jews** Webpage - Additional ▾	VIEW ONLINE	↕	⋮
🔗 **The Black Death and the Jews** Webpage - Additional ▾	VIEW ONLINE	↕	⋮
🔗 **Martin Luther 'On the Jews and their Lies', Book XI** Webpage - Additional ▾	VIEW ONLINE	↕	⋮
🔗 **Voltaire: A Treatise on Toleration** Webpage - Additional ▾	VIEW ONLINE	↕	⋮
🔗 **Internet Jewish History Sourcebook** Webpage - Additional ▾	VIEW ONLINE	↕	⋮
📖 **Jewish Daily Life in Medieval Northern Europe** Book - Additional ▾	VIEW ONLINE	↕	⋮

Key Points:

1. I set two sources for the class to read and tell them why these sources are beneficial for class discussion and for the rest of the module.

2. I provide some questions and prompts for exploring the main sources.

3. I encourage choice within the range of primary sources, to enable students to be curious.

Week 2: Jewish Experiences and Anti-Semitism – Secondary Sources

CONNECTED HISTORIES IN THE EARLY MODERN WORLD

Nandini Das, João Vicente Melo, Haig Z. Smith, and Lauren Working

Keywords of Identity, Race, and Human Mobility in Early Modern England

Amsterdam University Press

FEELING EXCLUSION

RELIGIOUS CONFLICT, EXILE AND EMOTIONS IN EARLY MODERN EUROPE

EDITED BY
GIOVANNI TARANTINO
AND CHARLES ZIKA
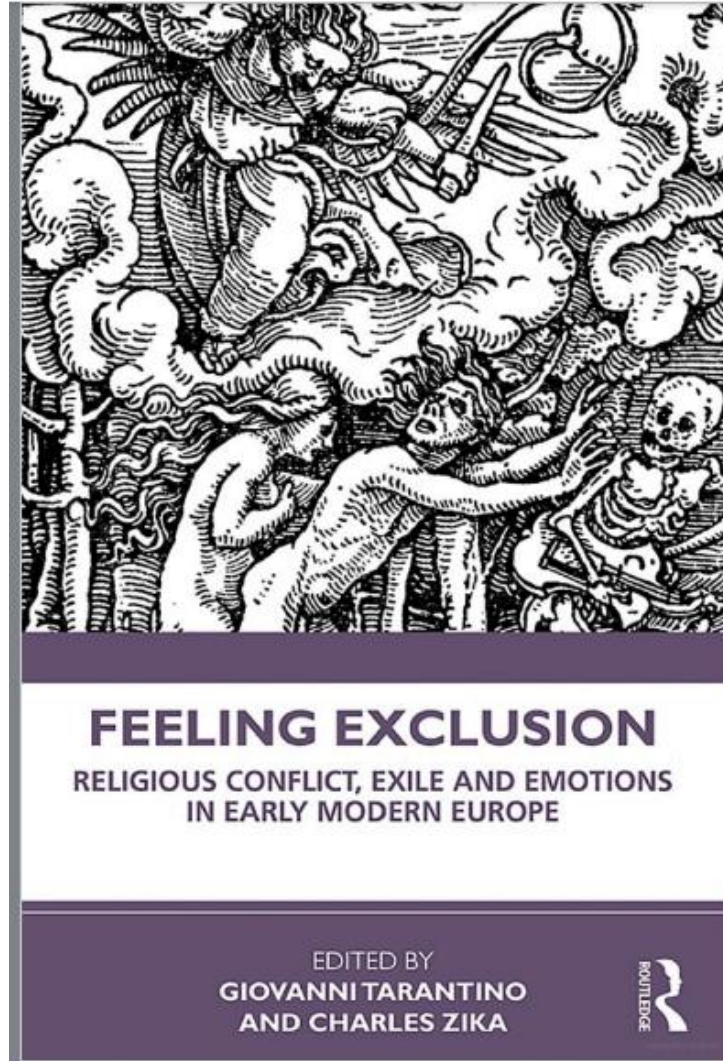
Key Points:

1. I highlight chapters from the two texts on the left because they are short overview chapters, focused on the early modern period (which balances out the medieval focus in the primary sources), complementary in thematic range (keywords and language, then emotions and sense of community identity).
2. I provide some questions and prompts for exploring the main sources.
3. I invite students to pick from the reading list to supplement the range I have indicated OR to replace items that they feel do not provide them with the insights into the weekly theme that they are seeking to find.

Thematic Module Structure Comparison

2023/24

1. Identifying/Defining the Margins*
2. Jewish Experiences and Anti-Semitism*
3. Infection and Contagion*
4. Race
5. Physical Disabilities
6. Mental Health and Intellectual Disabilities
7. Transgression and Crime
8. The Poor
9. LGBTQ+
10. Hermits, Monks, Nuns and Heretics

2024/25

1. Identifying/Defining the Margins*
2. Jewish Experiences and Anti-Semitism*
3. Witches!
4. Mental and Intellectual Disabilities
5. Innovators and Free Thinkers
6. The Poor
7. Religion
8. Gender
9. Infection and Contagion
10. Thematic Module Reflection and Essay Workshop

Making Space for Students – 2023/24

1. Identifying/Defining the Margins*

2. Jewish Experiences and Anti-Semitism*

3. Infection and Contagion*

4. Race
   - Students remembered enjoying studying cross-cultural encounters in previous modules and wanted to develop this.

5. Physical Disabilities
   - Students with physical disabilities wanted to understand how their conditions were understood in the premodern and what their lives might have been like

6. Mental Health and Intellectual Disabilities
   - Students with mental health diagnoses and disabilities wanted to understand how their conditions were understood in the premodern and what their lives might have been like

7. Transgression and Crime
   - Students noticed the connection between crime and sin in Week 1 readings and wanted to explore sources further

8. The Poor
   - Inspired by the Cost-of-Living Crisis and a desire to know what safety nets existed in the premodern

9. LGBTQ+
   - Students interested in tracing the history of LGBTQ+ groups, also motivated by student identity

10. Hermits, Monks, Nuns and Heretics
    - Motivated by gaps in previous modules, students interested in physical distance, silence, etc. as factors

Making Space for Students – 2024/25

1. Identifying/Defining the Margins*

2. Jewish Experiences and Anti-Semitism*

3. Witches!
   - Students intrigued by witches in the Dillinger article from Week 1, the overall absence of witches in their modules thus far and the prominence of witches in popular history and culture.

4. Mental and Intellectual Disabilities
   - Students with personal links to the themes wanted to develop their knowledge of how these conditions were understood and how people with these diagnoses lived their lives. Note absence of mental health.

5. Innovators and Freethinkers
   - Student inspired by the module title group of rebels and outsiders, but particularly wished to explore how individuals with specific ideas which challenged the status quo were treated (e.g. Galileo, Erasmus).

6. The Poor
   - Student inspired by their job and wanted to understand how poor people survived and were treated in the past, as well as the role of charity

7. Religion
   - Student inspired by previous modules which explored cross-religious encounters, religiously-motivated wars (crusades, French Wars of Religion). Envisioned as supplementing and developing Week 2.

8. Gender
   - A request from female students who wished for greater focus on the history of women, particularly the strengths of women written out of sources and overlooked in wider narratives.

9. Infection and Contagion
   - Students remembering studying the Black Death after studying Week 4 and experiencing more medical history.

10. Thematic Workshop and Reflections
    - Motivated by anxieties around assessments and desire to think comparatively across the module

Initial Observations of 23/24 and 24/25

2023/24

Intense and vocal enthusiasm at the outset of the module, maintained well across module.

Students quickly identified themes for weeks 4-8.

Students very vocal in composing questions under each weekly theme and suggesting sources.

Students preferred 1-2-1 meetings with me to discuss their assessments. No desire for a collective reflection week.

Class discussions free-flowing and varied.

Low non-submission rates of assessments and strong performance outcomes and grades. Exceptional creativity in assessment content.

Students expressed trust in my management of module.

Student satisfaction extremely high.

2024/25

Considerable enthusiasm at the outset of the module, maintained well across module.

Students tended to identify themes a couple of weeks in advance, rather than having a burst of ideas.

1-2 students key in determining the discussion around planning a weekly theme and encouraged others to contribute.

Less uptake of 1-2-1 meetings and majority interest in a reflective workshop on module themes and assessments.

Class discussions free-flowing and varied.

Low non-submission rates of assessment 1 and strong performance outcomes and grades (assessment 2 still live). High creativity in assessment content.

Students expressed trust in my management of module.

Student satisfaction extremely high.

Module Assessments

Assessment 1: Primary Source Exercise 1500 words, 35%

Assessment 2: Essay 3000 words, 65%

UHI procedure:

Assessment Template created by staff and submitted to external examiners ahead of the module starting.

Question: How to make space for students to determine their own path in this exercise when the assessment template must be completed before the semester begins?

Primary Source Exercises 24/25

Intention: To cover as broad a range of themes as possible, rather than ask students to find a primary source extract.

Options:

- Early modern Scottish legislation on deserving and undeserving beggars
- Early modern English witch trial
- Medieval French hospital regulations
- **Early Modern German trial of Katarina Hetzeldorfer, a lesbian**
- Medieval papal blessing justifying the conquest of Ireland
- Medieval German town records about the 'Mad' or intellectually disabled
- Medieval English index to town ordinances on dirt, disease and contagions
- **Early modern Scottish poem about a Black servant in the royal court**

Essay Questions 24/25

1. Compare and contrast the influence of stereotypes in the depiction of ***a marginalised group of your choosing*** across a range of early modern visual sources (e.g. paintings and portraits, broadsides and pamphlets)? [Please confirm your choice of group with the module leader] **(1)**
2. "Medieval and early modern sources depict the normativity of the white body". To what extent do **either** medieval **or** early modern sources regard **one of the following categories of human beings** as deviants and others: Black, Asian or indigenous peoples? **(3)**
3. Compare when, why and how individuals were persecuted for their transgressive sexual activity. **(1)**
4. How did **either** secular **or** religious authorities justify violence against those with unorthodox or deviant beliefs? **(1/3*)**
5. Compare and contrast tolerance and intolerance against religious minorities in **either** the medieval **or** early modern period, ensuring to examine events in at least two different countries within your chosen time period. **(2/2*)**
6. What does the treatment and experiences of **either** sick people **or** disabled people in premodern Europe tell us about **either** the nature of charitable support and care **or** contemporary understandings of ill-health and disability? **(4)**
7. WILD CARD: You can compose your own essay question, if none of the questions above appeal. If you wish to do this, you must submit your essay question to the module leader as far ahead of the deadline as possible with your proposed question and a short list of key primary and secondary sources. **(3 – 1 on Levellers, 1 on the Church in England and Scotland, 1 on witches)**

And 2 students who have dropped off the radar.

Why am I making you choose from a broader range of possibilities?

- Why not? It's fourth year and you each have a track record of personal growth and development.

- As module choices become more constrained by budget cuts and staffing cuts, I strongly believe that it is important to try and offer you greater choice within this module.

- The module themes are wide-ranging and flexible, so facilitate your ability to specialise thematically, chronologically, geographically, methodologically, etc. or any combination of the above.

- (A greater) Freedom of choice alters the relationship between you and the materials you are studying.

What factors were important to you in choosing your essay topic and question?

- Two important things (religious authorities): (1) a topic they are interested in, incorporating things they were familiar with (heresy, etc.) and so it's things thy knew they would enjoy using. (2) Student felt familiar with the primary sources that they would be using – logistical factors – know where to find them but also experience of using them in other assessments in terms of methodology. "felt comfortable with what writing it would be like"

- Most important was to choose something of personal interest. Chose medicine because of an interest in sickness and disease. Also felt like the question was manageable and could see what it would look to write it. Interest and practicality, then, as two key interests.

- Witchcraft appealed for many reasons. Historiographical article was a 'cheat sheet' that gave lots of avenues into the subject. The historiographical article does not have much information on visual sources, so there's a sense of a gap. And this led to lots of different questions that could be asked.

What themes from the module appear in your essay?

- In context of justifying violence, student notices the theme of fear. They note the power imbalance between Catholic Church and the heretics. The sense from the sources about heresy that Catholic authority figures really perceive heretics as dangerous.

- The multiplicity of witches – accusations appearing in lots of contexts and lots of different purposes. Student notes the discounting of the genuine belief in the nature of witchcraft. Fascinating to see witchcraft as a micro and macro history of how the burden of proof has developed over time. And that has expanded a whole host of stuff.

- Student is studying the development of legal systems in module and dissertation. Thinking about how the module sources allow them to study how attitudes develop and shape the law, whether from a secular or ecclesiastical perspective. Viewing sources of legal encounters as providing insights into what the expectations people have of the law is valuable. Also did not expect to be studying witchcraft under the question of persecution of sexual transgression.

- Thinking about categories. How are things categorised and by whom. This is key to a lot of the things that the student is thinking about. This is a thread that runs throughout the module. In the example of same-sex behaviour, this is viewed one way by the Church, but it is viewed differently from a secular perspective and these views can move closer together. Interested also in how this overlaps with heretics, Jews, Muslims, disabled people. This overlapping of themes means that an essay question could be adapted.

Module SED 23/24 Q.12 – What worked well?

- What can I say, this is a module done right! So refreshing to be able to cover such a broad width of time and subject matter. It allowed the ability for each student to investigate subjects beneficial to their future path, whilst still keeping the group engaged in other areas.
- The range of themes was exciting to learn about. The vast choice of reading options were also good as you could pick one which you felt more drawn to.
- Linsey was very supportive after the death of my ****** and checked in with me often.
- Loved that we had such strong influence on what specifically we wanted to study. I also liked how the primary sources were shown on the discussion board where you could add your own, add your thoughts about them and also get other students thoughts on them for each week before class. Module leader also put great effort into our learning experiences by individual meetings about subjects as well as help in class and via email.
- Provided with a really great selection of primary and secondary sources for each weekly class that enable more flexibility of choice than usually offered.
- I really enjoyed expanding on my knowledge from Linsey over the past 3 years with this module.
- All of it, the engagement of both classmates and lecturer was fantastic, the themes, concepts and heart of the module were central to how the topics were handled. This module enriched my perspective of medieval history, as both a place of struggle, tragedy but also of hope and kindness, a very human kindness. The support from Linsey was 1st class and completely invested in the welfare of myself and all of the students.
- The subject matter itself was interested to have a full ten weeks to what would usually be one week/class in other modules on the poor, Jews, women, etc. The weeks on mental/physical disability were particularly interesting.
- The personalised help with assignments from the tutor.
- This module provided a unique was to develop perspectives around the topics which have been core throughout the degree. It also gave students a unique opportunity to explore aspects of these topics and challenged us to develop new and innovative approaches to improve our skills as historians through research and critical thinking skills.
- It is a brilliant topic and I chose the module as soon as I saw it on the list. The breadth of groups included was wonderful and it really opened my eyes to 'deviant' worlds I never know existed.

Module SED 23/24 Q14. Any other comments?

I truly hope the UHI are aware of how much of an asset Dr Hunter is a wonderful, supportive and engaging force!

Thanks for the module and all the help Linsey 😊

I'll always take Linsey Hunter's modules, as I know they will be well organised and really interesting. 10/10

This module is one of many history modules that should be use as an example of the standard that all humanities subjects should follow. This does what so many modules dont do which is to use the Brightspace page as an engaging place, not just (week 1, week 2, week3...i sleep) but with good titles for those weeks, imagery that invites you into the subject, material tabs which let you quickly get into it and learn something to bring to class.

Linsey goes above and beyond in helping her students and her advice and support is very much appreciated, especially in what has been a difficult time for the staff.

Dr. Hunter was absolutely brilliant in her management and kind guidance of students. She seemingly effortlessly guides students not not only learn what is needed for progression but more importantly she teaches students how to make use of their developed skills to self-learn. She makes this enjoyable never once did I leave a lecture going 'what do I have to read next' or with any sense of dead of a project or topic. I always logged out with a sense of sadness because time was up. I logged out of lecture excited to go out into the world and find something new and interesting to bring to the discussion next week. Dr. Hunter can only be describe as an irreplaceable academic in the UHI staff that deserves a gold plated round of applause. Her dedication to students inside the modules as well as being open and more than willing to assist them with ANY inquiry or concern regarding their learning is the most genuine mark of a professor I have ever encountered.

I enjoyed the module very much

External Examiner

It is great to see a new module being developed that is aligned with staff interests and covers such fascinating ground. Attracting 30 students at this level is an excellent sign of student interest in this neglected theme. Clearly, the unusually abundant student responses on evaluation forms indicate that this has been a highly successful module with outstanding staff contribution. A lot of effort has to be made to inspire the sort of comments put forward by students.

Student Feedback Reflections

Students notice and value:

- A significantly greater range of choice than other modules they have experienced, sometimes articulated as 'freedom'

- Being consulted throughout the module

- Feeling that their voice is heard and matters because it impacts positively on module development

- A high level of enjoyment

- The effort and expertise provided by the lecturer to support their choices (especially during institutional instability) and this being beneficial to their experience of the module and their achievements

- A strong appreciation of their skills and progress – and linking this to their future lives

- Reflections between the groups and individuals studied and aspects of their own identities and lived experiences.

From Why I Think That This Matters to How to Implement This

Why did I start to do this?

- Initially accidental
- I didn't realise the extent to which I was doing it!
- Negative impact of covid and cost of living crisis on my quality of life
- Covid revelation: my boredom threshold and interest-led motivational needs as integral to my teaching practice
  - To what extent was this something experienced by students as well?
- Feeling sadness, frustration and anger at cuts to module choices for undergraduate students
- Realisation that the more I repositioned my teaching practice as student-led and collaborative, the greater satisfaction and joy I experienced.

Foreshadowing Principles in Earlier Modules

ML of A Middle Age (to present day) – Level 7/First Year – team taught
- Surprise seminar questions (e.g. how did people in the medieval period know that the earth was flat?'), vivid or surprising text or image-based primary sources.

ML of A Curious Age (temporary cover) – Level 8/Second Year – team taught
- Adapted Primary Source Exercise to use only images instead of texts, to expand source horizons and extend critical thinking skills; broader range of vivid or unusual sources for class discussion.
- Asking students what else they think we should be discussing

ML of either Conquerors, Crusaders and Churchmen/A Clash of Civilisations - Level 9/Third Year – solo lecturer
- Soliciting student input into designing the second half of these modules, from selecting themes and sources, to suggesting questions that we should be discussing together.

Across all modules:

Radical empathy, regularly soliciting student emotional responses to sources, being unflappable in class spaces, interest-led choices for class preparation or assessments, opportunities to personalise essay questions, fostering curiosity, directly acknowledging challenges and difficulties of studying, contextualising the value of history, being available to discuss work, etc.

Tips for Teaching Staff

- Start small and expand as your confidence builds
  - Keep the pressure on yourself low and manageable
  - Not all student-led initiatives need to be introduced as such before you do them, but could be flagged by you to students at some point
- Consider the chemistry of the cohort (challenging at first meeting!)
- Be open to possibilities and potentials. Relish the opportunity to be curious in the context of classes, alongside your students.
- Introduce student-led opportunities carefully
  - Consider emotions in this process – articulate joy, excitement, fun, curiosity, acknowledge feelings of nervousness and provide reassurance where this is needed
- Keep a list of things you try, however small
- Share your successes and ideas with your colleagues
- Regularly prompt students to reflect on past experiences of studying history and future possibilities in relation to their skills and growth
- In an entirely/predominantly student-led module, aim for balance between anchoring the module themes and soaring into the stratosphere with the students.

Key Challenges

- Lecturer Time
- Time within semester
- Lecturer and student confidence – heading into the unknown?
- Trial and error of different ways of framing student-led co-creation
- Disconnect between pedagogical innovation and career progression
- Achieving balance relative to cohort chemistry and level of study
- Balance between providing structure (anchor) and facilitating freedom (soaring)
- Trying to guesstimate the broadest range of sources for assessments

Tips for Managers*

- Think long(er)-term
- Think holistically about the journey of each cohort from First Year to Fourth Year
  - Do satisfaction and evaluation metrics really understand the value of student-led co-creation?
- Think strategically across teaching staff and support staff to explore possibilities to undertake student-led co-creation either in single lecturer modules or team-taught modules
  - Hold space for discussion around this in internal forums about teaching and support staff in engaging with external audiences
- Is it beneficial for staff to pursue student-led co-creation?
  - Does student-led co-creation improve staff satisfaction, wellbeing and performance?
  - Is this linked to career advancement and promotion?
  - If not, can other benefits be offered to relevant staff?

Thank you for listening! Any questions?