

## Descriptions of activities funded in 2015-16

Each year we feature everyone who has been awarded funding through our Social Responsibility in the Curriculum competition in our Humanities eNews. Please find below the articles published in 2015-16 highlighting the activity that took place. For more information on the competition, which is open to all UG and PGT courses, please contact Claire Lloyd or visit the Social Responsibility pages on Humnet.

### Alliance Manchester Business School

<b>Name of course lead(s):</b>	<b>Noemi Sinkovics</b>
<b>Amount of funding provided</b>	<b>£2,000</b>
<b>Outline of activity:</b>	
<p>Dr Noemi Sinkovics is running the module 'Fundamentals of International Business'. The course adopts a new approach to international business and shows how social responsibility should be integrated into the DNA of a company's business model rather than as an add-on activity.</p> <p>The Fundamentals of International Business course unit sought to give students a 360 degree learning experience. It used the board game Perspectivity to demonstrate sustainability and ethical issues in international supply chains, environmental issues in geographically dispersed production networks, and the importance of systems thinking. The game also highlighted the difference between how students think they will behave in a situation, and how they actually behave. The module also saw Paul Monaghan, winner of Global CEO's 'Top 100 CSR Leaders' poll and Director of 'Up the Ethics', deliver a guest lecture on the rise of social enterprise. Furthermore, students were required to identify a contemporary ethical or sustainability-related problem from the ethical consumer magazine, and work out solutions in a consulting report. Rob Harrison, Director and Consultancy Manager at the Ethical Consumer, participated in the presentations and offered valuable feedback from an ethical consultant's point of view. Topics addressed by the students included human rights issues in clothing supply chains, the VW emissions scandal, and child labour in the cocoa supply chain.</p> <p>These course helped students see beyond the profit motive and become aware of the importance of integrating social responsibility into business practices.</p> <p>Noemi commented: "I am very grateful for this funding. It allowed me to experiment with new ways to implement problem-based learning in my classroom. In previous years, students did not see the connection between the ethics and social responsibility unit in the course and their assignment. Despite my efforts, they perceived corporations' social responsibility measures and management issues as separate and rather unrelated activities. This year, the purchase of the Ethical Consumer magazine and the access of the website resources facilitated the process of raising students' awareness about the wider systemic implications of corporations' irresponsible behaviour and/or their negligence of social and sustainability issues. By bringing in practitioners from the field to give guest lectures and read and comment on students' work, our students did not only have the opportunity to interact with professionals but were also further sensitised to the relevance and seriousness of the societal and environmental issues addressed in the course."</p>	

## School of Arts, Languages and Cultures

<b>Name of course lead(s):</b>	<b>Laurel Mackenzie</b>
<b>Amount of funding provided</b>	<b>£1,200</b>
<b>Outline of activity:</b> <p>Dr Laurel MacKenzie's project was to map the linguistic landscape of English in the UK.</p> <p>Laurel is using the funding to continue to develop a project which started last year. This year's research will run during semester two and will involve students who are studying for an English Language degree. They will be surveying friends and family about their usage of English regionalisms.</p> <p>Each year students collect nearly 2000 responses from respondents all over the country, which provide an up-to-date picture of the linguistic landscape of English in the UK. Questions have included 'what is the name for a soft round bread: <i>barm</i>, <i>bap</i> or <i>roll</i>?' and 'do the words <i>foot</i> and <i>strut</i> rhyme?'</p> <p>This information will be processed and used to help update the interactive website 'our dialects' (<a href="http://projects.alc.manchester.ac.uk/ukdialectmaps/">http://projects.alc.manchester.ac.uk/ukdialectmaps/</a>). When the website launched last year it received over 10,000 page views in its first week.</p> <p>Students will then create interactive activities to help educate GCSE and A-level students on their findings. These students will go into local high schools to teach pupils about local dialects and regional variations. This is an invaluable experience for the English Language students, as many go on to become teachers.</p> <p>The project will increase awareness of regional dialects and regional identity through its outreach projects as well as through the media.</p> <p>Laurel said: "The funding is keeping this successful project going. It allows our project team to maintain our one-of-a-kind online resource, which not only benefits academics studying variation in English in the UK, but also engages and educates the public on the subject of linguistic diversity. The funding also supports our successful schools outreach programme, which provides valuable teaching experience to our student volunteers and gives local pupils a chance to learn something new about language and the research process. All in all, SRC funding has helped this project take academic research beyond the University walls to excite and inspire our community."</p>	

<b>Name of course lead(s):</b>	<b>Thea Cameron-Faulkner</b>
<b>Amount of funding provided</b>	<b>£1,880</b>
<b>Outline of activity:</b> <p>Dr Thea Cameron-Faulkner ran the Book Buddies project.</p> <p>Thea is running a project to provide one-on-one shared book reading sessions to primary school children. The Book Buddies project brings together final year students studying Linguistics and English Language and young children who are not read to regularly at home. The students will visit local primary schools in Manchester throughout semester one and spend an hour of dedicated reading time with the children.</p> <p>The students have been trained in dialogic reading methods and will use these skills to read with their buddy. This one-on-one time will provide the children with a rich literacy experience which in turn could help to develop their language and literacy skills. Students will record their experience in their research diary.</p> <p>This project will provide the students with the chance to gain first-hand experience in the range of language skills found in children of primary school age. In addition, the students will be engaging with the local community, providing what is hoped to be an invaluable experience for both book buddies and the children. At the end of the semester the students will share their findings with teachers at the schools, as well as with their course colleagues.</p> <p>Dr Cameron-Faulkner said: "There is a strong correlation between shared book reading (i.e. reading picture books to a child) and language development. Many children engage in this activity with their parents on a</p>	

regular basis in the home, but not all. The aim of the proposed project Book Buddies is to provide 1-1 shared book reading for children who are not read to regularly at home, and/or exhibit poor language skills. We predict that the scheme will have a direct effect on the children's ability to engage with book reading and their language skill."

It is hoped that the project will continue in the future and that previous student participants can be invited to come back to the University to help train up the new volunteers.

<b>Name of course lead(s):</b>	<b>Kostas Arvanitis</b>
<b>Amount of funding provided</b>	<b>£2,000</b>

**Outline of activity:**

Dr Kostas Arvanitis, from the School of Arts, Languages and Cultures, has run a project to produce an exhibition of objects from the University's Museum of Medicine and Health (MMH).

Students from the MA Art Gallery and Museum Studies course performed a range of collections management, interpretation and exhibition development tasks with about 35 objects. They researched and documented medical objects, assessed their condition and conservation and environmental needs, examined the long-term sustainability of the collection, proposed possible uses of the collection by both students/staff, and examined possible collaborations between the MMH and other local cultural organisations. This work, in turn, informed the development of an exhibition of the objects designed to reach members of the wider public.

The students were split into three groups to interpret the objects and put together an exhibition designed to engage with the local community. The project focused on the production and evaluation of student-led work that aimed to engage with external local audiences and communities. In this context, the project contributed to the cultural and social life and well-being of local audiences.

The course unit Managing Collections and Exhibitions gives students real-life career-oriented experience and skills in managing a museum collection, working with cultural organisations, and developing an exhibition. It also enabled MMH to promote its collection's use to University students and staff, and publicise it to a wider audience. The exhibition offered a tangible outcome of a student-led University-Cultural Partner collaboration that targets external audiences.

Reponses to this year's exhibition were very positive. Kostas commented: "About 200 people visited the exhibition and their feedback has been extremely enthusiastic and positive. Although this was an one day pop-up exhibition, its life will go on: following Faculty funding and the project's tangible impact on student learning and public engagement, we have received funding from the Wellcome Trust to digitise the exhibited objects and create an online version of the exhibition, a social media campaign around them, and a game based on the medical objects to be played by people during the Manchester Histories Festival in June 2016."

<b>Name of course lead(s):</b>	<b>Eithne Quinn</b>
<b>Amount of funding provided</b>	<b>£850</b>

**Outline of activity:**

Dr Eithne Quinn's project highlighted the role of rap lyrics in criminal trials.

Eithne has run a course unit aiming to highlight the role of rap lyrics in criminal trials. Students from the Hip-Hop & Hollywood course unit have taken part in the project, which was aligned to the theme of 'social justice' highlighted within the University's third core goal, Social Responsibility.

The course unit, which ran during semester one, highlighted the use of rap lyrics in over a thousand cases in the United States, and was designed to coincide with an international workshop, Prosecuting Rap, which took place at the University in October 2015. The course included a teaching session by Professor Erik Nielson, who has served as an expert witness in a number of cases, and is regarded as the world expert in

this area. In addition, students were tasked with writing a mock expert report, based on real case studies, for a hypothetical criminal trial. Students also visited the Ahmed Iqbal Ullah Race Relations Centre to visit an exhibition on Rap Lyrics in Legal Case.

Eithne commented, "The Hip Hop & Hollywood students were highly stimulated by Erik Nielson's classes, supported by the SR in the Curriculum fund. He has acted as an expert witness or consultant in around 20 US court trials in which rap lyrics have been used, and is currently involved in several cases that carry the death penalty. Quite a tall order for a literature professor! He gave a great presentation to help launch the new essay and exam questions on Hip Hop & Hollywood, in which students get to build their own arguments about the extent to which rap has a role in courtrooms. This new 'SR in the Curriculum'-funded part of the course has emerged as a favourite with students, helping them apply their learning to and take a position on real-world case studies."

<b>Name of course lead(s):</b>	<b>Minjie Xing</b>
<b>Amount of funding provided</b>	<b>£2,000</b>
<b>Outline of activity:</b>	
Dr Minjie Xing's project was to foster relations between students and the local Chinese community.	
Minjie has recently run a project to bring together students and the Manchester Chinese community. Students from the Intermediate Chinese and Advanced Chinese course units took part in the project which saw them engage with native speakers and Chinese culture to help prepare them for their year abroad.	
The project took place across semester one to help the students build up their confidence in intercultural communications. Students met with Chinese students from across the University for an Icebreaker Activity and then became language partners who met once a week to carry out language and cultural learning activities. They then visited local Chinese families, reading Chinese picture books to children and chatting to the parents. There was also a China Day which included activities such as paper cutting and calligraphy, all designed to help the students better understand Chinese norms and customs. Finally, students showcased their learning activities in the form of self-made mini videos, audios, social media communications and presentations.	
The aim of the module is to ensure that students make a full contribution to Chinese society when they travel there on their year abroad. It also aims to give students a better understanding of Chinese culture and social norms as well as encouraging students to build links with the local Chinese community both at the University and in Greater Manchester.	
Students enjoyed the course, with two participants commenting: "The funding provided made me feel really proud of my language partner project and helped me contextualize my learning" and. "The hands-on experience pushed us to learn and practise our Chinese as much as possible".	

## School of Environment, Education and Development

<b>Name of course lead(s):</b>	<b>Lisa Murtagh</b>
<b>Amount of funding provided</b>	<b>£1,918</b>
<b>Outline of activity:</b> <p>Dr Lisa Murtagh's project helped Primary PGCE students gain first-hand experience of education and research.</p> <p>The project will involve two students being paired with a primary school where they will carry out an enquiry project.</p> <p>Their chosen project will be decided upon in collaboration with the school-based staff to ensure that the project can help train the PGCE students but also improve the lives of the pupils they will be working with. Eight PGCE students will take part, in pairs across four schools. They will gather and analyse data and then disseminate the findings to the four schools in the cluster.</p> <p>The aim of the scheme is to provide the students with the chance to gain skills as practitioners but also to encourage them to exercise ethical responsibilities and understand the importance of research-informed practice. The scheme will also enable the schools to engage in research and forge stronger links with the University.</p> <p>Once the project has been completed a conference will be held so that the students can share their findings. They will also produce a pamphlet which will be shared with the schools involved and will allow them to enact any findings. Finally, the projects will be published online to allow for greater dissemination of the findings.</p> <p>Lisa Murtagh said: "The Primary PGCE team is delighted to have the opportunity to work in new collaborative ways with teachers in Manchester. Our project commenced on 18 September and teachers from our partnership schools were invited to attend sessions to prepare them for undertaking research-based teacher enquiry with our trainees. We are excited to have the opportunity to enable trainees to develop skills and knowledge through collaboration on authentic tasks, whilst also developing the research expertise of teachers in our partnership schools. We are very much looking forward to working in innovative ways with our partner schools and trainees."</p>	

<b>Name of course lead(s):</b>	<b>Kate Sapin and Drew Whitworth</b>
<b>Amount of funding provided</b>	<b>£1,500</b>
<b>Outline of activity:</b> <p>Kate Sapin and Dr Drew Whitworth's project helped students support community organisations.</p> <p>Kate and Drew are running a project to help students support community organisations. The postgraduate students, from various programmes, will be given a small grant as part of the Intercultural Engagement at Work and In Communities unit. In the unit, students engage with communities and / or an organisation working with communities to learn about intercultural engagement.</p> <p>The grant will be used to support projects undertaken by community organisations, allowing students to learn about intercultural engagement in practice and gain first-hand experience of engaging with diverse cultural communities and any potential barriers.</p> <p>They will learn about global challenges and develop an awareness of how community organisations work with diversity and promote equality and inclusion. This experience of ethical awareness and the practice of intercultural engagement can be used in their future careers and community lives.</p> <p>Once the projects are completed, students will analyse and present their findings. They will also have a chance to learn from each other's projects through this knowledge exchange. The information gathered will also help to provide examples of best practice in intercultural engagement, which can be made available for future students.</p>	

## School of Law

<b>Name of course lead(s):</b>	<b>Jo Deakin and Claire Fox</b>
<b>Amount of funding provided</b>	<b>£1,301</b>
<b>Outline of activity:</b> <p>The project by Dr Jo Deakin and Dr Claire Fox, Senior Lecturers in the School of Law, gave students an idea about the realities of criminal justice.</p> <p>‘Criminology and Criminal justice in Action’ is a discipline-related employability course unit allowing students to explore a range of criminal justice-related career paths and develop relevant transferable skills. The funded project provided students with additional knowledge and experience of the realities of criminal justice, beyond the academic expectations of the course. Alongside more traditional-style lectures and workshops, students engaged with professionals and service users through a range of activities which centred on the theme of community engagement. The engagement activities with criminal justice professionals, charitable and arts-based organisations, and service users built on students’ experience of the realities of criminal justice from a variety of perspectives.</p> <p>Guest speakers from criminal justice agencies and charitable organisations took part in a Question Time panel session hosted jointly by the School of Law and Theatre in Prisons and Probation (TiPP) Research and Development Centre, and students had a two-hour workshop on Police investigations with ITV’s award-winning crime reporter and news anchor Matt O’Donoghue. Students thoroughly enjoyed the reality of these sessions, and were able to understand how criminological theory can be used in different types of practice and policy-making.</p> <p>A group of students went on a field trip to a programme for domestic violence (DV) perpetrators, where they engaged in conversations with DV intervention workers and watched video footage of group sessions with perpetrators. Students experienced the role of ‘facilitator’ in group sessions, heard stories of offending and desistance from a group of perpetrators, and learnt about the challenges facing those helping them desist.</p> <p>The students then used the knowledge they had gained to complete a group assessment task. Supported by a European DV umbrella support organisation, they designed resources (posters, websites, and social media accounts) to raise awareness about male victims of DV and point male victims towards support. A representative from the organisation also delivered a workshop to the students to help them prepare for the assessment, and returned to help provide feedback when they presented their resources, some of which will be used by the organisation in its future work.</p> <p>One of the guest speakers delivering a session to the students was Chris Gwenlan from the National Probation Service, who is also one of the University’s visiting lecturers.</p>	

<b>Name of course lead(s):</b>	<b>Rose Broad and Caroline Miles</b>
<b>Amount of funding provided</b>	<b>£800</b>
<b>Outline of activity:</b> <p>Dr Rose Broad and Dr Caroline Miles ensured third-year undergraduate students on the ‘From imprisonment to rehabilitation’ course unit could benefit from expert speakers as they developed their understanding of managing vulnerable groups in the criminal justice system.</p> <p>To enhance their learning experience and to allow the students to make connections between the theory and practice, the project funded seven guest speakers who presented on their area of expertise and worked with the students in relation to specific issues surrounding the management of vulnerable groups within the system.</p> <p>Speakers included John Davidson, Head of the Cheshire Delivery Unit of the National Probation Service, and University School of Law alumni Nicola Seanor, Health and Justice Service Programme Manager for NHS Yorkshire &amp; Humber. Each presented on their operational experience and the issues of working with offenders from their perspective, with theoretical and policy knowledge provided by Rose and Caroline.</p> <p>This year the workshops were run as pilots but following significant positive student feedback, funding has already been secured for future workshops. A number of students were so inspired through the workshops that in their own time they visited the Cavendish Mill Women’s Centre to further enhance their learning.</p>	

## School of Social Sciences

<b>Name of course lead(s):</b>	<b>Carl Death and Daniel Fitzpatrick</b>
<b>Amount of funding provided</b>	<b>£2,000</b>
<b>Outline of activity:</b> <p>Dr Carl Death's and Dr Daniel Fitzpatrick's project was to help teach students about the international politics of climate change.</p> <p>Carl and Daniel are running a project to help teach students about the international politics of climate change. The project will take the form of two workshops to follow on from the 2015 negotiations of the global treaty on climate change, taking place in Paris in December.</p> <p>The first workshop will involve a panel discussion with invited guests, including local MPs and members of the Green Party. In addition, the undergraduate students, from Politics of Development, will analyse the climate negotiations and discuss their implications for the United Kingdom. The second workshop will see these students, and students from the postgraduate course Critical Environmental Politics, go into a local school to run a climate negotiations simulation.</p> <p>Carl said: "Climate change is an urgent issue for the global community, but it also gives rise to important political debates and clashes of different interests. This project will help school pupils understand and explain the international politics of climate change negotiations through a role-playing scenario, as well as enabling University students to develop analytical and leadership skills."</p> <p>As a result, the project will raise awareness of environmental sustainability within the University and among students at the local school. It will also help to develop links between students and local schools, as well as giving the students the chance to engage with local political representatives on environmental issues.</p>	

<b>Name of course lead(s):</b>	<b>Alice Bloch</b>
<b>Amount of funding provided</b>	<b>£450</b>
<b>Outline of activity:</b> <p>Professor Alice Bloch's project raised awareness of forced labour.</p> <p>Alice is running a project to raise awareness of forced labour. The new funding will enable students from the Forced Migration module, to attend a talk featuring an academic expert and also a representative from Refugee Action. Academic expert Dr Hannah Lewis, from the University of Leeds, is a specialist in forced labour having recently completed the first study to evidence experiences of forced labour among people who are refugees or seeking asylum in the UK. She will speak alongside Victoria Sinclair, of Refugee Action, exploring both the academic aspects of the topic and the ways in which local non-governmental organisations work with groups susceptible to forced labour.</p> <p>The session will raise issues concerning human rights, employment rights, citizenship, entrapment, poverty and expulsion. It will also make students aware of local campaigns and volunteering opportunities they can take part in.</p> <p>The course also received Social Responsibility in the Curriculum funding last year and received excellent feedback from the students: "It was great having both an academic and someone working on the ground in the field talk to us, as it highlighted the real life implications of the content that we are learning about. The exercises that the visiting speakers had us do, such as a little quiz and identifying indicators of forced labour in case studies, helped us really engage with the material that we were learning and which meant that we absorbed the information better. It was also very refreshing having some new perspectives on what we are learning, especially from a leader in the academic field, and helped us to learn things that we wouldn't have otherwise."</p>	