I Belong

Dialogue Day
Manual and resources

April 2021

Introduction

The Dialogue Day manual provides step-by-step information about how to plan, deliver and evaluate Dialogue Days (DD). The programmes, activities and other materials can be found in the resources section.

Dialogue Days were developed as part of the Erasmus+ project – #Ibelong: Towards a sense of belonging in an inclusive learning environment.
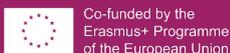
Authors

Professor Liz Thomas

Designer

Tara Drev, Knowledge Innovation Centre

Published by

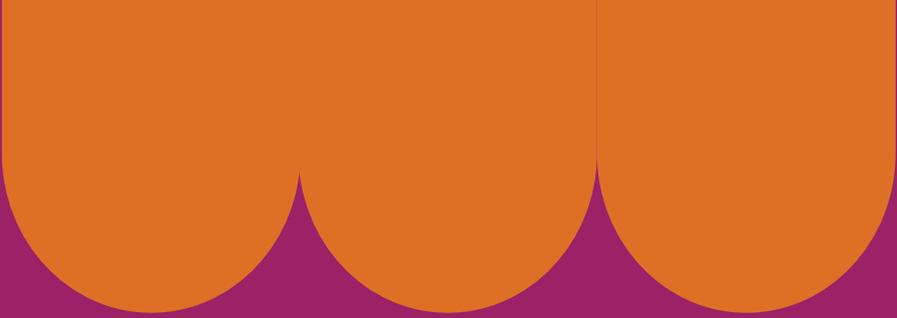KIC – Knowledge Innovation Centre

Note

This file is a working draft.
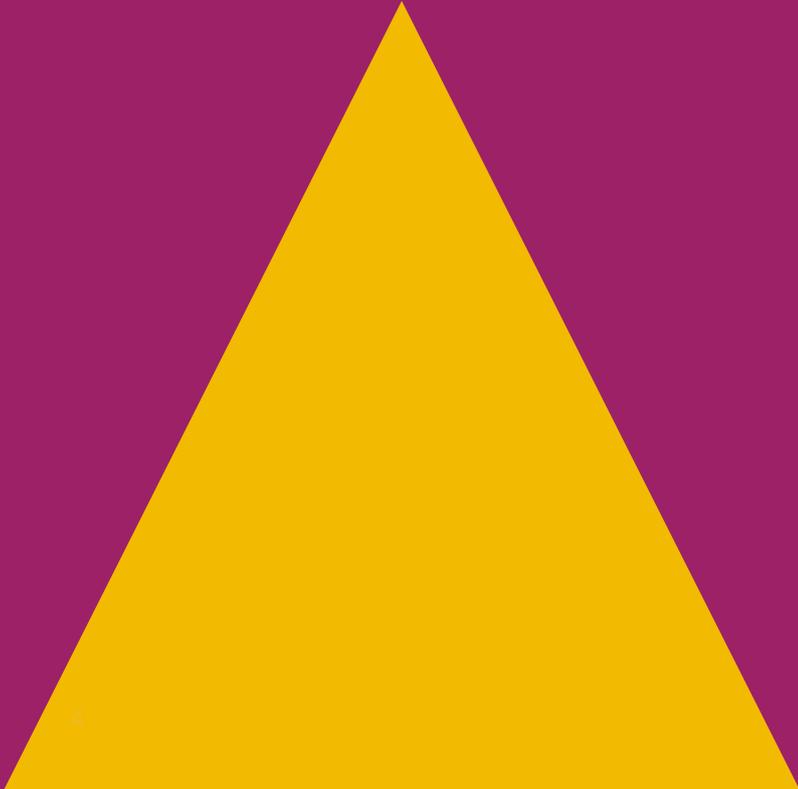
01

Introduction
& rationale

The Dialogue Day manual provides step-by-step information about how to plan, deliver and evaluate Dialogue Days (DD). DDs were developed as one of a suite of activities as part of the #Ibelong project. The manual draws upon the evidence from the evaluation of the Dialogue Days in the four universities, and the lessons learnt. The manual is underpinned by the resources toolkit which provides activities, templates, examples, guidance and training materials. By combining the guidance in the manual with the resources in the toolkit you should able to design, implement and evaluate DDs in your context, accommodating differences in institution, subject, student diversity, student numbers and mode of delivery.

What

Dialogue Days (DDs) bring together students and staff from a particular course or programme of study, and create a safe space in which to discuss diversity, belonging and success. These powerful conversations:

- Communicate and demonstrate institutional and/or programme commitment to diversity, belonging and success.

- Allow students to engage and learn about diversity, belonging and strategies to be successful in higher education and beyond.

- Enable academic staff to develop insight into the diversity of the cohort of students entering their programme.

- Improve student engagement and belonging, retention and success.

The impact will be that staff and students will better understand the extent and range of diversity within the student population, how this impacts engagement, belonging, retention and success, and ways in which aspects of curriculum organisation, contents, learning, teaching and assessment that can be developed, adapted or extended to become more inclusive of students' diverse backgrounds, expectations and future goals.

How

Dialogue Days can be delivered face-to-face, online or in a blended version; Dialogue Day 1 (DD1) is delivered at the start of Semester 1 for first year students, and Dialogue Day 2 (DD2) is delivered in the second half of Semester 2.
The first DD, at the time of transition into higher education, focuses on dialogue about diversity in relation to past experiences and expectations of the forthcoming HE programme of study, promoting interaction between students and with staff to develop belonging and thinking about how the course can support students to be successful.

The second DD, towards the end of the academic year, reflects on the first year experience of studying, belonging and succeeding in higher education, and empowers students to feel safe and supported in looking ahead to be successful in their second year of study, where there are increased academic demands and higher expectations of student autonomy.

In 2019-20 Dialogue Days were piloted in education programmes in four universities. DD1 was delivered face-to-face, and DD2 was delivered online. In 2020-21 DDs will delivered to other programmes in a range of disciplines, using mixed modes of delivery. From 2020-21 they will include more explicit conversations about race, ethnicity and discrimination in all participating institutions. Each year DDs are evaluated using Programme Evaluation tools (Thomas 2020).

Why

Dialogue Days provide a significant opportunity for diversity, belonging and success to be openly discussed in a safe environment, benefitting both students and staff. The activities and facilitation enable students and staff to acknowledge, identify and share experiences, expectations, challenges and successes. This demonstrates institutional and course commitment to recognising, valuing and discussing these issues, rather than ignoring or denigrating difference.

The candid conversations empower students to belong and succeed, and provide staff with insights to help them organise learning and support to be more inclusive of the students enrolled in the course. The activities themselves promote interaction, and contribute to the development of effective relationships and student identities.

Timing

DDs are delivered during students' first year of higher education. DD1 is designed to be delivered near the beginning of the first semester, and DD2 towards the end of the second semester. The DDs need to be integrated into the students core timetable.

Duration

Face-to-face DDs are intended to last for approximately half a day (4 hours); online activities take place over a period of about six weeks. Blended activities can be a mixture, but if possible should begin with a face-to-face session to build relations and trust.

Participants

The goal is for all students registered on a programme to participate, together with the staff that will teach and support them throughout their first year. Some second year students also participate to share their experiences.

Follow-up

The learning from the DDs should be used by staff and students in other #Ibelong interventions and more widely.

Impact

The Dialogue Days were evaluated using a logic chain and three theories of change. Further details of the evaluation method is given in section 5.

In the first year of implementation over 600 students participated in Dialogue Days across the four universities. In the short-term we ex-

pected students to benefit from DDs by (i) making friends, (ii) getting to know staff, (iii) gaining understanding about diversity and the importance and challenges of belonging and success; and (v) staff would develop understanding about the diversity of their students. All of these impacts were realised.

In the medium-term we expected that (i) staff would make changes to their teaching and support to make it more relevant to students; and (ii) that students would be more engaged with their learning and (iii) have a stronger sense of belonging. We have evidence that these outcomes are being achieved. In the longer-term we expect this to contribute to improve retention and attainment.

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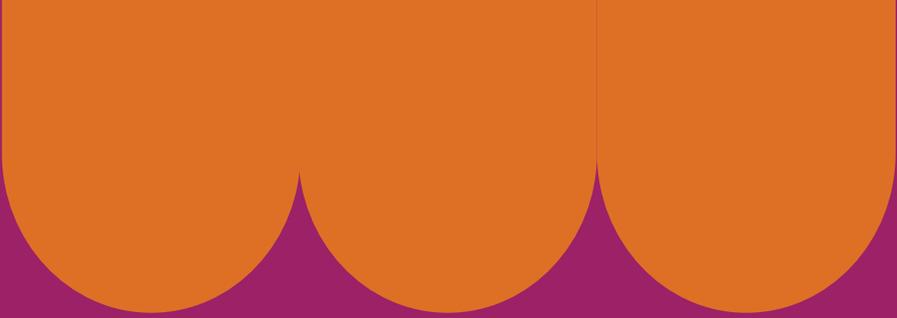
Aims, objectives and
learning outcomes
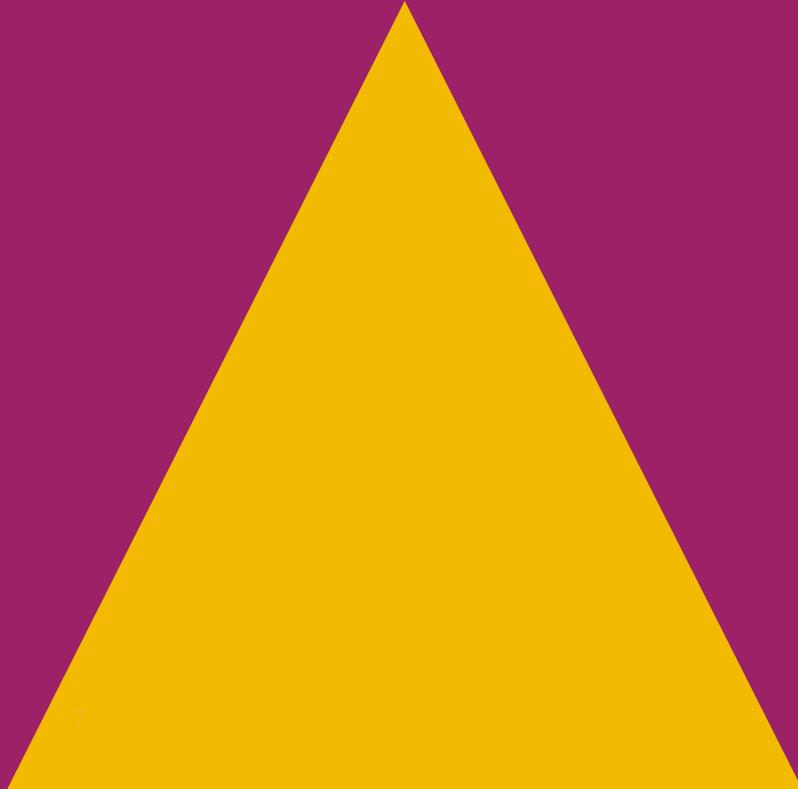
DD1 (beginning of semester 1): Diversity and transition into higher education

→ ## Aim

Allow students to engage and learn about diversity, belonging and strategies to be successful in higher education and beyond.

Enable academic staff to develop insight into the diversity of the cohort of students entering their programme.

Improve student engagement and belonging, retention and success.

→ ## The learning outcomes for students are to:

Better understand their own diversity and success.

Appreciate the importance of the diversity, inclusion and success of the cohort.

Recognise the role of engagement and belonging to success in HE.

Develop belonging with peers, staff, student mentors, the course and the university.

Identify and share anonymously diversity and support needs with the staff team.

→ ## Outcomes for staff are to:

Get to know the incoming student cohort.

Learn about the diversity and support needs of their students.

Become confident discussing diversity, belonging and success.

Be ready to participate in the Team Teacher Reflection session and develop curriculum, pedagogy, assessment and support to maximise student success.

DD2 (end of semester 2): Diversity and success through higher education

→ Aim

The aim of the diversity and success through higher education DD is to reflect on the first year experience of studying, belonging and succeeding in higher education, enabling students to look ahead and plan to be successful in their second year of study, where there are increased academic demands and higher expectations of student autonomy.

→ The objectives are to:

Allow students to engage and learn about diversity, belonging and strategies to be successful in higher education and beyond.

Enable academic staff to develop insight into the diversity of the cohort of students entering their programme.

Improve student engagement and belonging, retention and success.

→ The learning outcomes for students are to:

Recognise and celebrate their success and the success of others.

Develop a deeper understanding of diversity and belonging.

Gain understanding about being successful in the second year of the programme.

Identify individual and cohort support needs and how to achieve them either individually and collaboratively.

Outcomes for staff are to:

Appreciate what has gone well during the year for students, and identify gaps.

Understand why students feel like they belong, or don't belong within the learning experience.

Identify changes to curriculum, pedagogy, assessment and support that need to be made to support students' success in year 2.

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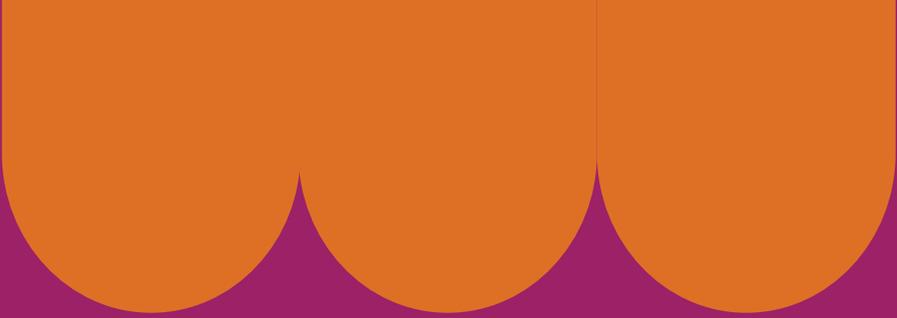
The underpinning
principles of Dialogue Days

These underpinning principles have been derived from the evidence used to plan the initial intervention, and through the experience and evaluation of the Dialogue Days.

1. DD1 is most effective during the first week of the academic year, as it provides useful opportunities for people to get to know each other.

2. DD2 should be delivered towards the end of the year to prepare students for transition into the next year of study.

3. DDs need to be tailored and delivered to students in a specific course of study, rather than a generic module in a department.

4. The DDs need to be embedded into the teaching, both in terms of the timetable, and contents, making links to curriculum contents and across courses.

5. Teaching staff need to participate fully in the DDs.

6. The use of smaller groups (e.g. led by tutors or mentors) is a more effective way of promoting active engagement.

7. Community mentors add significant value sharing their experiences, facilitating activities and starting to develop a link with the student group.

8. Using online learning or a blended approach allows the activities to take place over a longer period of time, allowing the issues to be addressed in more detail, embedding the learning into the course and intensifying the impact.

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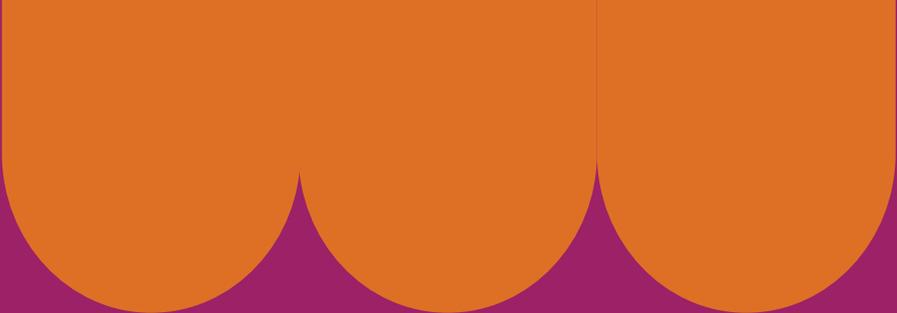
DIALOGE DAYS

Programme

A programme was designed for each Dialogue Day, tailored to the course, context and mode of delivery. Particular considerations are:

- Number of students

- Mode of delivery (online, in-person or blended), and room layout for in-person delivery

- Number of staff and mentors able to participate

- Discipline and course of study, and how DDs can be connected to course contents and values.

DD1 programme

The key elements of the DD1 programme include:

A **welcome** to introduce the team and students to introduce themselves, and to state the institutional and course commitment to diversity.

An activity to create a **safe and confidential space** to discuss issues, including all participants knowing that they should only share what they feel comfortable sharing.

Staff and community mentors sharing **stories of diversity and success**

An activity or input, or both, on **understanding the role of belonging** in student success.

An activity or input, or both, on **diversity.**

An opportunity for students to share **anonymous information with the course team** about diversity and success.

Evaluation of the day (exploring short-term benefits indicators and unintended consequences).

Follow-on activities by course team should be included wherever possible; these can be delivered in tutor groups, online or in-person.

The elements should prioritise active engagement and students working together with peers, mentors and staff.

Example programmes and activities are provided in the resources section. When we delivered the programme to a very large cohort (around 400 students) we used a workbook to help promote engagement. This also provides an alternative way for students to engage with the ideas delivered through the DD.

When we delivered the day in a blended format we used included an activity specifically about engagement and belonging online, which developed understanding and helped to foster responsibility in the group for each others' engagement and belonging.

DD2 programme

The key elements of the DD2 programme include:

A **welcome** that reminds people about the purpose of DDS and the ground rules, and encourages them to engage with more people.

Reflections on achievements so far and a **celebration of success.**

Activities to reflect on how **belonging** has changed over the academic year.

An activity or input, or both, on **understanding the role of belonging** in student success.

Activities to consider **diversity, race and discrimination.**

Activities looking forward to the **transition to the second year.**

Second year **mentors sharing their experiences** of second year.

An opportunity to **anonymously share** concerns and support needs about the next year.

Evaluation of the DDs (covering short-term benefits and medium-term outcome indicators).

The programme should prioritise active engagement and students working together with peers, mentors and staff, and making links between course contents, graduate attributes and DD learning outcomes.

Example programmes and activities are provided in the resources section.

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DIALOGE
DAYS

Evaluation

The #Ibelong project is being evaluated using Programme Theory evaluation tools, in particular logic chains and theory of change.[1] The three interventions (Dialogue Days – DDs, Team Teacher Reflection – TTR, and Student Community Mentoring– SCM) interact as a suite of activities to improve students' belonging, continuation and attainment.

In this manual the focus is on the evaluation of the Dialogue Days. The first step was to develop a logic chain for the DDs, which is shown in Fig. 1 below.

Dialogue Day activities → **Students get to know each other, and staff and students learn about the diversity of the cohort.** → **Increased understanding of diversity informs teaching, engagement and support.** → **Students' belonging, continuation and attainment improve.**

Fig 1: Diversity Dialogue Days logic chain

Three narrative statements provide further insight into how the DDs are expected to achieve their impact. First ,they are anticipated to develop understanding about diversity by students.

Second they are expected to directly develop relationships and a sense of belonging; and third the staff team will learn about the diversity of the cohort and use this to inform their teaching.

If students participate in the DD then they will develop understanding about diversity, belonging and success. If students have greater understanding about diversity and success then they will know that experiencing challenges is common and that challenges can be overcome. If they know that challenges are both common and can be overcome, then they will share their challenges and seek support. If they acknowledge challenges and seek support then they will be more likely to be successful – to persist in higher education during the first year, and if they persist for the first year then they are more likely to complete their course.

[1] Thomas, L. (2020) Using logic chain and theory of change tools to evaluate widening participation: Learning from the What works? Student retention and success programme, Widening Participation and Lifelong Learning, vol. 22 no. 2, p67– 82

If students participate in the DDs then they will work with other students and get to know them and they will understand the commitment of the Faculty is for all students to belong. If they get to know some students early in their course in this Faculty then they will feel more comfortable and able to engage. If they engage more then they will experience a stronger sense of belonging. If they feel like they will belong then they will more likely to persist in HE.

If staff participate in the DD then they will develop understanding about the diversity of their students and how this might impact on their success. If staff have a better understanding of the diversity of their students, and insight into how they can be supported to be successful they can use this knowledge to inform their interaction with students and their teaching. If staff's teaching and interaction with students is cognisant of student diversity then students will feel accepted, engaged and like they belong. If staff make students feel like they belong, then they will be more likely to be successful.

The longer-term impact is related to improving student success (e.g. retention and attainment), by improving student engagement and belonging. Several intermediate outcomes and indicators of success are anticipated relating to students' appreciation of diversity of success, improved engagement and help seeking behaviour, and their increased The DD activities are designed to help students and staff appreciate the diversity of the group, recognise that diversity is widespread, promote engagement and increase a sense of belonging. The overall aim is to improve student retention and attainment in HE.

Evaluation template for Dialogue Days

The process of thinking throught the logic chain and the theories of change was used to complete the evaluation template, including indicators, evidence soures and baseline information in relation to short-term benefits, medium-term outcomes and longer-term impact. A blank EVALUATION TEMPLATE is provided in the resources section. The evaluation of the DDs will be published in the final report.

DD1 programme	Dialogue Days – IO1
Brief description – e.g. core characteristics and key principles	Dialogue Days (DDs) bring together students and staff from a particular course or programme of study, and create a safe space in which to discuss diversity, belonging and success. These powerful conversations: • Communicate and demonstrate institutional and/or programme commitment to diversity, belonging and success • Allow students to engage and learn about diversity, belonging and strategies to be successful in higher education and beyond. • Enable academic staff to develop insight into the diversity of the cohort of students entering their programme. • Improve student engagement and belonging, retention and success. The key principles are: • Staff and students from a specific first year (level 4) programme are brought together at the start of the academic year and towards the end of the year. • The contents are embedded into the core curriculum, and participation by all students is expected. • A safe space is created for all aspects of diversity, belonging and success to be discussed. • Sharing personal experiences is central to the process, but people only share what they are comfortable with. • Student mentors play an active role, sharing experiences and facilitating activities. • The emphasis is on active learning, promoting interaction and collaboration. *If you think there are other key principles please add them.*
Impact narrative (theory of change)	If students and staff participate in the Dialogue Day, then they will get to know each other and learn more about diversity, belonging and success. If they have better relationships and understand more about diversity, belonging and success, then staff will make changes to teaching/support, and students will be more engaged in learning and support opportunities, and they will feel more part of the programme. If students are more engaged in learning, access support and feel part of the programme, then their belonging, continuation and attainment will improve.

| Indicators & methods	Indicators	Evidence source	Details of any baseline
Short-term indicators, evidence and baseline	Students make friends Students get to know staff Students understand about the importance and challenges of belonging and success Staff understand more about the diversity of their students	Feedback from the session Focus groups with students and staff	Focus groups from previous year (2018/19)
Medium-term indicators, evidence and baseline	Staff make changes to teaching and support to make it more relevant	Staff focus group Course documentation	Course documentation from previous years
	Students are more engaged with learning and support	Staff focus group Student focus group	
	Students feel like they belong	Student survey	
Longer-term indicators, evidence and baseline	Students' belonging improves	Student survey	
	Students' continuation improves	Institutional data	Data from previous years
	Students' attainment improves	Institutional data	Data from previous years
	Learning, teaching and support is more inclusive	Staff and student focus groups Course documentation	Course documentation from previous years

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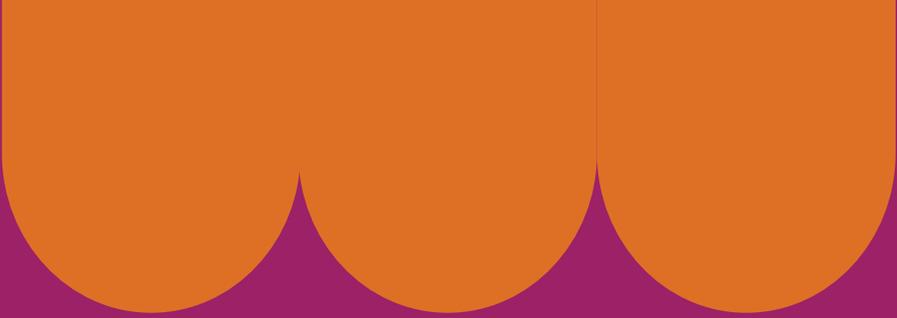
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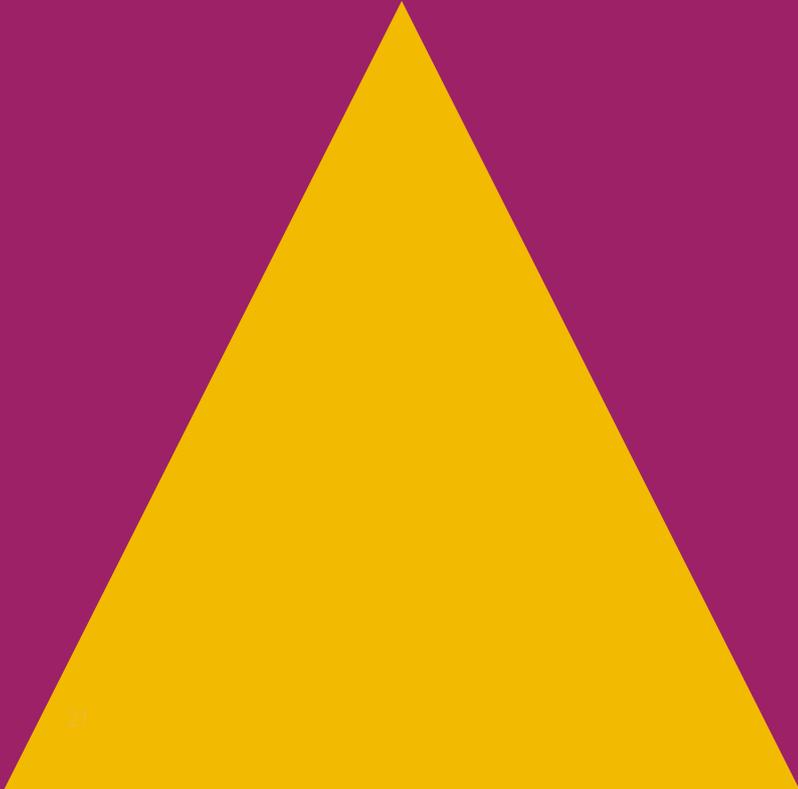
Resources

Resources to support planning, delivery and evaluation of Dialogue Days, including programmes, activities, slides, evaluation templates – i.e. everything that is referenced in the manual.

6. 1 Programme for in-person DD1

This is is the programme used to deliver an in-person DD to 400 students in a tiered lecture theatre, with three members of staff and a group of community mentors.

When?	What?
9.00–9.30	**Welcome:** Purpose of the day, introductions, institutional commitment to diversity. Get everyone to introduce themselves. **Activity 1.**
9.30–9.45	**Safe and confidential discussions:** Ground rules to ensure it is a safe and confidential space. **Activity 2.**
9.45 –10.00	**Stories of diversity and success:** Staff and students will share their experiences of diversity and success. **(See guidance 6.4)**
10.00–10.20	**Your experiences of diversity, resilience and success:** sharing your own stories about how you've been successful. **Activity 3.** Ask for feedback from the group.
10.20–10.35	**Tips for success:** Reflection by second year community mentors, and tips they have heard.
10.35 – 11.00	**Feeling like you belong:** The importance of engagement and belonging to success, the things that make people feel like they belong – input and sharing photos and experiences. **Activity 4.**
11.00 – 12.00	**Feeling like you belong at your university:** Developing ideas of belonging by getting to know the campus, each other and taking and sharing photos. **Activity 5.**
12.00 – 12.10	**Review photos**. Select some photos that have been sent in and display them. Ask if anyone is willing to elaborate, if not speculate.
12.10 – 12.20	**Understanding diversity**. Views of diversity from the literature. Share these ideas and if time ask students to discuss what diversity means to them, now they have participated in the day.
12.20 – 12.45	**Review, reflect, summarise and share:** Review, reflect and summarise from today. Hand in back sheet of workbook. **Activity 6.**
12.45–12.50	**Snowballs and aeroplanes:** Use this opportunity to share anonymous information with the programme team about diversity and success. **Activity 7.**
12.45–12.50	Thank you, next steps and close.
12.55–13.00	**Tidy up!** Please help.

6.2 Presentation and activities for in–person DD1

[Dialogue Days Presentation](#)

6.3 Workbook for in–person DD1

During this session you will be asked to un–dertake these activities; you can discuss your ideas with each other, and there are no correct or incorrect answers.

Activity 1: Introductions

Introduce yourself to at least 3 people sitting near you.

Include: your name, where you're from and something interesting about yourself.

Activity 2: Safe and confidential space: Ground rules for discussion

Briefly discuss whether these ground rules are sufficient to enable people to discuss diversity.

1. Respect the confidentiality of everyone, and do not repeat things outside of this room.

2. Respect the views of everyone in the room.

3. Avoid bad or offensive language.

4. Turn off mobile phones.

5. Don't talk over people.

6. Give everyone a chance to speak and develop their ideas, especially those who are quieter.

7. No secondary conversations.

8. Don't use phones, tablets, laptops, etc during the conversation.

9. Stay focused on the topics being discussed.

10. Please be honest and share as much as you feel comfortable with.

Write important changes on this piece of paper and hold it up in the air to be collected.

Activity 3: Diversity, resilience and success

Congratulations! You are successful because you are here, but you will all have had different journeys to get here.

The aim of this activity is to build on your successes to date to help you to be successful in your undergraduate journey in the Faculty of Education at Edge Hill University.

Think about and note down your answers and share your tips for success with at least one other person.

What have you achieved to get here?

What are you most proud of achieving?

What strategies did you use to achieve this outcome?

What difficulties or challenges did you overcome?

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How did you overcome these challenges?

Activity 4: Feeling like you belong

Discuss with others what makes you feel like you belong, consider:

- Feeling like you belong with friends or family

- Feeling like you belong at school or college

- Feeling like you belong in a new situation, such as a new job, a social situation where you don't know people, volunteering or joining a new group

You can use photos on your phone or other images to share trigger discussion and share ideas.

Activity 5: Feeling like you belong here!

Your Community Mentor will take you around the campus. We want you take photos to demonstrate some of these emotions.

1. Safe
2. Accepted
3. Valued
4. Included
5. Encouraged
6. Like yourself
7. Supported
8. Respected
9. Cared for
10. Successful
11. Marginalised
12. Excluded
13. Lonely
14. Outsider
15. Uncomfortable

You can share phones between a group.

Once you have your photos you should each choose one that best represents 'Belonging at Edge Hill University' or 'Not belonging at Edge Hill University'.

Think of a title for your photo

Prepare a brief explanation of how the photo makes you feel like you belong at Edge Hill University

Please email your photos to.

Activity 6: Review, reflect and summarise

On your own, review and think about what you have written on the sheet today, what you have heard and what you have discussed with peers. Please note down:

This will be shared with the research team, and will be shared with you again later in the year. **Please complete the consent form.**

<div style="border: 1px solid #E8B400; padding: 20px;">

My definition of diversity has changed / stayed the same because:

</div>

<div style="border: 1px solid #E8B400; padding: 20px;">

A challenge for me might be:

</div>

<div style="border: 1px solid #E8B400; padding: 20px;">

In the past I have been successful by:

</div>

Activity 7: Snowballs and aeroplanes

On a separate piece of paper please write the following information to be shared with your programme team:

Only include your name or any other details if you want to.

Make this separate sheet into a snowball or an aeroplane and sending it to the front of the room.

Finally, detach this last sheet and pass to the end of the row.

"I want you to know this about me… "

_____

_____

_____

_____
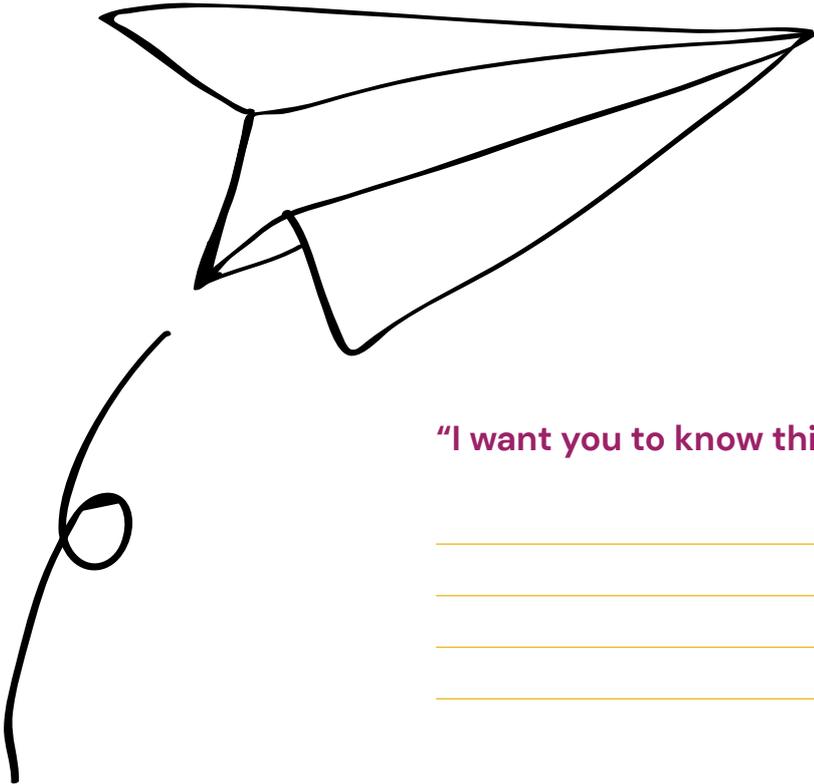
"You can support me to be successful by…"

_____

_____

_____

_____

6.4 Guidance for staff and students talking about diversity and success

Diversity can be interpreted very broadly, as we are all different and have had different journeys to and through higher education.
There is no right or wrong way to talk about diversity and success; we are only asking for 5 minutes.

You might like to consider:

- Challenges you faced in getting into higher education, either real barriers such as qualifications or finance, or the views of others such as friends and family.

- Challenges you experienced in HE, including academic, social, practical and financial issues.

- Ways in which you anticipated or experienced differences in relation to other students studying with you.

- Ways in which you overcame any of these issues.

- What you have achieved through higher education.

- How you feel about these experiences.

- Tips or reflections for new students.

6.5 Information for Community Mentors

Please take your group of students to somewhere of interest on campus – each Community Mentor (CM) should go to a different place to spread people out across campus.
We are asking students to take photos using their phones (working in groups if not everyone has a phone) to demonstrate some of these emotions.

1. Safe
2. Accepted
3. Valued
4. Included
5. Encouraged
6. Like yourself
7. Supported
8. Respected
9. Cared for
10. Successful
11. Marginalised
12. Excluded
13. Lonely
14. Outsider
15. Uncomfortable

Each student should select one photo that best represents 'Belonging at Edge Hill University' or 'Not belonging at Edge Hill University'. They should then think of a title for the photo and prepare a brief explanation of how the photo makes them feel like they belong, or not belong, at Edge Hill University.

The photos need to be emailed to us. We will advise you of the email address on the day.

There is not good internet coverage in E1, so please encourage students to send photos before getting back to the room.

You can also let students have a break during this hour.

6.6 Programme for blended DD1

When?	What?
10min	**Introduction to #Ibelong project** Introduce the project and the ideas of diversity, belonging and success (link to BLM, colourblind, colour–brave)
5min	**Introduction to other people** Short introductions (Activity 1)
5min	**Creating a safe space – ground rules** Share ground rules and discuss (Activity 2)
15min	**Stories of diversity and success** Staff and students will share their experiences of diversity and success
10min	**Students experiences of diversity and success** Sharing your own stories about how you've been successful (Activity 3)
15min	**Break** In tutor groups
30min	**Belonging** Watch the video https://www.youtube.com/watch?v=xfMXcAKxMRk Staff facilitating the session share their experiences of belonging or not belonging Groups discuss the questions, and share photos: • What does belonging mean to you? • When have you felt like you didn't belong and why? • What has helped you feel like you belong either at the university or in the past? (Activity 4)
30min	**Belonging online (new activity*)** Introductory comment about the importance and challenge of engagement and be-longing online. Watch the 3 min video: https://www.open.edu/openlearncreate/course/view.php?id=4183# Divide the group in two. Group 1 is asked to discuss why people might find it difficult to engage and belong online and what would help them to engage. Prompt by drawing out what the barriers are, and there are a number of suggestions in the video and related resources, such as introductions, either via video or blog; sharing hopes, expectations and fears for the course; creating a 'place' online in which students can 'meet; synchro-nous online tutorials where students can meet and interact together; and collaborative group work activities to be completed by students working together that can be used to stimulate discussion.

When?	What?
	Group two should observe the discussion, noting down ways in which the discussion develops, what is good practice, and what stops people participating. After 10 minutes, switch some people in to the discussion, and others out to observe. Ask those who have observed to put into practice their learning about an effective discussion. After a further 5–10 minutes close the discussion, and then ask the whole group to consider what has been learnt about discussion and dialogue and how this can be translated into engagement in online learning.
15min	**Snowballs and aeroplanes** Use this opportunity to share anonymous information with the programme team about diversity and success. 'I'd like you to know this about me…' and 'You can help me to be successful by…' (Activity 7). (This can be adapted and be done via Padlet or another anonymous platform online). If time permits, discuss some the issues that are arising or if this is likely to identify individual students draw on the list from last year: anxiety, lack of confidence, academic writing, making presentations, commuting and parking on campus, juggling study with work and family responsibilities, specific learning differences. Talk about support available and ways in which tutors and the programme support students.
15min	**Wrap up, evaluation and continuation of #Ibelong** Thank students for participating Ask them to complete the evaluation survey. Explain that #Ibelong will be continuing online Homework is: Feeling like you belong on your course / at your University Ask students to take a photo of something that makes them feel like they belong, or don't belong during induction week, on the course or at the university. They need to create a title and brief explanation for each photograph and email it to DD organizer.

6.7 Programme for in-person DD2

When?	What?
15min	**Welcome and introductions** Reminder of the purpose of Dialogue Days and ground rules Introduction of the people involved, encourage to talk to someone new
20min	**Reflections: What have you achieved so far this year?** Individual and small group reflections 2nd year CM reflections, staff reflections Share sweets to celebrate
15min	**Review of belonging** Share photos from DD1 Short video on belonging
30min	**Discussion of photos** What does belonging mean to you? What has helped you feel like you belong? What does this photo mean to you? What do you think this photo might have meant to the students who took it?
40min	**Taking new photos and sharing them, plus short break** Accompanied by CMs
10min	**Discussing photos and emailing them** What does this photo mean to you? How has your understanding of belonging changed since the last Dialogue Day?
25min	**Transition to the second year: Getting support from your peers** Independent learning Professional practice Learning communities, peer support and having a voice
15min	**Diversity and success: Top tips for 2nd year** What has helped you to do well so far Top tips from 2nd year CMs
10min	**Looking ahead** Discussion with others near you What are you concerned about? How can you be supported by the programme team? Snowballs and aeroplanes activity

When?	What?
10min	**Evaluation** Discussion about the Dialogue Days What did you like? What did you not like? What would you recommend doing differently next year? Complete forms
10min	**Setting up collaborative working groups (optional)** To develop support next year
30min	**Working groups**

6.8 Programme for on-line DD2

#Ibelong Dialogue Day 2: Diversity and success through higher education (semester 2 online programme)

Week	Learning outcome	Activity	Resources
1	To understand the purpose of the #Ibelong online activities To develop a deeper understanding of belonging	1.1 Watch introductory video. 1.2 Review the photos from DD1. (a) Identify the photo that most makes you feel like you belong. Paste the photo or its identifier into the forum and explain why it captures your sense of belonging. (b) Post comments on the forum about how your sense of belonging changed when the university stopped teaching on compus and moved to on-line teaching. (c) Think about any ways in which these on-line activities could support you to feel more connected to each other. Post any ideas on the Forum.	1.1 Video introduction to the resources 1.2 Powerpoint collection of photos from DD1

Week	Learning outcome	Activity	Resources
1	To develop a deeper understanding of belonging in relation to yourself and others	2.1 Watch the belonging video and noted down keywords about what belonging means to you and what belonging means to others. Post comments on the forum about: a). What belonging means to you. b). How you feel when you belong. c). How people can feel when they don't feel like they belong d). What makes you feel like you belong to your programme e). What you feel like you belong to your university 2.2 Prepare a short video or blog (2 mins or 750 words) about a situation where you were uncertain about fitting in and belonging and how this situation developed. We would like to use some of these resources with next year's first years. If you would like to be anonymous you can use audio only and photos, or you can put yourself as a silhouette. You can try interviewing each other to create a short film. When you have prepared your video please store it somewhere and paste the link on the forum; a good system is https://wetransfer.com/. You can send the file to yourself, and paste the link into the Forum.	2.1 Belonging video: https://www.youtube.com/watch?v=xfMX-cAKxMRk 2.2 https://wetransfer.com/
3	To develop a deeper understanding of belonging – apply learning about a sense of belonging to your professional practice	3.1 Think about what makes primary school children either feel like they belong or don't belong at school. 3.2 Watch these two videos and any others that you have found yourself. 3.3 Make suggestions about how to build belonging in the primary school classroom on the Forum, or develop a resource that you can use in practice.	3.2 Video about belonging in classroom https://www.youtube.com/watch?v=Q6niuY-Toam4 https://www.youtube.com/watch?v=Vb-KnaHR1FO4

Week	Learning outcome	Activity	Resources
4	To recognise and celebrate success this year	4.1 Watch the videos from mentors about things that are proud of this year. 4.2 Post on the forum what you achieved this academic year – what are you most proud of? 4.3 Post ideas about you can individually or collectively celebrate your success this year	4.1 Videos from CMs https://drive.google.com/open?id=1t3WE-hD_vTbJI9n-hVRh649tVoPUB-GRwnU
4	To recognise and celebrate success and the success of others - Helping to improve the success of next year's first years	5.1 What the short video about the #Ibelong project. Think back to the Dialogue Day on the second day of term, and post on the forum your thoughts about the day: (a) What did you like? (b) What did you not like? (c) What would you recommend doing differently next year? 5.2 Think about what advice you would like to give next year's first years and post some ideas on the forum. 5.3 Watch the toilet roll challenge video from Mountain Lane Primary School; the text also explains how the staff made the video. (There are plenty of other examples if you search for toilet roll challenge on the internet). Your job is to create a video clip of you catching a screwed up ball of white paper – not a toilet roll – smoothing it out, holding it up so it can be read, screwing it up again, and throwing it out of shot. On the paper you need to write a piece of advice either directly for first years, or how staff can support them better. If you don't have access to a phone or laptop to film on you can work with others and contribute ideas about challenges, support and interesting shots. Upload the link to your clip onto the Forum. As previously We Transfer can be used www.wetransfrer.com	5.1 Multiplier event video 5.3 Mountain Lane Primary toilet roll challenge https://www.leaderlive.co.uk/news/18360319.buckley-school-staff-create-toilet-roll-challenge-video-make-pupils-smile/ https://the-lincolnite.co.uk/2020/04/lincoln-school-films-toilet-roll-challenge-to-flush-away-lockdown-blues/

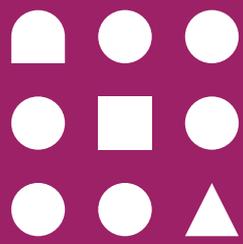| Week	Learning outcome	Activity	Resources
6	Understanding about being successful in the second year of the programme Planning individual and cohort support	6.1 Watch the CMs video about how to be successful in Year 2. 6.2 On the forum: (a) Identify some challenges you or others might experience in Year 2, think about the academic work and assignments, your placements, and your wider life (responsibilities such as family and employment, financial issues, other interests and commitments, where you will live, etc etc.) (b) Make some suggestions about how you'd like to be prepared for Year 2 and supported to be successful.	6.1 Tips to be successful in Year 2 – CMs' video
7	Planning how to be successful in Year 2 and asking for support	7.1 In the first Dialogue Day we sent messages to tutors via snowballs and aeroplanes: "I want you to know this about me… " "You can support me to be successful by…" This information was collated and shared with personal tutors. One of the outcomes was the 'Just ask me if I'm OK' initiative. We are going to discuss this intervention live through Collaborate at 11am on Wednesday 10th June. We are then going to discuss how effective it was and consider what support you could benefit from next year as second years.	7.1 'Just ask me if I'm OK' – summary video.

<table>
<tr><td colspan="4">EXTENSION ACTIVITIES – OPTIONAL FOR THE WHOLE COHORT OR A SUB-GROUP</td></tr>
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Week	Learning outcome	Activity	Resources
8	Planning how to be successful in Year 2 through collaboration	Belonging and success in year 2: Creating communities of learners 8.1 Read the article second year students 8.2 Identify ways in which peers could support each other to belong and be successful in year 2; think about things such as: (a) Making friends and developing belong to the course (b) Independent learning and assessments (c) Professional practice (d) Wider student experience 8.3 Volunteer to develop some interventions for year 2.	8.1 Article summarising research at Liverpool John Moores about the success of second year students https://www.theguardian.com/higher-education-network/2015/feb/16/disengaged-and-over-

Week	Learning outcome	Activity	Resources
9	Planning how to be successful in Year 2 through collaboration	Planning an induction for all second year students 9.1 Read about induction for first years (a) Identify what makes a good induction (b) Identify what makes a poor induction 9.2 Discuss and plan an induction activity for your peers, and post a brief summary on the Forum.	9.1 Induction tips
7	Planning how to be successful in Year 2 through collaboration	Learning communities 10.1 Read about learning communities 10.2 Discuss and plan an activity to promote peer support in year 2	10.1 Learning communities

6.9 Evaluation planning template

Name of intervention and IO number	Descripiton		
Brief description – e.g. core characteristics and key principles			
Impact narrative (theory of change)			
Indicators & methods	**Indicators**	**Evidence source**	**Details of any baseline**
Short-term indicators, evidence and baseline			
Medium-term indicators, evidence and baseline			
Longer-term indicators, evidence and baseline			

I Belong