



**Northumbria  
University**  
NEWCASTLE

# **Voices in learning and teaching: Participatory methods for inclusive education**

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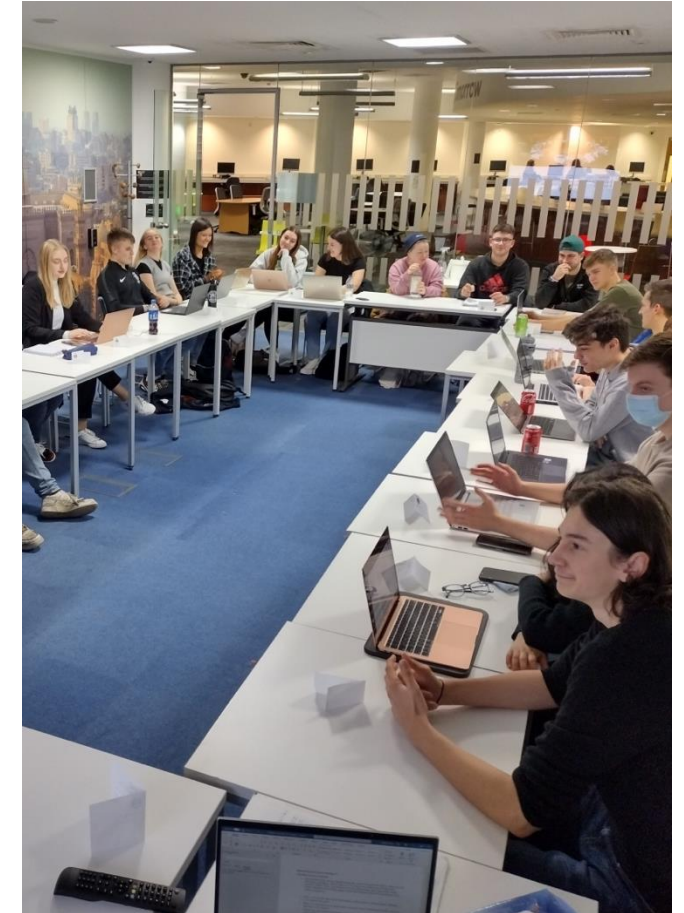
# Embracing participatory learning

- Students as producers, not passive consumers, of knowledge
- Adding new to old knowledge, making new connections
- Apply knowledge through active learning, learning-by-doing
- Collaborative and reflexive
  - Enables consistent formative feedback – students can make mistakes
  - Feedback less ‘judgmental’
- Fun (for them and us)



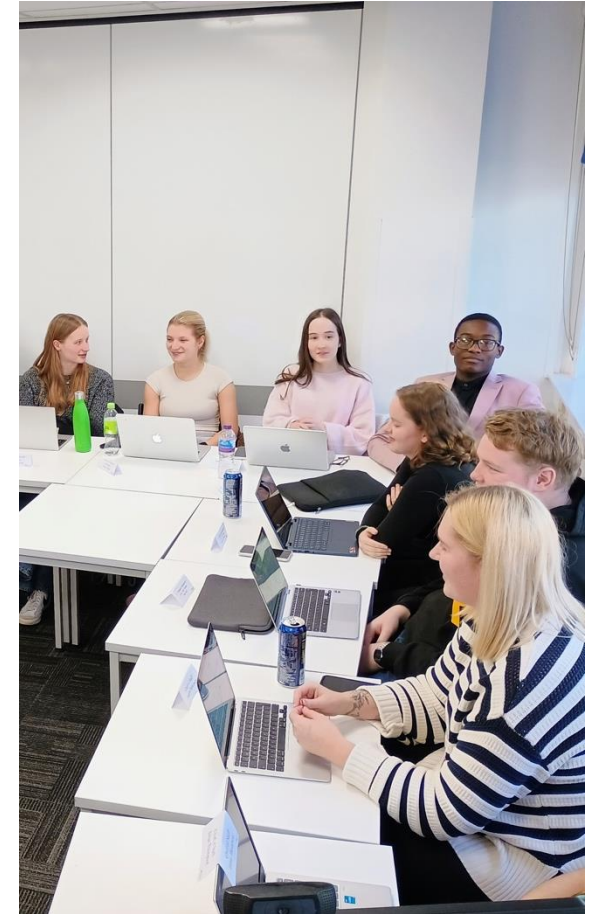
# IR4003 International Conflict and Cooperation

- Introduction to IR – first yr, first semester
- Core module for BA IR & Politics and BA History & Politics (large group, team-taught)
- Official LOs: introduce key concepts and theories in IR, apply these to real-world situations
- Unofficial LOs: build community and confidence
- Last 3 weeks of the module – 3-round CFR NSC simulation
- Assessed via simulation portfolio:
  - 1000-word position memo & 1000-word reflection on the simulation



# Teaching through simulation: For students

- Student-centred – in control of learning experience, encourages responsibility for learning, builds confidence, encourages curiosity
- Consistent positive feedback:
  - “The simulation portfolio is the best aspect. It throws you into debate and discussion about a real issue in the world. Furthermore, it allows you to increase your knowledge of the subject.”
  - “I enjoyed the NSC workshop in which we worked together to find a solution to a crisis.”
  - “I really enjoyed this module, this module is exactly what i was looking for in International Relations and Politics.”
  - “The best thing about this module was the simulation of the Israeli–Palestinian conflict as well as learning about various IR theories”
  - “the interactive sessions were engaging. The lecturer connected with her students well and made us all feel included and more willing to involve ourselves in class.”



# Teaching through simulation: For teachers

- Builds community, get to know students
- Can be run as flipped classroom, in large or small groups, off the shelf resources available:  
<https://education.cfr.org/simulations/mini>
- Flexibility and teaching moments - formative feedback built-in, reflection built-in, accountability built-in (attendance...)
- Opportunities to illustrate key concepts (sovereignty, hegemony, conflict, peacebuilding) and theories of IR through 'real-life' experience
- If assessed:
  - More resistant to AI
  - Authentic assessment (policy briefs, position memos, presentation of evidence, negotiation)
  - Much more interesting to read and mark than 86 essays!

