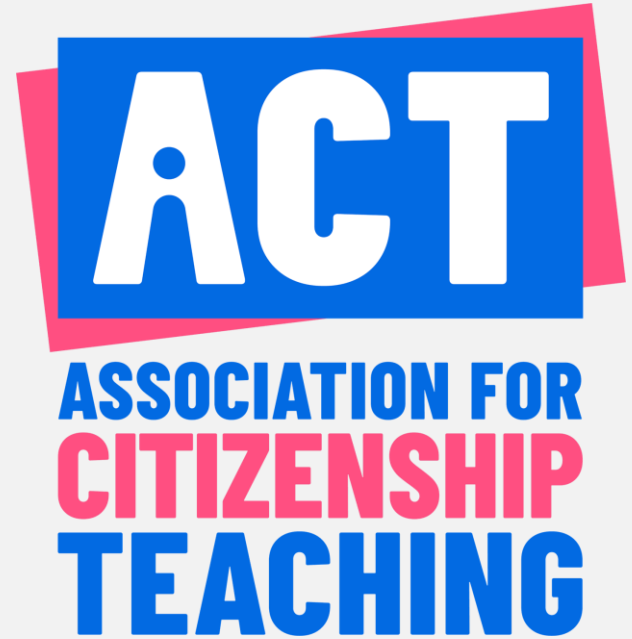


# **IMPACT: Your teaching & Five Nations**

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# Project 1: Literature Review

Initial search of 10 databases yielded  
**1,594** references

Initial screening yielded **322** references

Removal of duplicates left **197** references

Detailed review  
and data extraction  
of **133** articles

**1** - inaccessible  
**63** - excluded as  
not relevant



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**ACT**

# Does it work? Messages for SLT

- 1 Schools make a difference
- 2 Ripple effect
- 3 Knowledgable citizens
- 4 Building a 'can do' mentality
- 5 Well-being and connectedness

# What works?

4

## Discussion and debate



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- Need to shift from I-R-E (Initiate-Respond-Evaluate) models, to student peer talk.
- Small-group talk functions as ‘thinking aloud’.
- Discussing news is more powerful than just reading it.
- Political discussion (e.g. Model United Nations) can enhance efficacy.
- Talking has an impact on argument, rhetoric and listening.
- Open classroom climate correlates with knowledge, criticality and willingness to participate. But, it’s difficult for teachers to do and sustain.



# What works?

5

## Active citizenship



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Identify issue

Research issue

Discuss options

Plan action

Implement action

- The full and truncated processes may work.
- Specific projects lead to specific outcomes.
- ‘Dosage’ and ‘voluntary’ participation are important for long-term impact.
- As well as process, we need to think about context (proximal / distal issues); content (‘safety’ / social justice issues); contact with decision-makers (accessibility).

**ACT**

# What works?

6

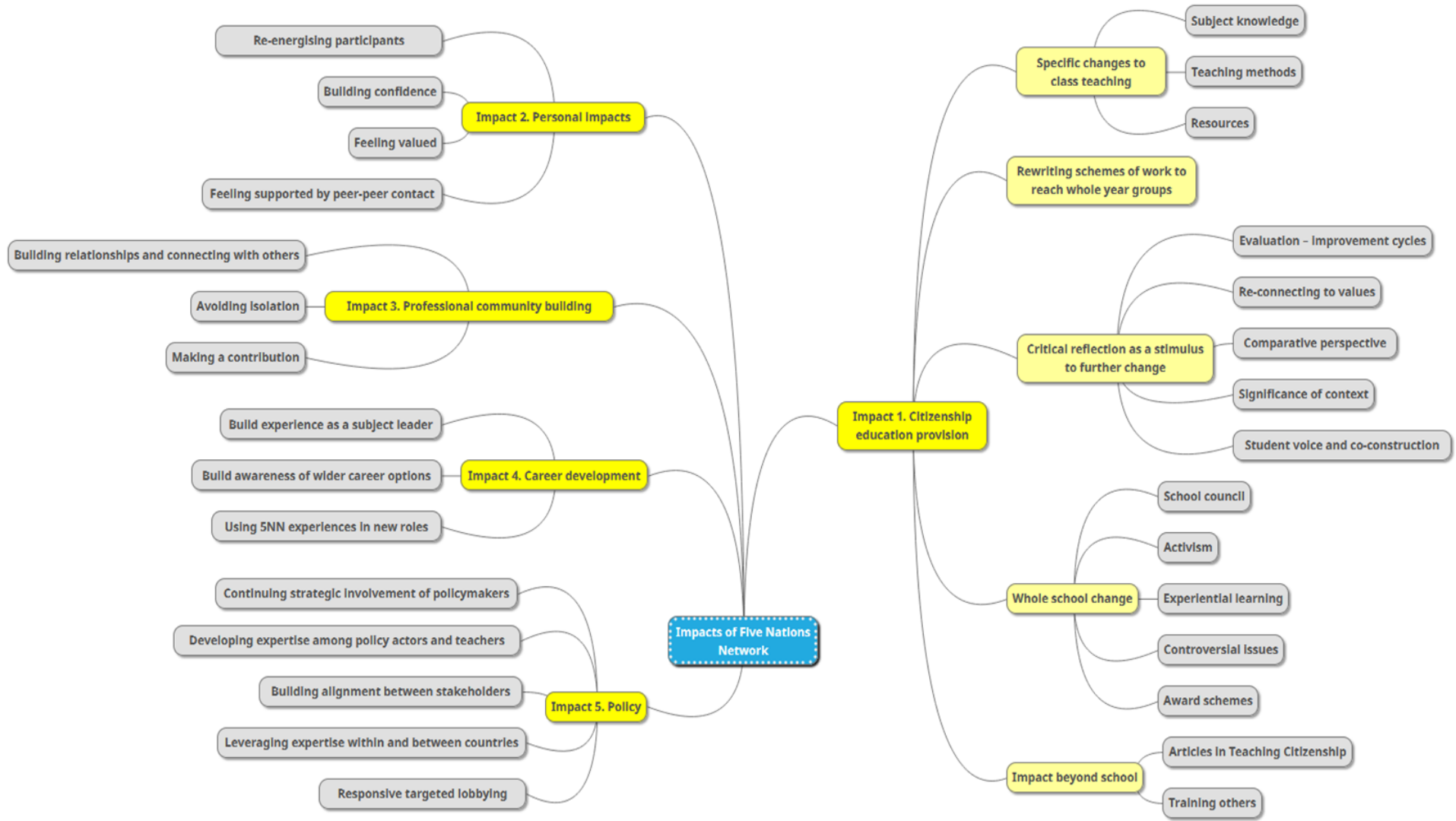
## Simulations

- Can lead to changes in knowledge, attitudes and skills.
- More powerful with 'real' connections: audiences / guests / outcomes.
- Useful to 'play' with a wider range of socially risky / undesirable options (but we need to make options legitimate within the simulation).
- Useful for students to swap roles within the simulation to broaden their perspective and avoid over-identification with a role.
- De-briefing is important.

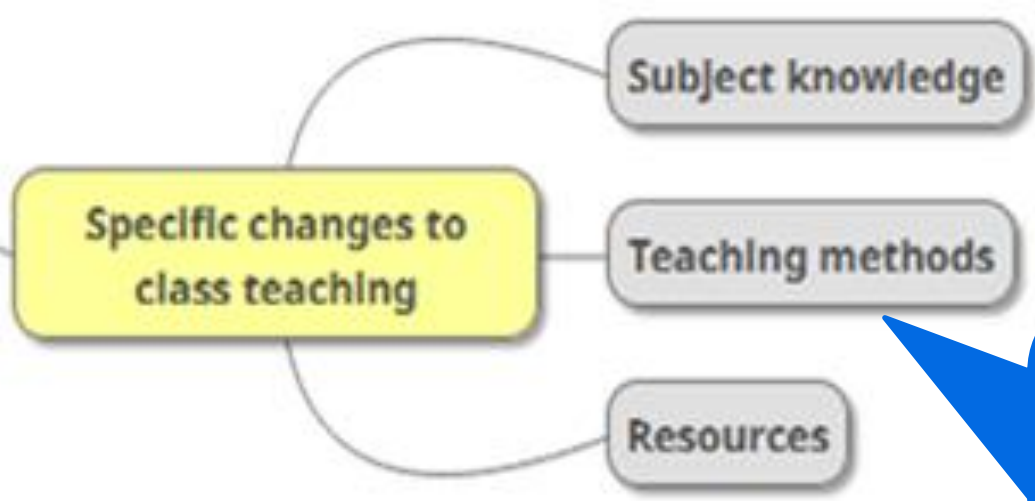
## Project 2: Five Nations Evaluation

- Interviews with 20 participants
  - From all 5 nations
  - Including new, experienced, and ex-attendees
- Plus 8 interviews with country coordinators, managers and trustees

Tell us your five nations story...







“Some of the methodologies of various conferences would have contributed to the design of classroom materials... when you see Conor and Rose working a room and working a group of people and involving everybody in particular ways, it does inspire you to use these.”

**Critical reflection as a stimulus  
to further change**

Evaluation - Improvement cycles

Re-connecting to values

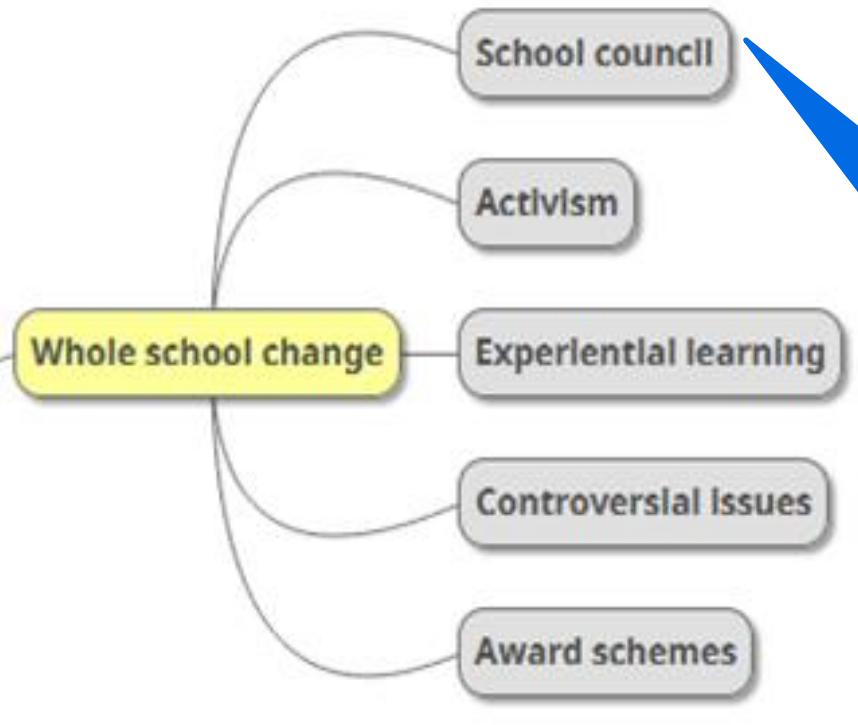
Comparative perspective

Significance of context

Student voice and co-construction

“I don’t know, it’s like Plato’s cave... you come out of the cave and are like, ‘There’s a whole world out there’”

“I think coming away we felt as though we had been deconstructed and were having to build ourselves back up again because it was evaluating our whole self and our whole values... coming away, we really did have to look at ourselves again and think, ‘Well actually, maybe not intentionally, maybe there was racism in some practice....’”



Case study: After a session run by a student leader from the recently established Student Union for school students in Northern Ireland one delegate initiated a student evaluation and consultation process to get feedback on schemes of work. He also overhauled the student council - it "had to be real, had to be reflective, and I needed buy in from everybody."

Take a few minutes on  
your table to identify some  
of your own FNN impacts.

### Impact 1. Citizenship education provision

Specific changes to  
class teaching

- Subject knowledge
- Teaching methods
- Resources

Rewriting schemes of work to  
reach whole year groups

Critical reflection as a stimulus  
to further change

- Evaluation - Improvement cycles
- Re-connecting to values
- Comparative perspective
- Significance of context
- Student voice and co-construction

Whole school change

- School council
- Activism
- Experiential learning
- Controversial Issues
- Award schemes

Impact beyond school

- Articles in Teaching Citizenship
- Training others

### Impact 2. Personal Impacts

- Re-energising participants
- Building confidence
- Feeling valued
- Feeling supported by peer-peer contact

### Impact 3. Professional community building

- Building relationships and connecting with others
- Avoiding isolation
- Making a contribution

### Impact 4. Career development

- Build experience as a subject leader
- Build awareness of wider career options
- Using 5NN experiences in new roles

### Impact 5. Policy

- Continuing strategic involvement of policymakers
- Developing expertise among policy actors and teachers
- Building alignment between stakeholders
- Leveraging expertise within and between countries
- Responsive targeted lobbying



*Overcome  
loneliness and  
isolation!*

*Make  
yourself more  
intelligent!*

*Win friends  
and influence  
people!*

*Get  
promotion!*

*Be more  
effective at  
work!*

# Thinking about the similarities...

1

**FNN makes a difference**

2

**Ripple effect in school & beyond**

3

**Knowledgable teachers**

4

**Building a 'can do' mentality**

5

**Well-being and connectedness**

A final thought to think about today...

**How can we collect examples of  
impact from you without  
generating excessive work?**

Any bright ideas gratefully received in your final  
country group session.

