

Activity: Student Campaign Workshop & Presentation– national student campaign (February-July 2015)

Addresses: Teamwork; Leadership; Communication

Aims/Intended Learning Outcomes:

At the end of this activity, students should be able to:

- Plan and develop a workshop on how to run a student campaign on a particular social issue (marriage equality in Ireland).
- Demonstrate an appreciation of the competency of leadership in an informal student context.
- Demonstrate an understanding of teamwork in preparing, implementing and reviewing the campaign activity.
- Compile a ten minute presentation (including video) providing for dissemination of learning from the workshop.
- Communicate to a wider audience the successes and limitation of the campaign activity.
- Evaluate the success of the activity in terms of the required competencies through peer reflection.

Time required: The time required consists of an introductory team meeting (120 minutes); two planning and preparation sessions for the workshop (120 minutes each); a two hour workshop (120 minutes) targeted mainly at student representatives; compilation of the video and presentation (four sessions of 60 minutes each); rehearsal for the student leaders' presentation (40 minutes) and presentation (10 minutes); final reflection (120 minutes).

Group size: The group consists of six students, with the assistance of a trainer.

Context/setting: This occurs in a number of settings, including the classroom for the initial workshop; on campus for the video and in a meeting room for the presentation.

Description:

- (1) The starting point for this activity was an introductory session by the trainer, who outlined the three competencies to be targeted (leadership, teamwork and communication) and set out guidelines for how this might be achieved in the context of an existing student campaign, in which the student representatives were involved. All the students are undergraduate or postgraduate student representatives. Then two planning sessions were held, facilitated by the trainer to agree the plan and procedures for the activity were discussed and agreed. The campaign activity consisted of three main elements (1) development of a workshop focusing on the particular student campaign (2) compilation of a Student Leaders' presentation which served a number of purposes - recapping on the

learning which had occurred in the workshop; developing an understanding of how to work effectively in teams and gaining an appreciation of different styles of leadership with the student representative bodies in Trinity College and (3) developing a complementary video presentation on the achievement of the campaign itself. The trainer took the lead at the introductory meeting and the first session to set the context for the activity and ensure that the competencies were being properly addressed through the activities. The students then assumed increased responsibility, allocating tasks for completion in preparation for the workshop and preparing resources for the students who would attend the workshop. The students took the lead in presenting the Student Campaign Workshop which focused on how to organize a campaign effectively both through traditional methods of dissemination (leaflets, phone calls) and use of websites and social media (Facebook, Twitter).

Following completion of the workshop, the participants focused on compilation of the Student Leaders' presentation and Marriage Equality video: this involved four sessions, in which the students formed two teams of three with one focusing on the presentation and the other on recording the video. All six students also engaged in additional self-directed activity outside these four sessions to record the video and conduct brief interviews with participants in the campaign itself. At this stage the activity was very much led and directed by the students themselves, with regular advice from the trainer. Finally the students rehearsed and gave the presentation in Trinity (and later to the IP in Padova) to showcase their understanding of the competencies. Following the presentation, the trainer convened a session for a final reflection which provided the opportunity for peer reflection by the students on their participation in the activity and the learning that had taken place in relation to the three competencies.

(2) The description was reviewed by another colleague who was also a trainer on another element of the DARE project. (3) the only additional material required was the presentation and video, which were later presented at the Padova IP.

Variations: We had originally intended to conduct a number of local activities, with one focusing on leadership and the other on teamwork but decided at the first meeting to combine both into a single activity linked to an existing student campaign.

Materials needed: a meeting room with AV for a Powerpoint presentation; video recording equipment; markers and paper for brainstorming; mobile devices for access to social media.

Behind the activity: It is useful for the trainer to familiarize himself with the literature on leadership (Fullan et al, Hargreaves).

Inspired and conducted by *Conor Clancy, Molly Kenny and Gianna Hegarty.*

Any other comments: This local activity was linked to a wider student campaign; drew on the learning that took place in this campaign and allowed the students to give practical application to their appreciation of the competencies. The activity laid a good foundation for participation in the first ISP in Padova and was reviewed by the group in August 2015. The activity attracted a high level of commitment and enthusiasm from the students.

