

Listening with Compassion: Evaluating the use of podcasts to foster compassionate pedagogy within an academic enhancement programme.

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Abstract

This paper focuses on how to foster compassionate pedagogies and cultures to address inequalities in higher education. In this paper I present a close-up, process evaluation, using logic chains and a theory of change model, of a pilot academic enhancement programme in a UK arts university that aims to develop compassionate pedagogy to reduce ethnicity awarding differentials. Inequitable outcomes continue to persist in UK higher education despite ongoing efforts to address racial injustice. In their think-piece, Dr Amanda Hlengwa echoes the 'glacial pace of transformation' and the need to challenge the role of higher education structures and processes. In this small-scale qualitative study that combines interviews with graphic-elicitation methods, I focus on the experiences of academic and support staff of listening to two podcasts that explore belonging and relationality in higher education. The evaluation provides insights for future design and iteration of educational development to address inequity and informs recommendations to create compassionate cultures for staff; devise inclusive and affective resources and develop interventions that provide space for both epistemic and practical considerations.

Abstract) Keywords

Compassionate pedagogy, academic enhancement, logic chain, theory of change, process evaluation, visual methods