

# **Student Identity and Authentic Student Experience**

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# **Good Morning!**

Please take a moment to introduce yourself in the chat (bottom right) and in the poll that pops up on your screen.

## **Minor house keeping:**

Video is optional and completely up to you

Please keep audio muted when not speaking

Please feel free to utilize the chat box feature for questions and/or comments, if you prefer

A reminder that sessions are being recorded

**Poll!**



## **What is the plan?**

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Looking at student identity using the benchmarks as a reference framework for finding analogs to the on-campus opportunities that will be missing or different, and sense of belonging and the opportunities that being embedded within a space brings.

We are planning to look at and lead conversation around three main categories we have identified as contributing significantly to a sense of student identity, with a goal of determining what we know/need to find out, what can we do this fall to be proactive around preserving and facilitating a sense of student identity, and considerations and safeguarding for when things reopen.

# What is student identity?

In your experience, what elements of the university experience have been essential to the development a coherent sense of student identity at university or college?

What elements led to forming your own "student identity" while in university?

Select in the poll, or describe in chat box (bottom right) please take a moment to share a few words or thoughts that come to mind



## **In Class**

Students develop a sense of student identity and belonging within their classrooms, through engagement with course materials, and in relationships and interactions with classmates, professors, and TA's

**A student in a particular classroom**

## **Contributions to/from Campus**

Students develop a sense of identity through their contributions to their campus, involvement within their campus and faculty, and by benefiting from the same coherent pathways as their peers

**A student of a particular university/faculty/program of study**

## **A sense of belonging**

Student identity can be tied to the subtleties of being imbedded in, and a sense of belonging within the physical space of university or college, and the chance encounters and opportunities that arise within these spaces

**A sense of belonging within my university**



**A student in a particular classroom**

**A student of a particular university/faculty/program of study**

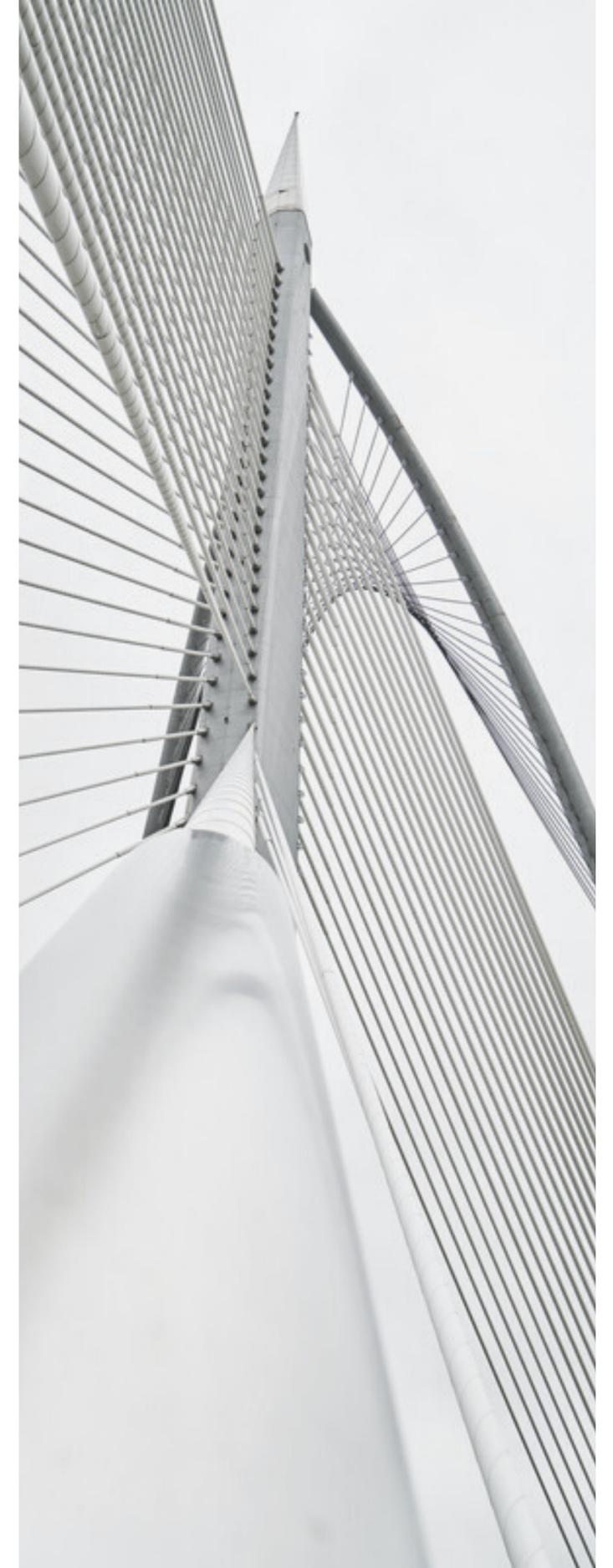
**A sense of belonging within my university**

If we are defining an authentic student experience as " A student who fully contributes to, and receives the most benefit from their university/college experience" then all of these considerations must be equally important

# A sense of belonging within a space

*What are some of these subtle interactions, experiences, and opportunities that arise, due to being embedded within a physical space?*

*Poll!*



# Third Places

"third place" is the social surroundings separate from the two usual social environments of home ("first place") and the workplace ("second place")

In *The Great Good Place*, Ray Oldenburg (1989, 1991) argues that third places are important for civic engagement and establishing feelings of a sense of place.



**Libraries**

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**Coffee Shops**



**That park across from campus the fine arts students hang out at**

***Attributes of third spaces  
that make them  
appealing:***

*Socialization and interaction is self guided  
(participate as much or little as you like)*

*Minimize difference (free, or inexpensive,  
purchase optional), open to anyone*

*Predictable participants (same people, same  
place, same time)*

*Convenient - often have seating, are near  
transit, have internet, are heated/air-  
conditioned or are outdoors*

**What are the third spaces (or potential third spaces around your campus?)**

*Will there be access to these spaces? If not, what are the analogs students may use to create these communal spaces in a new socially distant context?*

**Poll!**



# Analogs?

*If there are limited options for in person mingling, are there digital third spaces arising?*

*What is the value of, and how do we prioritize these digital third spaces?*



***What do we need to know? What are we missing?***

***How do we find out about these things as they develop now and over the next year? Who are our allies on campus, how do we, and students, get linked into to this informal student culture network?***

# A fourth space?

*"the rise of new social environments is blurring the conventional separation between the first place (home), the second place (work), and the third place. New social environments in the knowledge city can combine elements of the first and second place (coliving); of the second and third place (coworking); and of the first and third place (comingling)... Furthermore, the combination of elements of the first, second, and third place in new social environments implies the emergence of a new place, the fourth place.*

From wiki: [https://en.wikipedia.org/wiki/Third\\_place](https://en.wikipedia.org/wiki/Third_place)

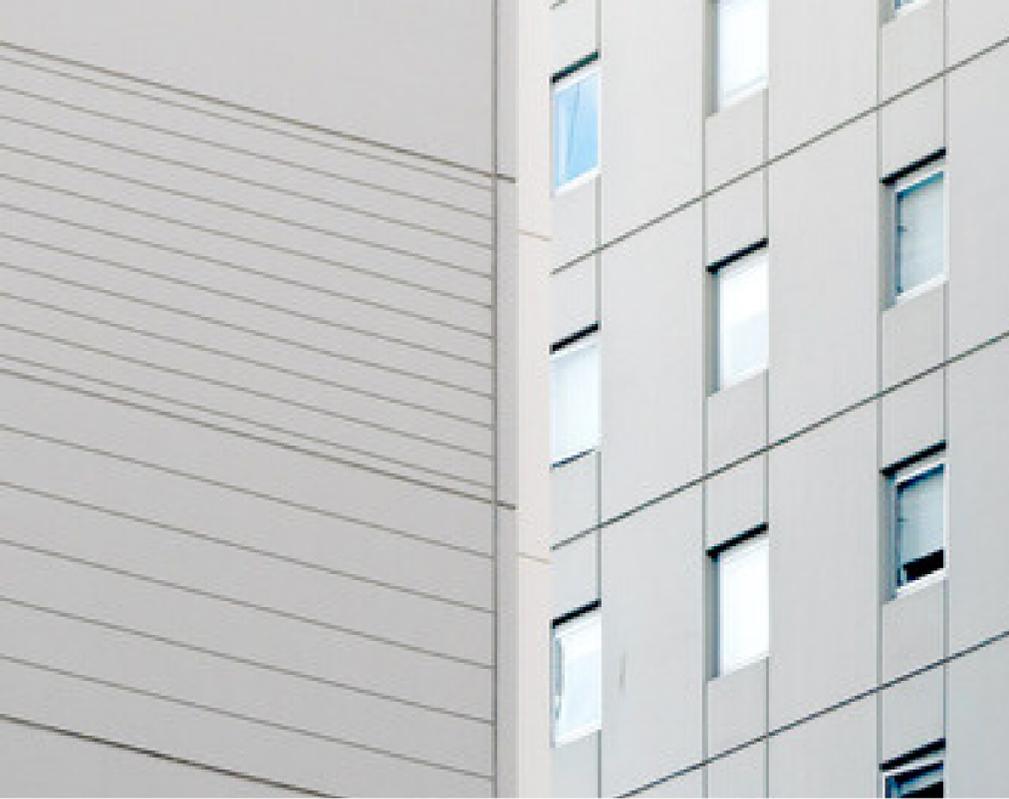
# **Contributions to/from Campus**

**What are the oppourtunities students usually have access to that are confined to the physical space of the university?**

**What are the oppourtunities that have moved online?**

**What about practicum, COOP, residence/dorm oppourtunities?**





# Benchmark 4 examination

(From the manual)

## **Benchmark 4:**

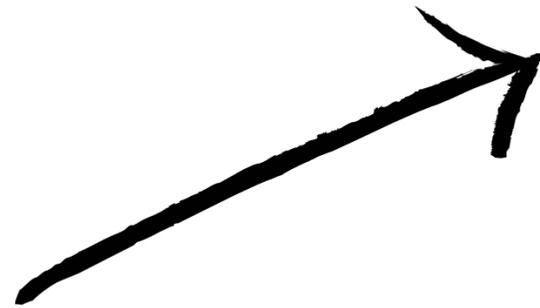
**Students  
benefit from  
and contribute  
to campus life**

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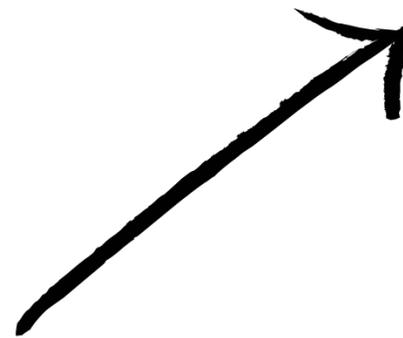
- events that mark the rhythm of the campus week, term, year? Campus wide, program specific?
- connections with peers, faculty members?
- join and contribute to campus programs and associations that reflect and strengthen their interests?
- students are involved in social life on campus, extend social networks, make new friends
- Students are not seen as "special" or human service clients, or objects of charity

# What has changed? What within this benchmark needs to be safeguarded?

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Connections with peers, faculty members?



Join and contribute to campus programs and associations that reflect and strengthen their interests?

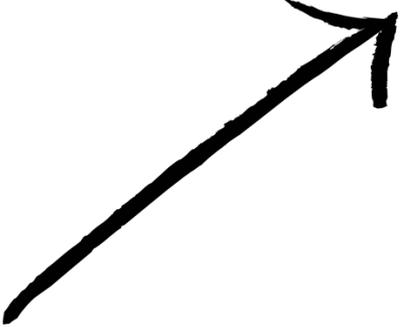


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***Things to remember about this benchmark:***

***Inclusion means sharing in the culture of the program, faculty, and campus.***

***Students are vulnerable to interpretations that set them apart and devalue them.***

***What are new, contextually relevant considerations here that:***

***strengthen and safeguard the students sense of belonging outside the classroom?***

***build student confidence in their capacity and support ot deal with difficult problems, and seek ambitious goals?***

***increase investment of fellow students, faculty, and administration in the student, and initiative?***

## **Safeguarding access in re-opening?**

***If there are new limits to student number capacities within university spaces, how to we safeguard access to these spaces for students we work for?***

***Are there risks of students we work for being seen as "lower priority" or potentially even a "health and safety risk" for oppourtunities when re-opening?***



***What are some of the concious and unconcious devaluing beliefs or assumptions about students we work for that cause them to be considered lower priority for accessing opportunities when re-opening?***

***What do we need to know? What are we missing?***

***How can we use this knowledge of what may be leading lower prioritization for in-person spaces to safeguard equitable access?***

# Students develop a sense of identity in Class

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*What are the new formats of in-class engagement?*

*Where are the opportunities for community and peer cohort building?*

*How can we minimize the risk of students becoming invisible in an online class?*

*What are the risks/benefits of synchronous and asynchronous course delivery?*

*Where are the informal digital spaces students are gathering/conversing? How do we identify these and connect students?*



***If faculty are already overwhelmed with an entirely new course delivery format, how can we support them, and build positive relationships?***

*Are there some ways in which we can offer ourselves as a resource to instructors?*

*How can we emphasize the value students we work for bring to a classroom, in an online course delivery format?*

***What do we need to know? What are we missing?***

***How do we safeguard inclusion of students we work for, knowing there may be devaluing perceptions of creating additional workload during an already stressful time for instructors?***



***In challenging times, we are at the highest risk of making compromises to the benchmarks, and therefore, the quality of our practice***

*What compromises are we making right now?*

*If compromises are unavoidable, can they be improved?*

*How do we ensure these unavoidable compromises do not become permanent or imbedded in our practice?*

**Thank you!**

Lunch time :)

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