



Centre for
Teaching
and Learning



Lighting talk

Jordan Byrne, Research Assistant, Finance for Environmental and Social Systemic Change, Cambridge University

Unlocking the Future of Fair Access – Wednesday 23 October 2024



student voices for transformation

Presented by Jordan Byrne

who am i

5+ years providing student support across all stages of the student lifecycle at various institutions in the UK HE sector, including experience with US cohorts on study abroad programmes.

Academic Interests

- Interdisciplinarity
- Belonging, Space, and Place
- Race, Equality, and Education

Academic Background

University of Cambridge

- MPhil Education (Knowledge, Power, Politics)
 - Dissertation: Black students placemaking experiences at elite, predominantly white higher education institutions in the UK

University College London

- BAsc in Arts and Sciences (Cultures)
 - Dissertation: Sense of Belonging as an Approach to Closing the Black-White Awarding Gap



Jordan Byrne

Research Assistant in Finance for Systemic Risks
Student Support (residence) at a private HEI

my experiences

Object of Research | Researcher | Partner in Research

involved in evaluating initiatives, policies, and practices that increase access, participation, (and sense of belonging) for underrepresented/ systematically dis-empowered/ historically 'non-traditional' students across the student lifecycle

exploring the foundation: representation + validity

BURDENS



student investment
voices as activism
opportunity cost
representing a group
potential voice distortion
anxiety about validity of voice

BARRIERS



time
remuneration
purpose
confidentiality concerns
positioning of voice
use of voice

OPPORTUNITIES



expert in experience
accounts as evidence
policy + practice change
paid for time + effort
dialogical experiences
systemic change

informing transformation

all types of evaluation have value

intra-community co-operation

partnerships + co-learning

dialogic exchange

beyond evaluation



situated knowledges

students as “bodies of objects of
knowledge”

what are the implications of knowledge
produced under (policy) pressure?

identity as a political gesture + the
violence of this type of positioning

referenced texts

Richard Grusin, Minneapolis, London: University of Minnesota Press. Call for papers. (2016). 7th Annual Conference on the New Materialisms: Performing Situated Knowledges: Space, Time, Vulnerability.

Haraway, Donna. (1988). "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14, 3: 575-599

Hinton, Peta "'Situated Knowledges' and New Materialism(s): Rethinking a Politics of Location." *Women: A Cultural Review* 25, 1: 99-113.

referenced texts

Ardizzone, Gaia. 2023. Evaluating interventions targeting groups at risk. The Diversity of Student Experience Research Project. The Centre for Teaching and Learning. University of Oxford.

Tuck, E. & Yang, K. W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. *Qualitative Inquiry*, 20(6), 811-818.

Vaughn, L. M., & Jacquez, F. (2020). Participatory Research Methods – Choice Points in the Research Process. *Journal of Participatory Research Methods*, 1(1).

a reframing

how do these groups come to research?

active researcher vs. passive participant

counteracting narratives + empowering
sense of self within research

transformative paradigm



**SOCIAL INQUIRY
TO ACTION**

Mertens, 1999

**RELATIONAL
EPISTEMOLOGY**

Chilisa & Kawulich, 2012

**NOT GUARDIANS OF
CONVENTION**

Hurtado, 2022

Thank You!

Want to get in touch?

Connect with me on LinkedIn: www.linkedin.com/in/jorambbyr/

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