

Sociological Futures: Embedding careers content into teaching provision for finalists



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Abstract: Sociological Futures was designed to embed tailored careers content and the development of key employability skills into core teaching for finalists. The module is based around asking three main questions – What will/can you do next after your undergraduate degree? How can we make a difference to the world around us? What will the future of our discipline look like? The pedagogical approach taken is based around the principles of active learning, critical self-reflection, creativity, peer support and collaboration. Teaching, learning, and assessment activities were purposefully designed to foster inquiry, critical thinking, evaluation and the development of self-knowledge and self-awareness. Alongside the focus on careers, students were given the opportunity to apply and connect sociological concepts to the world around them, to evaluate the relevance of theory to both everyday experiences and some of the big issues facing society today, thinking about possibilities for change. Students reported that this “opened their eyes to the power of sociology” in society and helped them develop a broader understanding of how the sociological knowledge and transferable skills they have paved their way into a range of graduate careers.

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1. Background: Graduate employability is a key strategic priority for the University and graduate destinations are an important metric used to measure the success of degree programmes. Sociology is a vibrant discipline which prepares students for a diverse range of careers, yet the transition from academic study to employment is often challenging. Students can feel overwhelmed by the different options available to them and be unaware of how valuable and applicable their skills are across different employment sectors. Sociological Futures was designed to have a dual purpose. First, to provide a dedicated space for students to think creatively about and plan for their own sociological futures. Second, to encourage students to think critically about the future of Sociology and its role in making sense of some of the big issues that are facing our social world now and, in the future (appendix 1). The module builds on sociological knowledge and skills students have developed in Part A and B. It enables students to reflect on their sociological journeys so far, and further develops a range of discipline specific and generic employability skills to prepare them for the journeys ahead as they take their sociological imaginations outside of the academe. The focus of teaching, learning and assessment is on developing, strengthening, and applying higher level skills (e.g., critical thinking, evaluation, reflection, analysis, application of knowledge to practical social problems) in line with the level of challenge and complexity expected of a learner as they progress into this stage of higher education (appendix 2). The careers-oriented content of the module involves careful liaising with the Careers Network and building and maintaining good relationships with alumni. The second part of the module requires up to date subject specific knowledge as it is both theoretically informed and research-led, drawing on contemporary case studies and empirical research to get students to think critically about the real-world impacts and applicability of their subject.

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2. Methodology: Teaching, learning, and assessment was designed to build and develop a number of key subject specific, transferable and employability skills in line with QAA subject benchmarks for Sociology (appendix 2). The course follows the principles of active learning, which is a teaching philosophy that believes learning is best achieved through collaboration and participation in the classroom. A core aim of the module is to provide ways for students to enhance their independent critical thinking abilities and raise their confidence to join and lead class discussion. Student-led learning (e.g., group presentations, sociological/creative interludes, group discussion, reflections) is central to the module design and its success. Each 3-hour session has at least 1 hour dedicated to these activities providing mechanisms for peer learning and formative feedback. Additional time and space were also set aside for 1-1 feedback (appendix 1, 3).

Block 1: 3 three-hour workshops focusing on possible future career paths for sociology graduates with guest speakers and facilitated discussions of how students can apply the subject specific and generic skills they have developed throughout their studies in various occupational roles. **Linked assessment:** A group presentation, purposefully designed as an inquiry based critical self-reflection exercise into students own

personal biographies to foster inquiry, reflection, critical thinking and the development of self-knowledge and self-awareness in addition to creativity, collaborative group working and oral presentation – all key employability skills for any graduate which map onto the national credit framework (appendix 4).

Block 2: 9 three-hour workshops orientated towards studying the future in and of sociology. Purposefully drawing on diverse literatures including black feminism, post-colonialism, critical disability studies and post-humanism to further enhance the decolonisation and diversification of our curriculum, we explore how sociology can help us to make sense of some of the emergent changes, challenges and risks facing humanity today, such as globalisation, climate change, racism and intersectional inequalities, the rise of artificial intelligence and advances in genomics and medicine (appendix 5). **Linked assessment:** 2000-word essay on a linked topic of their choice.

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3. Issues: Holding sessions within the working day meant it was difficult for some of the alumni speakers we approached to attend. To overcome this, we offered speakers the options of attending in-person, online or via pre-recorded video. Going forward, we will begin liaising with speakers earlier and build in more resilience to account for attrition. We have already approached this year's cohort about returning to the module as guest speakers next year and are maintaining contact with those who are interested in doing so.

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4. Benefits: We ran two of the careers' sessions virtually over MS Teams with Loughborough Sociology Alumni and current PGR's which worked well, making the sessions accessible to our alumni and cost effective.

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5. Evidence of Success: Embedding tailored careers content into formal teaching provision for finalists has proved beneficial for students. Several have indicated that they are now considering postgraduate study as an option for them. 65% (18/28) of the students actively engaged with the Careers Network after the taking the module, making individual appointments for careers advice, and attending other recruitment events. Feedback from students indicates that they both enjoyed the careers sessions and found the linked assignment useful in planning for their futures (appendix 6). Students emphasised how valuable they had found peer learning experiences and critical self-reflection and the central concept of connecting sociological futures, the future of societies and their own futures.

Examples of student feedback include: *"I really enjoyed the module and felt it made me understand what I wanted to do in the future and all the options open to me. It also made me look into it more before it was too late to apply to anything [...] Thank you to both Katie and Iris for teaching it and making me realise a PhD is possible."* And: *"I would say the module definitely surprised me as I wasn't sure what to make of it at first but it opened my eyes to the power of sociology".*

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6. How Can Other Academics Reproduce This? The pedagogical approach taken in this module can easily be reproduced in other disciplines. It is forward looking and based around the principles of active learning, critical self-reflection, creativity, peer support and collaboration. It requires building formal relationships with the Careers Network in addition to a good understanding of the evolving landscape of graduate work in that area. This is best gained by teaching colleagues drawing on their personal experience, alumni connections, professional bodies and contacts within other relevant external organisations. In addition, a strong commitment to the decolonisation and diversification of the curriculum requires a proactive approach, seeking out scholarship from voices beyond the disciplinary mainstream.

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7. Reflections: The success of the approach we took depended heavily on the goodwill of external speakers, including the Careers Network and alumni giving us their time. Having more formalised relationships would make organising and running the module smoother. Next time around the group presentations will be peer assessed using WebPA bringing in increased peer to peer feedback and evaluation and student-led activities. We plan to include a career session that caters more for students who are already in employment or have secured jobs after their degree and invite representatives from our professional body ([the BSA](#)) and groups such as the "[Applied Sociology Study Group](#)" run by sociologists outside of academia to talk to students about the future of discipline and their role in this, as future sociologists.

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Appendix 1. Course outline

LECTURE PROGRAMME OUTLINE

Block 1: Your Sociological Futures

1. Introduction to Sociological Futures (Katie Coveney)

This lecture introduces the module structure and content. We will begin to think about your futures as sociologists as you come towards the end of your studies and consider different career options and avenues for further study. We will spend some time in this session going through the assessment requirements. You will be asked to form groups for your presentations and have a chance to start planning your approach to the assignment.

The second part of the session includes a guest lecture and Q&A with Deborah Till from the University Careers Network.

Key Reading:

Burawoy, M. (2005). For public sociology. *American sociological review*, 70(1), 4-28.

2. Our Sociological Futures – employment trajectories (Iris Wigger)

The first part of this session focuses on what sociology graduates do next. We will welcome a number of past Loughborough Sociology students into our classroom and talk to them about the careers they have gone in to, how their sociology degrees helped them get where they are now. Students will be encouraged to use their stories to reflect on their own sociological futures.

The second part of the session will discuss the ideas of sociological and student citizenship, social agency and mental health and wellbeing and what role they might play in our own sociological futures.

Key reading on social agency and citizenship:

Shapiro, S. (2005), Agency Theory. *Annual Review of Sociology* Vol. 31: 263-284. Advice: Read introduction and section on Sociology, p. 274-282.

What is the Loughborough Student Charter?

<https://www.lboro.ac.uk/students/charter/>

- What are main values of LU community and challenges?
- <https://twitter.com/lborouniversity/status/1270029516971347968?lang=en>
- <https://www.lboro.ac.uk/services/student-services/safety/violence/sexualviolenceprevention/>
- <https://www.lboro.ac.uk/alumni/lboro-family/>
- <https://www.theguardian.com/education/2019/may/06/hundreds-of-students-in-uk-sanctioned-over-racist-or-offensive-online-posts>
- <https://www.equalityhumanrights.com/sites/default/files/tackling-racial-harassment-universities-challenged.pdf>
- How can you get involved in the Student Union and wider Loughborough Community?
- <https://www.lboro.ac.uk/services/community/>

Aldridge, J. (2020). *Stress-busting for students*, forthcoming, 2021, Student Health Association

3. Our Sociological Futures - postgraduate study (Katie Coveney)

This lecture continues the theme of what options are open to sociology students after graduation. Again, we welcome some of our past graduates and current postgraduates into the classroom to share their stories, tips for success and reflections.

Feedback clinic – appointments available for feedback on your group presentation ideas

Key Readings:

On Sociologist Careers: British Sociological Association, <https://www.britisoc.co.uk/what-is-sociology/sociologist-careers/>

Block 2: Studying the future in sociology and the future of sociology

4. Sociology of the future and the future of Sociology (Iris Wigger)

How are Sociologists envisaging the Future, and what does the future hold for Sociology as a discipline? We will be discussing these complex questions creatively drawing on contemporary sociological debates and especially Davidson's reflection on W.E. B Du Bois' visionary Sociology of the Future.

Group presentations begin.

Key Readings:

Davidson JPL. Ugly progress: W. E. B. Du Bois's sociology of the future. *The Sociological Review*. 2021;69(2):382-395.
doi:[10.1177/0038026120954330](https://doi.org/10.1177/0038026120954330)
<https://journals.sagepub.com/doi/10.1177/0038026120954330>

Bell, W. (1996). The Sociology of the Future and the Future of Sociology. *Sociological Perspectives*, 39(1), 39–57.
<https://doi.org/10.2307/1389342>

5. Building sustainable futures: Risk Society and the Climate crisis (Iris Wigger)

After debates on modernity and postmodernity took hold of sociological discussions in the 1970s and 1980s, a new theory of modernity was put forward, among others, by German sociologist Ulrich Beck. His theory of reflexive modernization and Risk Society sought both to recuperate the promises of earlier modern institutions and values and to address some of their insufficiencies and unintended consequences. Beck contends that modernity needs to become explicitly reflexive, that is, it needs to apply its foundational premises of rationality, equality and democracy to the very institutions that were supposed to have embodied these principles: how scientific are our 'beliefs' in science? How democratic is democratic politics? The lecture will explore these issues and reflect on the Climate Crisis debate as an illustrative example of Risk Society, critical reflection and debates about a sustainable future in our contemporary world.

Group presentations continue.

Key reading

Beck, U., Bonss, W. and Lau, C. (2003) 'The Theory of Reflexive Modernization. Problematic, Hypotheses and Research Programme', *Theory Culture and Society* Vol. 20(2): 1–33

6. Sociology of the Future: Visions, Expectations and Imaginaries (Katie Coveney)

Research in the social sciences is increasingly orientated towards the future, but how do social scientists engage with the future as a concept, and how should they? Futures are in one sense rhetorical and symbolic spaces, but once articulated, they can come serve a more productive role, underlying, justifying or destabilising decision making, alliance building and resource allocation. In this lecture we will discuss the role visions of the future can play in the social sciences and wider society. We will begin to think critically about what visions or images of the future do in the present; some visions have power whereas others don't. We will look more closely at two concepts, expectations and imaginaries, alongside some empirical studies which put them to use. We will discuss the political nature of promises, hope, hype and how it is only some futures that come to be legitimated.

Group presentations.

Feedback clinic – appointments available for feedback on coursework plans

Key Reading

Selin, C. (2008). The sociology of the future: tracing stories of technology and time. *Sociology Compass*, 2(6), 1878-1895.

7. Challenging the Sociological mainstream: Post-Colonial futures and 'Connected Sociologies' (Iris Wigger)

In this lecture we will think about how sociology as discipline has been shaped by its colonial legacies. Postcolonialism relates to an interdisciplinary and diverse school of thought that has developed a powerful critique of the hegemony of the Western

world and investigates the era of Western colonialism and cultural imperialism. It analyses the exploitative and dehumanising dimensions of colonial discourses and demands us to critically reflect on Western domination and its on-going destructive consequences. Postcolonial theory has developed alternative ways of thinking about modernity and pressed for a reconstruction of the idea of modernity in sociological thinking in dialogue with its colonial context and beyond the domination and exclusion of non-Western 'others'.

Group presentations.

Key Reading

Bhambra, G: Rethinking Modernity. Postcolonialism and the Sociological Imagination, Palgrave, Introduction and chapter 1.

8. 'Talking Back' to create alternative futures: Black feminist intersectional perspectives (Iris Wigger)

Intersectionality is a concept developed in Black Feminist Scholarship. It has gained increasing influence in contemporary Scholarly debate and is used by many researchers Sociologists and other Social Scientists to explore the interplay of 'race', gender, nation, class and other identity markers and concepts of difference in societies of past and present. Bell Hooks has argued that Black Feminist ideas can enable us to 'Talk Back', identify and critique domination and existing power structures in society and create alternative trajectories. In this lecture we will explore key arguments of Intersectional critique and discuss how these can help us to think and reflect about Society and our sociological futures in new critical ways.

Group presentations

Key Reading

bell Hooks (1998) Talking Back. Thinking Feminist, Thinking Black. Routledge. Read the Introduction, Conclusions and the chapter(s) that most interest you.

9. Sleep(less) Futures (Katie Coveney)

Technologies play a significant role in the ways in which our everyday lives are organised, and aspects of our bodies and our self-hood come to be socially defined and experienced. This is particularly evident in the ways in which people rely on electronic technological devices like alarm clocks to modulate their sleep/wake schedules to fit in with the demands of everyday life. But, how will we sleep in the future? Are these futures equally accessible to all? Does sleep as we know it have a future? In this lecture we take a critical look sleep today, and at the futures of sleep from a variety of angles and viewpoints. We will draw on a range of substantive examples from science, technology, medicine and literature – from the digital, the pharmaceutical, the neurological and the circadian, to AI/robotics and science fiction.

Group presentations

Key readings

Williams, S. J., Coveney, C., & Meadows, R. (2015). 'M-mapping' sleep? Trends and transformations in the digital age. *Sociology of Health & Illness*, 37(7), 1039-1054.

10. Genomic Futures (Katie Coveney)

Visions for the future of healthcare in the UK place new genomic technologies, such as whole genome sequencing and pre-implantation genetic diagnosis at their core. Differences in genotypes have been used to explain differences in health outcomes and increasing research into genomic susceptibility to disease underscores the importance of genetic factors in future healthcare. In this lecture will we consider some of the important sociological issues around genomic futures, such as how new genetic knowledge impacts on our collective and individual lived experiences of disease, on our understandings of illness and disability, of inclusion and exclusion, power relations as well as on our social relationships, identities and subjectivities. We will discuss the potential impacts these new genomic technologies could have on different groups in society, including those with genetic conditions, people living with disabilities and their families.

Group presentations

Key Reading

Boardman, F. 2017. Experience as Knowledge: Disability, Distillation and (Reprogenetic) Decision-Making, *Social Science & Medicine*, 191: 186-193.

11. Posthuman Futures? (Katie Coveney)

Our contemporary lives are becoming more entangled with technology, through the merging of online – offline spaces, digital devices and artificial intelligence. In this lecture we will explore what it means to be human, both now and in the future. We will discuss how posthuman futures are depicted in science fiction and how the figure of the posthuman can be used to explore contemporary social issues around exclusion, marginalisation, agency, identity and subjectivity.

Group presentations

Feedback clinic – appointments available for feedback on essay plans

Key resources

Dinello, D. (2006). *Technophobia!: science fiction visions of posthuman technology*. University of Texas Press
“Black Museum.” Black Mirror, season 4, episode 6, Netflix, 29 Dec. 2017. Netflix.
<https://www.wired.com/story/black-mirror-black-museum/>

12. Feedback Clinic (Katie Coveney)

Individual appointments available for feedback on essay plans.

Appendix 2. Employability – ILO’s, knowledge and skills development

QAA Subject benchmarks for Sociology:

'[Sociology graduates] are equipped to understand social and cultural diversity and factors which perpetuate inequalities and exclusion versus promoting equality and inclusion. Their understanding of the issues around equality and discrimination can be applied with reference to gender, sexuality, social class, race, ethnicity, religion, age and disability. Sociological knowledge can assist with developing institutional change, including the creation of innovative and equitable forms of organisational collaboration, linking creativity, justice and productivity in the work place.' (Section 7.1)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4

Intended Learning Outcomes

Knowledge and understanding:

- Describe and explain key sociological concepts and approaches in the study of the future.
- Describe and evaluate how sociological theories can help us to understand emerging risks and challenges facing global society today.
- Critically analyse the impact of current social, cultural and technological trends in reshaping social lives and structures.
- Understanding ways that sociological knowledge can be used in professional contexts - private, public and third sector
- Identifying and commenting on the value of sociological work for specific organisations with regard to social, public, civic and/or policy issues

Subject specific skills:

Cognitive:

- Evaluate the merits of varied social theories and explanations in explaining current and future trends.
- Synthesize and critically reflect on recent sociological theories and empirical studies.
- Undertake critical reflection on the uses of sociological skills in relations to career plans.
- Discussing sociological topics with an appreciation of theory, empirical evidence and reference to current issues and debates

- Using specialist knowledge to construct a sociological argument

Practical:

- Apply sociological concepts and ideas in support of critical thinking.
- Identify and evaluate relevant information relating to current and future social, cultural and technological issues, risks and challenges.
- Gathering, retrieving, synthesising evaluating and applying sociological knowledge and theory to make reasoned arguments

Key transferable and employability skills:

- Work effectively both with others and independently
- Communicate confidently and effectively orally and in writing
- Engage in critical reasoning and argumentation
- Undertake relevant data retrieval
- Analytical skills - examining a range of data sources
- Problem solving and enterprise- identifying possible routes to innovation and change through critical reflection and the application of knowledge
- Describing key concepts and creatively using these to critically analyse social phenomena or address social problems
- Summarising and explaining findings of academic research
- Applying academic knowledge in professional contexts - private, public and third sector

Appendix 3. Examples of resources (e.g. sociological interludes and group discussion activities)

Lecture 1. Careers session – what do sociologists do?

What do sociologists do?

What can sociologists do?

What do you want to do after your degree?

Vevox Session ID: 171-078-456



Lecture 2. Sharing our sociological futures

Sociological Interlude: Sharing our Futures

Thinking out loud... :0)

What are you imagine your Sociological Future(s) will be like?

What would be your preferred choice/favourite thing to do after graduation ? (eg find place to work, continue studies...)

How can you get there?

What could be possible obstacles, strategies to add these?

How can we overcome obstacles potentially?

- All our lives have 2019/20 and 2021 have been affected by the current Covid 19 Pandemic.
- Our studies, families, friends, personal relationships
- Have we learnt from this experience? What would your 'Covid-experienced/Post-Covid 'Self' point out to your 'Pre-Covid self', if anything?

WINNING WAYS TO WELLBE



Lecture 3. Creative methods for self-reflection (example of Lego Serious Play)

Peabody, M. A., & Noyes, S. (2017). Reflective boot camp: Adapting LEGO® SERIOUS PLAY® in higher education. *Reflective Practice*, 18(2), 232-243.

Lego Serious Play (LSP)

- A thinking and problem-solving approach that was originally developed by the LEGO group
- Build metaphoric structures with lego
- Represent realisations, struggles, problems, complex systems, potential resolutions
- Follow a build – explain – build model
- Students can benefit from mutual collaborative learning, shared model building, group cohesion



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Appendix 4. Assessment information

ASSESSMENTS

Methods of Assessment

- One group presentation (20%)
- One individual piece of written coursework (2,000 words) (80%)

(1) Group Presentation

Students will need to work in groups of 2 or 3 to prepare a 15 - minute presentation (using PowerPoint or other suitable software) on the topic **“Our Sociological Futures: what we could do next”**. There will be 5 minutes for questions, further reflections and class discussion after each presentation.

This task asks students to work together to (i) research possible future jobs/ further education opportunities for sociologists (ii) reflect collectively on the skills and experience you have gained throughout your degree studies (iii) identify areas for further development (iv) engage the audience in discussion.

Important reflective questions:

What do I want to do next? Am I confident or unsure of my skills as a sociologist? What have I learnt during my degree studies? What skills do I have compared to what I might need in the workplace? What, if anything is missing? What has worked well for me? What hasn't worked well? How useful do I feel my degree has been so far? How can I account for my successes or failures? What has shaped my activities, contributions, efforts? Have I taken advantage of all of the learning opportunities that have been available to me? How do I feel about that? Do my experiences direct me towards a particular career path or away from particular job opportunities? Are the careers I am considering going into gendered? Are there other social or structural barriers to their entry? What actions, if any, can I take to reach a different outcome? Is there anything I want to do differently this year? How can I get to where I want to be?

A written document (1 side of A4) that clearly outlines the research you have undertaken to find suitable jobs/programmes of further study and your reflections (on points i and ii above) should accompany your presentation and will be circulated to the class.

Your presentation does not have to follow a set format and can be as creative as you like; a conversation between the group reflecting on your future career plans; a role-play mock interview; a pre-recorded video, a traditional PowerPoint presentation or something else. Please discuss your ideas in advance with teaching team.

Your presentation will be assessed on the following criteria:

Research Skills and use of Evidence

Have the students demonstrated high quality research skills? Have they used relevant websites, databases and other resources in their job search? Have they drawn on any academic literature to guide them? Is this evidenced in the presentation or in the accompanying written document? Are references cited correctly?

Self-Reflection and Analysis

Is there evidence of self-reflection? Have you used a reflective learning model to guide your reflective practice? Do the students think critically about the skills they have and where and how they can apply them outside of their studies? Have the student's identified areas where they could develop or improve their skills for the workplace? Have they identified strategies to help them do this?

Structure and Clarity

Is the presentation well structured? Is it clear, legible, easy to follow?

Creativity and originality

Have the students presented an original piece of work? Is the presentation format creative and engaging? Did the students find ways to engage the audience?

The second part of the module is assessed via a traditional academic essay. Students are provided with a list of essay questions at the beginning of the module and can choose the topic that interests them most, They are also

given the option of creating their own essay question relating to sociological futures, in discussion with the module tutor, giving them more ownership over their own learning journey, placing them at the centre of learning and enabling them to take on the role of active co-creators of knowledge.

Appendix 5. Supplementary material on methodology

The careers focussed sessions included a tailored careers talk and Q&A session with Careers Coach Deborah Till from the University Careers Network (who is herself a sociology graduate), a session on mental health and wellbeing and two workshops with Loughborough sociology graduates, one with alumni who have gone on to work in various industries and the other with students who have stayed at University for postgraduate study. Each speaker gave a brief 5 -minute introduction about themselves, their career path after studying sociology as an undergraduate and how they use their sociological imagination, skills and knowledge in their current occupational roles. The rest of the session was interactive and revolved around student's questions and specific issues the speakers raised. We discussed a diverse range of important topics including gender roles, racism, religion, feminism, approaches to equality, diversity and inclusion in the workplace. We had some insightful conversations about specific skills that are developed during the degree programme (e.g. specific research methods, report writing, oral presentations) and how these are useful/used in the workplace on a daily basis. Two speakers were not able to attend the sessions in person and sent in pre-recorded videos, and although it was less interactive, it was still informative and welcomed by the students and did generate class discussion. Through these sessions, we challenged students to think critically about the role of sociologists in society and the different ways in which sociological knowledge can be used outside of the academe, but also to consider what happens when sociological knowledge becomes professionalised and our sociological imaginations are channelled into the pursuit of academic credentials.

The linked assignment was based around self and group reflection with group presentations taking place in weeks 4 -11 of the module. Self-reflection can be an effective way to promote critical thinking as it gets students to ask questions that do not have obvious answers, often there is no right or wrong interpretation (Rusche and Jason, 2011). We wanted to help students to develop these skills and put them to use in a way that will be useful for them going forward in terms of their next steps after university and in their future careers. Connecting to the second part of the module, we not only wanted students to recognise that they have power as the creators of knowledge to shape the discipline in the future as sociologists and researchers both within and outside of academia, but also to become more aware of their own positionality as an actor in the world around them, to understand that they come at things from a particular vantage point based on their identities, experiences, privileges or lack thereof. As bell hooks (1994:3) asserts "our work as [teachers] is not merely to share information but to share in the intellectual and spiritual growth of our students". During these sessions, we discussed how our students are carriers of a rich lived experience, students become ambassadors of sociology to the wider world through their engagement with diverse publics (Burroway, 2005). Discussion in each of these sessions were sociologically informed, grounded in theory relating to sociology of the professions, public sociology and citizenship.

References:

- bell hooks (1994) *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, New York & London.
Burawoy, M. (2005). For public sociology. *American sociological review*, 70(1), 4-28.
Rusche, S. N., & Jason, K. (2011). "You Have to Absorb Yourself in It" Using Inquiry and Reflection to Promote Student Learning and Self-knowledge. *Teaching Sociology*, 39(4), 338-353

Appendix 6. Examples of student's creative outputs linked to the self-reflections

- (a) Collage representing student's reflective process



(b) Excerpt from a sociological comic strip created by students as a way to critically reflect on the skills they have developed during their degree and think about their next steps





C) some students created vision boards to visualise the career action plans they had developed and reflect on their feelings about this





d) Following class discussion of 'sociological boardgames', one group of students adapted the game snakes and ladders as a form of innovative reflective practice. They used the game as a mechanism to facilitate critical group reflection, discussing their skills development and roles as sociologists in society. They developed questions relating to each stage of Kolb's learning cycle as prompts for self-reflection, going up a ladder when they felt positive and down a snake when they felt unsure or uncertain about their future plans.

