

Handbook: MMU(sical) Personal and Professional Development (PPD) short course

Structure of the MMU(sical) Personal and Professional development (PPD) short course

Each week is underpinned by the core 6 principles of self-determination theory (SDT) interventions (Stone et al, 2009) which are as follows:

1. Ask open questions and invite participation in problem solving
2. Actively listen and acknowledge perspectives
3. Offer choices within structure including the clarification of responsibilities
4. Provide sincere, positive feedback that acknowledges initiative, and factual, non-judgmental feedback about problems.
5. Minimise coercive controls such as rewards and comparisons with others
6. Develop talent and share knowledge to enhance competence and autonomy

Each week involves the listening to and discussion of appropriate songs from musical theatre. The listening to and discussion of the songs links to these self-determination principles and will build the students' confidence in their ability to critically consider material and discuss their views on it in a classroom setting.

Table 1 - Structure of the MMU(sical) PPD short course

Week	Focus of first hour	Focus of second hour	Self-directed tasks to do before next week using a Padlet (task based and weekly reflections) and Teams chat space (social and informational)
Week 1	<p>Co-produce group name and group contract including the commitment to attend and to get involved based on MT principles that “we’re all in this together”.</p> <p>And that Manchester Metropolitan University is “a place where we belong”.</p> <p>Co-produce group name and group contract including the commitment to attend and to get involved based on MT principles that “we’re all in this together”.</p>	<p>“Getting to know you”</p> <p>Circle task (we all sit in a circle, minus one seat, and one person stands in the middle) the person in the middle says a truth about them, people who share the same truth move positions and the last person (one that does not get a seat) ends up in the middle and shares their truth. This exercise helps students to get to know each other and see things in common and areas of differences.</p>	<p>Library databases – find Digital theatre plus.</p> <p>Have a look at this and also consider watching a musical.</p> <p>On the Padlet post a link to a song from a musical that resonates with you, it can be any musical and can resonate for any reason.</p> <p>On the Padlet write a reflection for Week 1.</p>

	<p>And that Manchester Metropolitan University is <u>"a place where we belong"</u>.</p>	<p><u>"A few of my favourite things"</u></p> <p>Students all discuss their favourite things.</p> <p>Importance of peer support and building communities.</p> <p>Being vulnerable and supportive and building the sense of belonging.</p>	<p>Post something in the Teams chat space, this is a social space and a space for announcements and questions in between the weekly sessions.</p>
Week 2	<p>Discussion of the songs that students have put on the Padlet and supportive discussion why they resonate with them. This week, students will be building their confidence in terms of speaking out.</p>	<p>Perfectionism, Procrastination, Peers and Perseverance</p> <p><u>"The wall in my head"</u></p> <p>Discussion around the barriers to performing well at University for this specific group of students.</p>	<p>Register for "Future Me" and familiarise yourselves with the <u>Future Me programme</u></p> <p>Post your thoughts about "Future Me" to the Teams chat space. On the Padlet write a reflection for Week 2.</p>
Week 3	<p>Breaking through those barriers Why are they at University and what do they want to get out of University?</p> <p>Discussion of their intrinsic and extrinsic motivations for being at University.</p> <p><u>"Chip on my shoulder"</u></p>	<p>Goal setting, setting personal learning objectives. Using the personal attributes of the "Future me" framework as a guide.</p> <p><u>"Dig a little deeper"</u></p> <p><u>"How far I'll go"</u></p>	<p>Do a literature <u>search through the Library</u> to find an article that relates to your personal learning objectives and post this on the Padlet.</p> <p>On the Padlet write a reflection for Week 3.</p>

<p>Week 4</p>	<p>“Our Future selves” Group presentations preparation. Working together in small groups students will prepare for a presentation next week on their shared and individual visions of their future selves, they can do this in any format they want as long as they are co-constructing something together, e.g. song, play, poem, PowerPoint, artwork. They can use resources from the Brooks resource centre but will also be encouraged to think about what resources that have that they can share.</p>	<p>Our Future selves Group presentations preparation continued.</p>	<p>If the presentations are not ready, students will complete this during the week so that they attend class ready to present their visions of their future selves team work activity.</p> <p>On the Padlet write a reflection for Week 4.</p>
<p>Week 5</p>	<p>Group presentations whatever medium they like</p>	<p>Reflections on the group presentations, self-reflections, peer reflections and feedback from me</p>	<p>On the Padlet write a reflection for Week 5.</p> <p>Read the Future Me guidelines for reflective writing and what is required to submit a reflection through Rise if they want to switch out for option units at level 6</p>
<p>Week 6</p>	<p>Consenting or not for the narratives to be analysed for the research project</p> <p>Writing the individual personal written reflections guided by the SDT prompts and the Future Me guidelines. Being able to think and write reflexively is a key component of personal development.</p>	<p>“It’s a wrap” wrap party</p> <p>Sharing reflections across the group, and wrapping up, goodbye songs from songs from previous weeks.</p> <p>Ending with Manchester Metropolitan University sing along is <u>“a place where we belong”</u></p>	

References

Stone, D. N., Deci, E. L., & Ryan, R. M. (2009). Beyond Talk: Creating Autonomous Motivation through Self-Determination Theory. *Journal of General Management*, 34(3), 75-91.
<https://doiorg.Mmu.idm.oclc.org/10.1177/030630700903400305>