

The RIX *Big Ideas* Course



Evaluation Report

Ajay Choksi, Baljit Taggar, Jessica Reynolds, Kiran Dhillon and Ros Weinberg

Facilitated by Dr. Helen Evans

May 2025

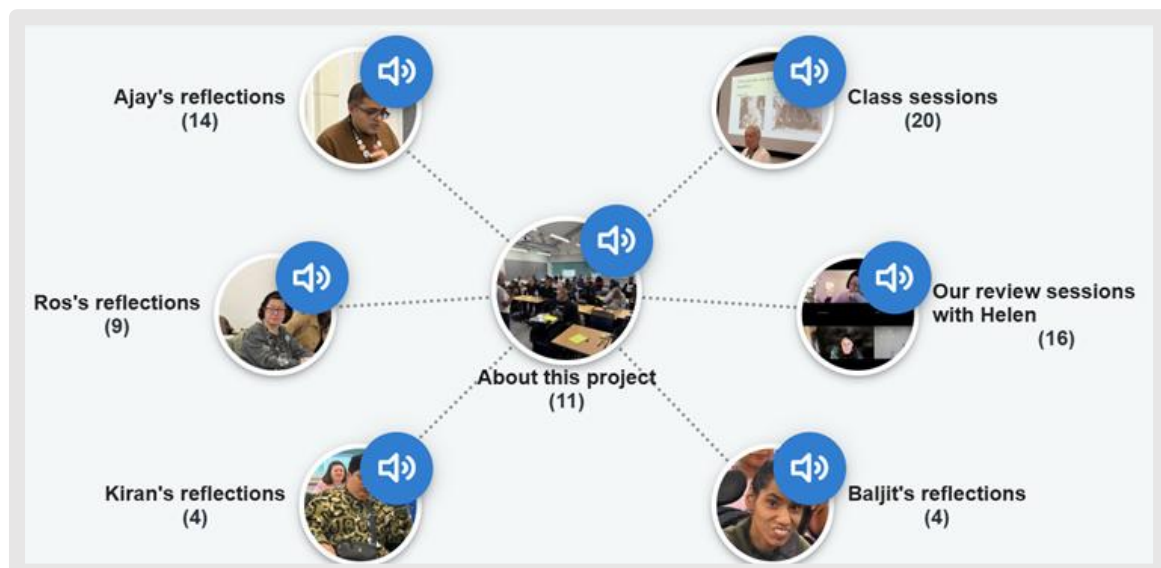


University of
East London

RIX *Big Ideas*:

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RIX *Big Ideas*:

Overview

RIX Big Ideas is a unique course at the University of East London where students with learning disabilities and social work students learn together about disability, history, rights and lived experience.

Students with learning disabilities described the RIX Big Ideas course as enjoyable, interesting and welcoming. Learning alongside social work students helped them build confidence, make friends and feel valued as university students and Experts by Experience. Students used what they learned to better understand their own lives and experiences, and many became more confident speaking up for themselves and seeking support.

The course supported greater independence, self-belief and future aspirations. Students were inspired to keep learning outside the classroom and developed new ambitions, such as becoming advocates, educators or researchers. Students highlighted the importance of accessible teaching, supportive relationships and practical support such as technology and transport.

Overall, the RIX Big Ideas course had a positive impact on students with learning disabilities, helping them develop knowledge, confidence, independence and aspirations for the future. The findings show the value of inclusive learning, where everyone can learn from and with each other.

RIX *Big Ideas*:

Background to Evaluation

Co-learning module

The RIX *Big Ideas* course offers a novel departure from traditional, community-based placements for social work students opting for UEL's 'advocacy pathway'. Social work students completing the Big Ideas course have the opportunity to learn alongside students with learning disabilities in the classroom and, together, they are introduced to several theories that have shaped how disability is understood and experienced.

By inviting disabled '*Experts by Experience*' (EbE) into the classroom to illuminate and enhance these theories with their own personal stories, it is assumed that the undergraduate students will gain new insights, perspectives and (hopefully) a deeper understanding of disabled people's lives, needs and dreams, proving invaluable to their future social work practice.

What this report sets out to articulate, however, is the value of participation, experienced by the students with learning disabilities - what have *they* gained?

This has been the first co-learning module carried out within an English university, and so it was felt important to fully record and reflect on through the perspectives of those who are mostly excluded from institutions of higher education – people with learning disabilities.

The course was led by RIX director Gosia Kwiatkowska with support from the wider RIX team, and it was delivered by experts from the field of learning disability and inclusive research: Jan Walmsley, Chris Goodey, Nicola Grove and Simon Jarrett.



11.00	 Introductions – meet your study partner	Gosia
11.15	 What is the course about? Going through the Module Guide together Mentimeter	Jan
11.40	 What is a theory – why does it matter?	Chris
11.50	 Break	
12.00	 Introducing the course Wiki	Ajay
12.10	 Students practise using the Wiki together to record learning from this session	
12.30	 Assessment and reflection	Gosia
12.50	 Questions and what's next	Jan

RIX University of East London

RIX *Big Ideas*:

Evaluation team

The RIX *Big Ideas* course ran across two semesters, from November 2025 to April 2026. During this time, the lecturers delivered 22 weekly sessions each lasting 2 hours. Sessions were designed to be in-person, but the Evaluation facilitator was enabled to observe sessions online each week. An online option was also requested as reasonable adjustment for one social work student who couldn't access the classroom environment. It also proved a useful alternative when another student couldn't access the classroom after a medical procedure.

The Evaluators were:

Ajay Choksi – a RIX staff member (and EbE) who attended each session in his capacity as IT support, RIX Wiki trainer and photographer.

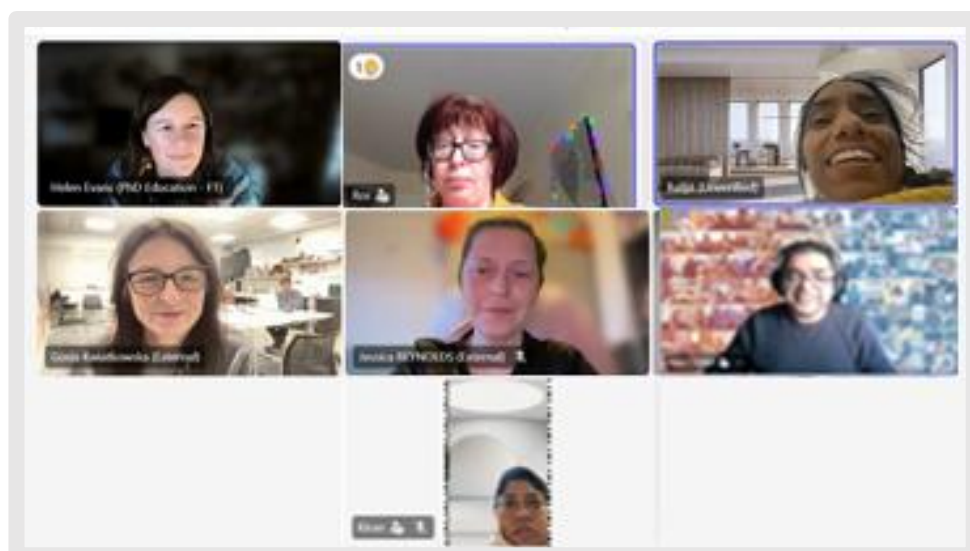
Baljit Taggar – a RIX co-researcher who attended each session as a student and EbE.

Jessica Reynolds – a social work student (and EbE) who attended most sessions online.

Kiran Dhillon – a RIX co-researcher who attended each session as a student and EbE.

Ros Weinberg – a RIX co-researcher who attended each session as a student and EbE.

The evaluation was facilitated by an external researcher/evaluator, Helen Evans, who met with the evaluation team after each *Big Ideas* class for an online reflection session, lasting approx. one hour.



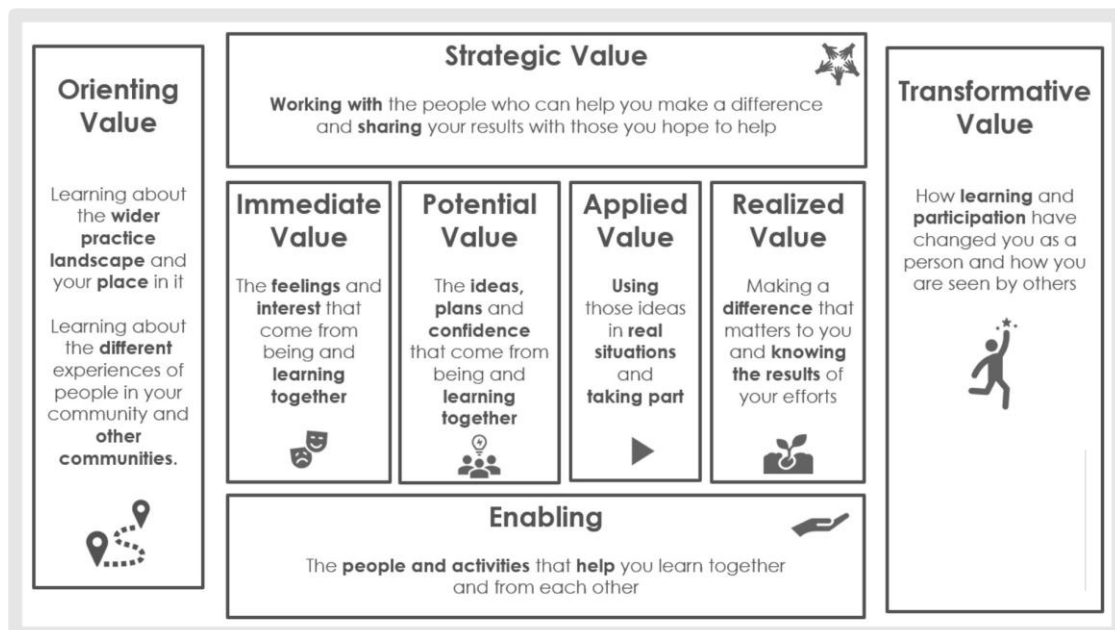
RIX Big Ideas:

Evaluation tools

The Value Creation Framework

The framework chosen and adapted to support the *Big Ideas* course evaluation was the Value Creation Framework (VCF), devised by social learning theorists: Beverley and Etienne Wenger-Trayner. The VCF was originally designed to measure and evidence the value gained from company investments (of money and time) into Communities of Practice, and it is still evolving. Originally identifying five areas of value in group participation, the VCF now contains eight values, and it is also shown to not only measure value but also build upon it – for when we know where and how value was experienced through an activity, we can do more of that type of activity. And so ‘value creation depends on participants recognising the value created’ (Wenger-Trayner and Wenger-Trayner, 2020) This involves paying close attention through regular reflection.

The VCF was made accessible to Helen Evans' student-participants during her PhD fieldwork, in which she developed a digital tool to support effective engagement with the framework using images of students' participation captured during sessions and simplified explanations of each value.



Easy-read adaptation of the Value Creation Framework
(Wenger-Trayner and Wenger-Trayner, 2020)

RIX *Big Ideas*:

Evaluation tools continued...

The framework was adapted into a digital sorting tool - into which participants could 'drag and drop' each photograph, depending on which value they felt the photograph illustrated.

To evaluate the *Big Ideas* course, Helen further developed the framework, so that the language of the value names was more accessible (e.g. Immediate value became 'Feelings') and introduced colour.

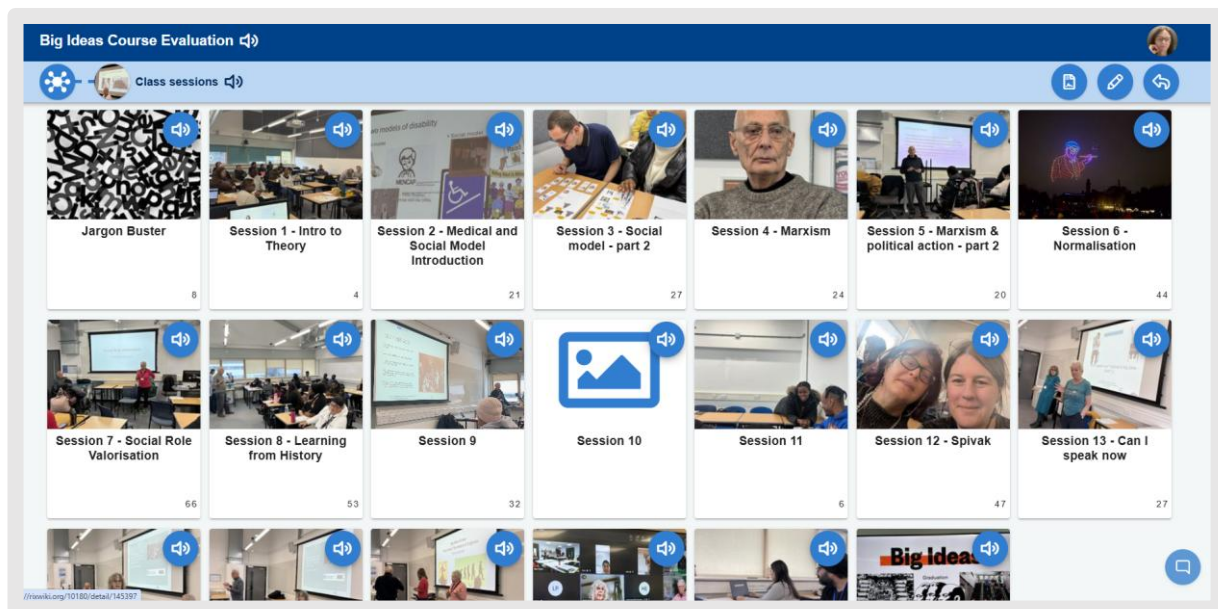


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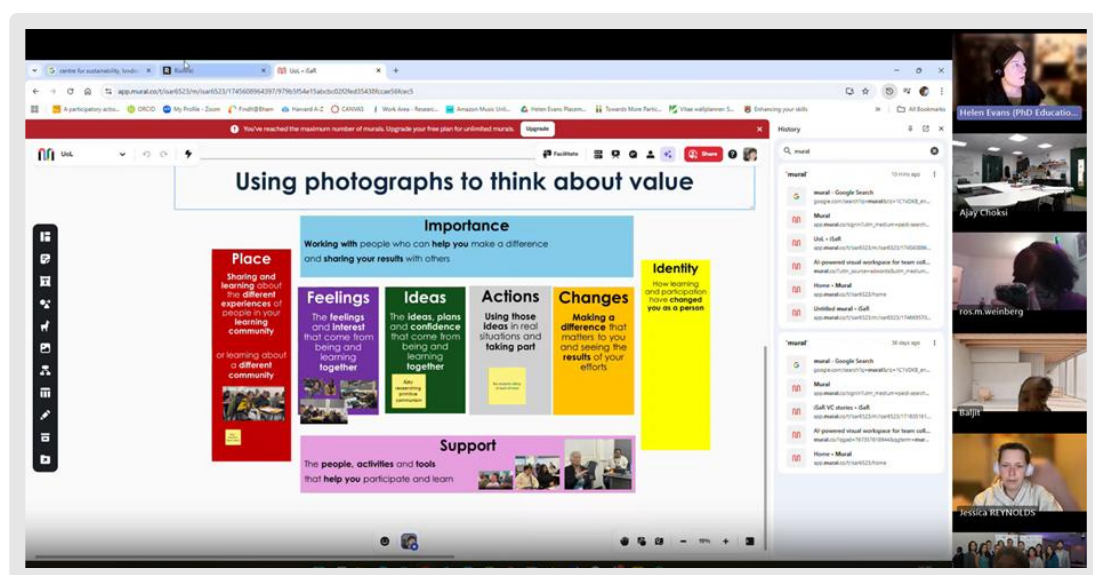
Wenger-Trayner, E. and Wenger-Trayner, B. (2020) *Learning to Make a Difference; Value Creation in Social Learning Spaces*. Cambridge: Cambridge University Press.

RIX Big Ideas: Evaluation process

After each *Big Ideas* class session, Ajay uploaded slides, photographs and videos onto the Evaluation team's *RIX Wiki*, so that they would be ready for the Reflection session.



During each Reflection session, individuals took it in turns to look over the uploaded media, share their reflections and decide which value their experience evidenced. They would direct Helen where to move each photograph and she would transcribe any comments made into a text box.



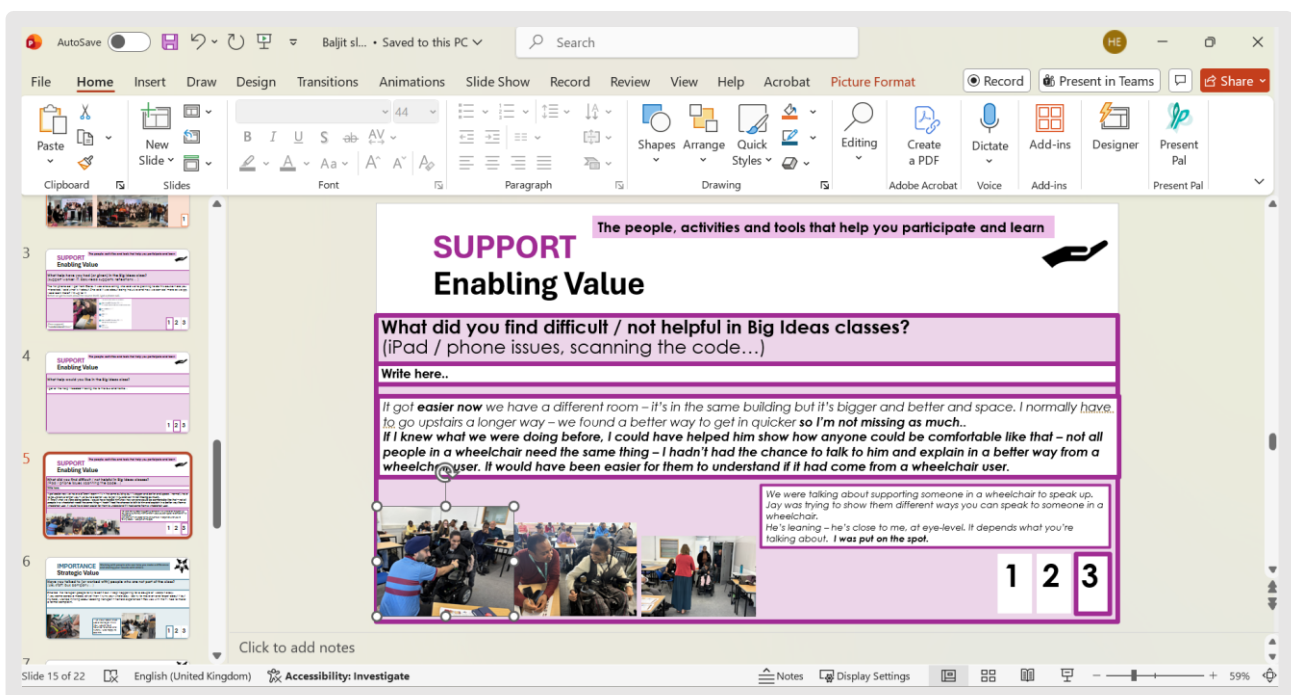
As the group's frame became full, it was decided that each evaluator should have their own frame to populate. As the weeks went by, evaluators even began on a second frame.

RIX Big Ideas: Evaluation process continued...

Final evaluation sessions

To finalise the evaluation, the team decided on each having an interview with Helen and set about co-designing the questions to be asked. Helen supported them to ensure the questions best captured the full range of value-experiences they had gained through participation on the *Big Ideas* course.

Helen took these questions and created a Powerpoint presentation for each Evaluator. These contained a number of slides covering each of the eight values and the questions relating to each value. They were populated using photographs and comments from each Evaluator's previously completed frames.



Images and text could be enlarged, and text could be read aloud, if helpful. There was a text box left blank for answers / additional reflections. Sometimes, the comments already on the slide was used as answer.

Analysis of evaluation findings

Conducted the Reflection sessions and interviews in this way, the Evaluators engaged in, and contributed to, the analysis of their own answers. They were sorting their own responses and making sense of their value-experiences using the value creation framework, and as such Evaluators were significant involved in what follows.

Evaluation findings #1

Immediate value

(The feelings and interest that come from being and learning together)



Evaluators described the course as being fun and enjoyable.

Baljit stated: *'This course is so much better than any course I had before.'* She found the course fun and *'something to look forward to'*. Kiran shared how she'll miss the course and felt that it had ended too early, asking: *'Keep on going please!'*

Ajay also articulated enjoyment in learning alongside his peers: *'I liked everyone talking to each other [...] telling their story. All together. Learning and having fun!'* For Ajay and Ros, the roleplay activities were a specific source of fun, even when dealing with challenging themes like systemic barriers:

'It was fun [doing the roleplays] - they didn't let me into Parliament because of my lack of money and family connection. Jaz was on that table, and he kept refusing to let me in. It was fun going up and challenging him.' (Ros)



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Immediate value continued...



Evaluators found the course interesting.

Jessica's enjoyment was driven by her curiosity and interest in having *'something new to look at and research'*. She also enjoyed the class discussions and *'getting everyone's ideas and seeing differences of opinions about the same topic'*.

All evaluators expressed significant enjoyment and interest in what they had been learning and appreciated the variety of topics / theories covered: *'The fact that we got to learn about all different theories. It was thought-provoking.'* (Ros)

Evaluators revealed an innate and insatiable desire to learn, enjoying *'Whatever we were being taught – I like learning new things!'* (Kiran) Baljit also shared her enjoyment of learning *'in any sort of way – whether it's on computer or learning from someone else'*. Jessica enjoyed exploring *'how each of the topics and theories have developed over the years.'*



Immediate value continued...



Evaluators expressed positive feelings about being a student at university.

Jessica felt privileged to attend university: *'Not everyone gets to do university and I'm getting to do it'* and Baljit appreciated the opportunity to learn in an inclusive environment:

'There's normally just people like me in the classroom.'

Both Ros and Baljit both mentioned feeling very important; for Ros this was due to the type of work she was being asked to do: *'This was the first time that we've actually had to do this sort of work.'* Baljit perceived her role in the class as 'Expert by Experience' as being important:

'Having social work students working with us the whole time was great because they got to know who they may be working with. They might get to work with someone like me - that needs help, particular help, like I do.'



Immediate value continued...



Evaluators reflected positively on learning alongside social work students.

Ros also shared her excitement in getting to know the new social work students and her hope *'that they've all learned something from us.'*

Students with learning disabilities were paired up with a different social work student most weeks, and Baljit reflected on how, although this helped her to get to know 'mostly everyone', she also felt the benefits of being able to get to know some students better:

'We get to sit with new people every week and get to know them [...] Everyone's busy doing their own stuff – to be able to talk to them – you need that time and for that time you need to be sitting together.'

For Kiran, it was the social aspect of sessions which was particularly enjoyable:

'I loved it. It was amazing learning where people have come from, like Africa- Nigeria , Kenya. It was fun talking about different types of foods. Jollof rice was their favourite.'

The importance of such interactions may only be fully appreciated alongside the knowledge that Kiran (a young woman) currently lives in a large residential setting for elderly people.

Jessica reflected how the design of the course further supported social interactions:

'It was nice to have the last sessions of the term being more of a celebration rather than an academic experience. It let us socialise more – even after ten weeks of being in a classroom – it's talking about general social stuff not lecture topics.'



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Evaluation findings #2

Potential value

(The ideas and plans that come from being and learning together)



Evaluators found the Big Ideas course inspired them to want to find out more.

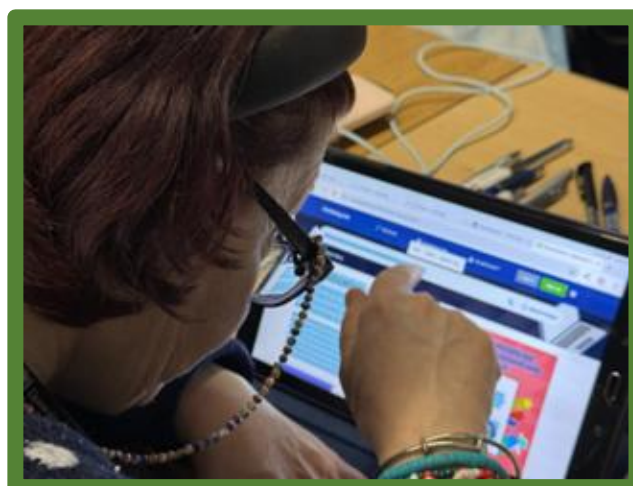
The theories, introduced to students through the Big Ideas course, captured the interest of all the evaluators, inspiring most to do research of their own in their free time.

'I could name quite a few theories that I did end up researching, like Marxism. Every week, I wanted to learn more about the topic – all the topics. [I looked on] Google, Youtube, searching the internet... Not all courses inspire you to want to do that. Normally you want to come home relax and do nothing' (Baljit)

Sometimes, it was the more shocking content of the course that drove evaluators to try to understand the experiences of disabled people across time and/or location in their free time. They couldn't understand how people could be treated so unfairly:

'When Simon [Jarrett] was saying the Nazis killed lots of people – I went on my phone and researched it on Google and was reading and reading. It was really sad – why would you do that!?' (Kiran)

Baljit claimed that learning more about something in her own time helped her understand it better because she could work at her own pace. Jessica also explained that she used her own time to research all of the theories covered and understand them more deeply in relation to her other social work lectures, and to 'get a better idea of the history of the theory and how it affects people with learning disabilities'.



Potential value continued...



Evaluators found the Big Ideas course inspired them to want to keep learning and growing.

When asked what she wanted to learn next, Jessica expressed a particular wish to continue learning about the social model of disability:

'I'm still going through the Social Model of Disability – that's the one that's got me.'

Although Kiran wasn't particular about what exactly she wanted to learn next ('Everything! Anything! More learning.'), other evaluators had very clear ideas about what they'd like to do next. Inspired by participation in the Big Ideas course, they could easily identify areas of possibility for themselves:

'I'd like to be delivering the course to students at university and staff at day services.' (Ros)

Like Ros, Baljit had begun to explore the possibility of becoming part of the course delivery team:

'Since I've been talking about researching about the topics, I could help them [course team] to get more ideas on the next topic. I'd make sure it's in easy read – having it different languages? I might be going too far here... or BSL...'

Where Ros saw potential in diversifying the student cohort, Baljit saw opportunities in rolling out the course further:

'Maybe get other universities to do these courses, for other people to experience what we've been doing, so they get the chance to work with social workers and help them to understand them and get to know them before they start the work.'



Evaluation findings #3

Applied value

(Using those ideas in real situations and taking part)



Evaluators found themselves relating the theories they were learning about to their own lives.

Ros, Kiran and Baljit found Foucault's theories of power to be particularly inspiring. Ros reflected: *'When I'm with my sister, I have power. She treats me like I'm an equal. She asks my opinion on stuff.'* Kiran also astutely described how power plays out in her family:

'Dad holds the remote, so he has the power. When it's my birthday though, I decide everything. My parents eat same as me for breakfast, pizza for lunch, fast food. Everything [...] If I could drive again, I would have more power.'

Baljit felt power through supported choice-making:

'If you asked me to choose now – if you give me two choices, I can choose. If you just ask, then how can I choose what I want for dinner? It could be anything. Give me two choices.'

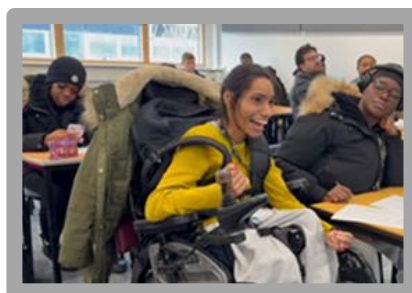
Wolfensberger's theory of Normalisation moved Kiran to reflect on her living situation: *'The worst thing about living in a residential home is that people are always dying! The friends I made here, they've all gone.'*

Through discussing Normalisation and Oliver's Social Model of Disability, Baljit found a new appreciation of the efforts made by her parents to find the right support:

'I had heard the stories, but from this course I understood a bit more – it made me realise how hard it must have been for my mum to find the right hospital for me. I didn't relate to what Mum had been saying to me all these years. I sort of understand what she went through now.'

Due to her own hidden disabilities, Jessica was able to relate to this topic personally but also likened it to social work itself:

'There's so many disabilities and things that are hidden – a lot of the time it's third-party information – there's things that are incorrect and you don't find out about it until afterwards.'



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Applied value continued...



Some evaluators actively applied their learnings from the Big Ideas course to their own lives.

Ros shared that she has been more mindful to 'treat people with a bit more respect – my fellow members at the day services.' Whereas Jessica has used her new knowledge on other parts of her degree: 'I used it in my Law assignment – "Social policy and issues" – it was part of the discussion we had on Eugenics.'



Applied value continued...



All evaluators took part in the class sessions, but in a variety of ways.

Ajay attended mainly in his paid capacity as Technical assistant: *'I was operating the PowerPoint and a video clip on it [...] I was doing Rix wiki training with audience [and] adding media and text.'* In this way, he only participated in theoretical discussions during the Reflection sessions. Jessica also participated in discussions this way, as she mostly attended classes online.

The highlight of participation for the rest of the evaluators had been the end-of-course group presentations on a theory of their choice. Kiran evidently felt like a valued and active member of her group and, like Baljit and Ros, was allocated her own section of the talk:

'I helped the social workers with whatever they needed. It was really good. I learned from them. The social workers were fantastic when we were working on the presentation – I talked first, about travel to Australia and Singapore – trains are amazing there – better than London – so accessible! There's a robot in Sydney – how cool is that! They gave me the mic and I said my piece.'

They were all happy talking in front of people and appreciated having family and friends in the audience:

'My teacher was in the audience, and I was excited to see him after decades. I didn't want to mess it up in front of him. He called me up after to say: "I'm proud of you"'. (Baljit)



Evaluation findings #4

Realised value

(Making a difference that matters to you and seeing results)



All evaluators felt that receiving a certificate was a good result...

For Baljit, a university certificate was evidence of continuing achievement:

'It was adding another qualification into my learning I have done in these years. I'm now in my thirties, and I've kept a whole pile from the past. From college, all my certificates - I like to be able to look at them and have them there.'

But some evaluators saw the certificate as a springboard into new experiences.

Although Jessica felt that the certificate brought things nicely to a close, showing achievement, she felt, for her, the real result was a firmer idea of the field of social work she wanted to work in: *'Adults with mental health and learning disabilities.'*

Ros also appreciated the certificate but shared what appeared to be equally important to her – a developing confidence and purpose:

'My certificate is still on my table [...] I learned that I'm an independent person. I've been thinking about which direction I'd like to go and talking to Gosia about it.'

Kiran also liked having the certificate, but her insatiable thirst for knowledge has not allowed her to rest on this achievement:

'I'm learning more and want to learn more. I still want a black cap to get a degree.'



Evaluation findings #5

Enabling value

(The people, activities and tools that help you participate)



Throughout the Big Ideas course, the evaluators appreciated support from social work students.

Ros reflected on the time she got lost in a lift at the university: *'When I forgot what floor we were on, I got lost and started to panic. Two social work students called out to me, and I found them.'*

Kiran observed the different kinds of support offered by a social work student who she was paired with one week: *'He's very good at supporting me and he's a very good driver of the wheelchair. First, he drove my wheelchair to the class, and we were both reading the article, and he was supporting me with the questions.'*

Baljit felt that she and Kiran, who used large wheelchairs, didn't have enough room in the first semester, and Kiran reflected on the huge difference a more suitable room made in the second semester: *'The new room was very big, big enough for our wheelchairs. My wheelchair is quite big. I loved the space.'*

Ros shared how her phone was a supportive tool in the classroom: *'Using my phone - I was googling as we were going along - that it's a way that I fully understand what is being discussed.'* Jessica found transcription tools, when attending online, to reduce issues caused by her hearing impairment: *'It's not always easy to make out what was being said - especially when more than one person talks at once - to work out who is saying what and what is being said.'*



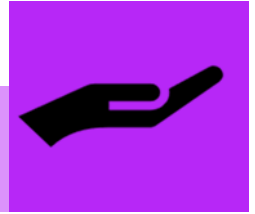
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Enabling value continued...



Evaluators felt that they weren't just receivers of support in the classroom but providers too.

Ajay, in particular, described the ways he had supported learning in sessions: *'Giving a hand helping with the wikis - if they don't know how to do it. Before the session, preparing the handouts and giving out handouts. It felt good. Help setting up equipment, whiteboard. Take whiteboard pens. Taking photos to help our reflections.'*

Jessica identified how, by creating 'jargon buster' documents, she felt she was supporting her own learning and that of others: *'The jargon busters that helped us all. I think I created about seven. I just did them as people were saying during our reflective sessions – if they said a word that they felt was complicated – I'd go and add it to the jargon buster.'*

Ros felt that just by working alongside student social workers, she was preparing them for their future role:

'So, when they go out in the big world, they know they should speak to us not just parents.'



Enabling value continued...



Evaluators shared the importance of having suitable transportation to attend weekly sessions.

Baljit, Kiran and Ros were provided a council-run minibuss and driver to travel to UEL campus, but when the session times were changed in the second semester, the council was unable to offer this service at an earlier time, due to school runs. This resulted in the three being regularly late and doing, what Ros jokingly coined '*the walk of shame*' into a session which had started at least ten minutes earlier: '*I felt like we were missing what we were supposed to be learning and then getting confused*'. Baljit added how: '*the first couple of minutes are always the most important in the lesson*' and shared how she had tried to get them picked up earlier: '*I had done an email about it but no luck on that*'.



Enabling value continued...



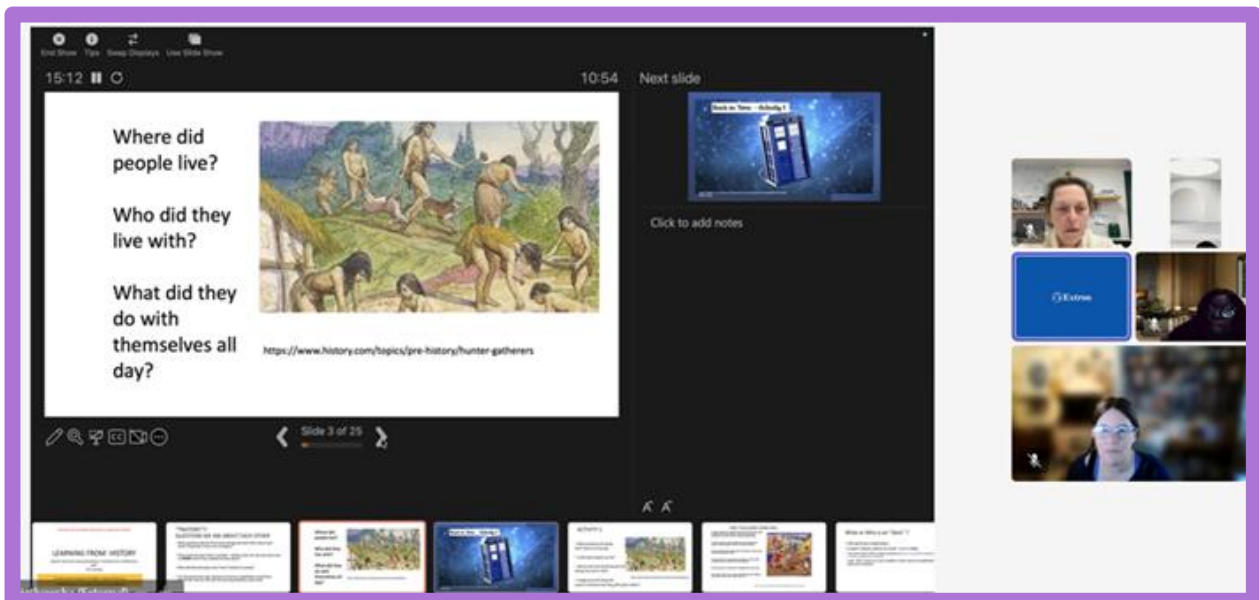
Evaluators shared the importance of setting up online technologies well.

Online sessions enabled Jessica to attend sessions:

'It was quite hard for me in the classroom because of the amount of people – it gets loud. Multiple people talking at once made it overstimulating. I was struggling with environment.'

She reflected that, although she had experienced several technical issues over the weeks, by persevering, the team had eventually found the optimal set-up: *'by the end, when we could see everyone and the board – that was the best way'.*

These developments were greatly helped through Ajay's skilled input, and perhaps motivated by his own experience of needing to participate online one week: *'I was missing out. When Nicola was starting her presentation – I can hear some noise, but it cut out and I couldn't hear all things clearly. I couldn't see the classroom – I can hear the background noise.'*



Evaluation findings #6

Strategic value

(Collaboration with others who can help make a difference)



Evaluators felt able to help shape the course, making it more accessible for others.

The weekly Reflection sessions became a useful feedback space. By reflecting regularly and sharing their experiences of the Big Ideas course with the course team, evaluators were able to help shape the course:

'I liked doing the Reflection sessions because it gave us the chance to say how the course was going each time.' (Ros)

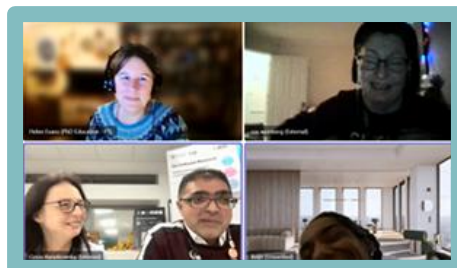
Ajay made good use of the Evaluation group's shared Wiki, and uploaded weekly reflection videos.

Evaluators also gave their feedback directly to the course team. Ros asked for the information on slides to include more pictures, and Baljit shared her ideas on how to make the physical space better, by moving tables: *'So we could be able to see the board and talk to the social workers at the same time.'* Jessica spoke directly to the course leader:

'After the online session where we weren't let in – I spoke to Gosia the next day – I had to explain that we sat for an hour and then left. She said she'd try to make sure it wouldn't happen again. Gosia wasn't there that day nor Ajay – it was left to Year 2s and lecturers [...] We had a good chat online though'

Baljit also attempted to rectify the group's transport issues:

'I emailed the transport people to try to sort it out. It kept happening for a couple of weeks – crazy. Also, if you come across a moody driver then it ruins your whole day. I do try to move on and forget about it but it's hard. I started thinking about booking transport – horrible experience – Ros was with me – I had to make a formal complaint.'





Strategic value continued...

All evaluators were excited by the idea of sharing their experiences of the Big Ideas course.

Both Kiran and Baljit were keen to be involved in co-presenting on their course reflections at the UEL or at conferences. Baljit had already started sharing her experiences of the course with her friends, hoping to recruit them into next year's cohort:

'I have been telling my friends about it and I have posted pictures [from the course] on MultiMe every week – MultiMe is like a Facebook account but a safer way that can't get hacked and can be controlled by staff. My friends looked interested in what I was doing - I might have inspired them.'



Evaluators had ideas about how to promote the Big Ideas course

Kiran would tell people: *'Please join – you learn a lot and you'll love it'*

Jessica would say to social work students:

'That it's the same theories but from a different aspect which is extremely relevant to what we're doing. It's not just coming from a textbook.'

Jessica also suggested inclusion of information on the Big Ideas course at Open days:

'We didn't have a clue about the classroom-based option – it wasn't stated in Open days – introducing this one would spark interest.'

Evaluation findings #7

Orienting value

(Sharing and learning about different experiences of people)



Evaluators were happy to share their lived experiences of disability with the class group.

Jessica shared: *'I am very open about my disabilities – I believe it's the best way to be. I do it so others can understand the way I do things.'*

By sharing her story of waiting weeks for a wheelchair replacement, Baljit felt she was providing a service: *'I can warn someone else to get it sorted in time before it could happen to someone else. You have to get it serviced like a car so that nothing would happen to the chair itself.'* She also noted how: *'Social work students were quite surprised that these things happen.'*



Evaluators were able to share a rich variety of personal experiences related to disability.

When the group was discussing the Social Model of Disability, Ros offered an example barrier to participation experienced by her fellow co-researchers: *'I talked about how the hotel wasn't accessible for our museum of Wales research project. Kiran and Baljit couldn't go'.*

Jessica shared her experience of having a hidden disability: *'no one in the class realised that I was hard of hearing – my peer group forgot I can't hear without hearing aids. My aids are very small, so you don't see them – people don't notice – It's a hidden disability.'*

Kiran shared her experiences of living in a residential home with the group: *'If someone burns the food, the alarm goes off and we have to go out. Some of the food is very unhealthy.'*

Orienting value continued..



Evaluators learned about how their experience of disability compared with other students'

On hearing about Kiran's living situation, Ros reflected on how different it was from her own:

'I live in Supported Living. Unlike Kiran, the staff can't tell me what I eat. I get to choose. I eat mainly healthy food. I get to choose what time I go to bed and get up. Really different from Kiran.'



Evaluators learned about how disability was experienced throughout history

The institutionalisation of disabled people was a subject which was significantly reflected on afterwards:

'The one that still gets me is sending anyone away that had some sort of disability – you just forgot about them. They didn't come back.' (Jessica)

Kiran and Ajay were both deeply moved by a video that was shown in class:

'Jan was playing a video of some people with learning disabilities in 1981, and this video was called 'Silent minority'. When I saw the video, it was so terrifying and shocking. They were left in wheelchair, naked [queuing for] the bath – that is terrifying [...] It's not a hospital, it's like a prison.' (Ajay)

Kiran was shocked by historical words for disability:

'The idiot label shocked me. For anyone who didn't pass exams or qualifications. The social work students felt the same. Thank god I wasn't born in that time.'

Orienting value continued...



Evaluators learned about how disability is experienced in different countries

The classes also covered the theory of Eugenics and how this was operationalised in Nazi Germany, moving Ros to comment:

'If I was there [in Nazi Germany], I would be killed three times – I would first be killed because I've got a learning disability, and then they'd kill me because I'm Jewish, and then I'd be killed for my red hair.'

When exploring Marxism and work opportunities for disabled people, the group learned about how Japanese culture differed from their own: *'Learning about learning-disabled people in Japan and how they all have work.'* (Ajay)



Evaluation findings #8

Transformative value

(How participation has changed you as a person)



Evaluators could identify how participating on the Big Ideas course had changed them.

Kiran felt that the course had made her a happier, more knowledgeable person: *'I think I'm happier and I've learned everything.'*

Baljit felt that she had developed an even stronger desire to keep learning:

'I was wanting to learn more anyway, but I just want to learn even more now – it's made me want to get a topic and get searching about it. I was like this before, but I've grown more into wanting to learn.'

Jessica shared that the course had given them confidence as a self-advocate:

'I think it's made me a bit more confident, especially when expressing my own needs. I was quite shy and dismissive of it when I needed adjustments – I felt like I was being a burden by asking – I've learned it's ok to ask for adjustments to be made.'

Ros also felt that, by being *'treated like adults and not idiots'*, the course had inspired her to reflect on her disability and develop a deeper self-awareness:

'Sometimes I hide behind my disability and I shouldn't. I blame my disability for the way I behave and I shouldn't.'



RIX Big Ideas:

Suggestions from evaluation team members



- **Ros:** *'Make it online – you don't get stuck in traffic if you're online.'*
- **Kiran:** *'When we graduated – I would have liked one of the flat caps. That would be nice.'*
- **Ajay:** *'So how to make it better in the future is get people with learning disabilities and people without learning disabilities to work together.'*
- **Jessica:** *'For me personally, having speech to text online and in the classroom. Sometimes you miss what people are saying. I know it's not always accurate but it's helpful – I can usually guess what has been said. Especially if someone says a word that you haven't heard before – you can write it down and work it out.'*
- **Baljit:** *'Maybe having it at eleven o'clock – just enough time for us to get there. It was the second term when it was 10.30.'*

Baljit also suggested a more considered use of herself as and example in sessions: *'If I knew what we were doing before, I could have explained [how to communicate with someone in a wheelchair] in a better way. Not all people in a wheelchair need the same thing – I hadn't had the chance to talk to Jaz to help him show everyone how anyone could be made comfortable.'*

Suggestions from the evaluation facilitator



- RIX Wikis to be utilised and developed to enable more independent insertion of photographs and reflective comments into the eight areas of value-experiences.
- Individual's RIX Wikis to be shared with evaluation facilitator to enable ease of support.
- Continuation of a dedicated photographer role to capture evaluator team experiences and upload to group RIX Wikis.