Feedback from Linda's Observation and my response

'you deliver a very generous amount of very interesting learning materials and highly engaging drawing tasks, such as the initial tasks given to students – such as the two early 'whole body drawing' tasks standing up - for 10 seconds - (around 13.46) and another drawing task (at 13.53) - or 1 minute. At 14.03 you introduce a task relating to "analogue to digital translation…" and organise the students into groups of three. See my suggestion 3 in relation to this.

This means that, as tutor trying to effectively deliver these materials and consistently engage students, you inevitably generate a fast pace overall. There are moments when the pace could be varied, particularly to ensure deeper engagement by non-native speakers.

you do mention that you are going through the material quickly because it is already online. However, this fast pace has implications for depth of student engagement and the overall 'message' that this sends to them and the values underpinning this, as well as the way that knowledges are produced in the class.

Attention to pace could very positively impact on the already strong structure and organisation.'

I understand that the pace can be varied, to ensure deeper engagement by students. I only have 2 sessions per Adobe Programme (Photoshop, Illustrator and InDesign) in a total of 6 Adobe Creative Cloud sessions, so I recognise that I over provide teaching materials. In the last 5 years of teaching this unit I know what aspects will be of most benefit to students but there is not time for everything. Although I place all teaching material on Moodle so all students have access to it throughout the year, I try to cover it all in 6 sessions, which is not enough.

Reflecting on this, I will ask if I can add 4 more sessions throughout the year.

'Suggestion 1: Over-providing and feeling an obligation to over-provide, often without realising that this is happening, can create too fast a pace and one-way knowledge production / dissemination, so that learning experiences remain 'transmission' based.

I'd suggest you could try varying the way that you disseminate information in order to vary the pace and allow for some slower periods within the session. For example, you could try distributing slide presentations prior to the class and task students with co-teaching with you. This could also extend to deepening the conversations you then have about the wonderful material you have provided, for example, to include discussion of EDI related values'

I am very interested in the idea of asking the students to co-teach with me. I could print the Course presentations for students, give them time to digest the contents, then ask them to think of 3 questions while I go through it on the screen and then discuss it with them.

I usually lead a drawing exercise at the beginning of each session, this is partly to allow the students time to set themselves for the sesssion aas they have been rushing to get there on time, or are maybe in another mindset. After the presentation, I could set another practical task such as scanning some of their physical work to use on a computer which would vary the pace.

Regarding EDI, when I teach the online UAL Short Course 'Introduction to Visual Communication' I spend time discussing social, cultural and gender relevance to interpreting Visual Material, such as the Himba people in Northern Namibia who see colour very differently to Western Europeans, (https://gondwana-collection.com/blog/how-do-namibian-himbas-see-colour) and visual Accessibility issues such as people with colour blindness. (https://rgd.ca/working-in-design/resources/accessability-2-a-practical-handbook-on-accessible-graphic-design) It always prompts an interesting discussion online.

Reflecting, I realise that I have complete freedom with content and structure for the online Short Course, which contrasts with LCF where I design my sessions to enable students to realise the Learning Outcomes in the Assessment Brief, which is more prescribed. I try to give the students as much help to be succeesful with regard to the formal aims, and this can mean that other considerations are less well provided for, such as a discussion about Visual Accessibility or the role of AI with Adobe in the future.

This links to the very interesting PgCert Workshop 4 in which discussion was centred around the effectiveness of setting Learning Outcomes, which I discuss in my blogpost 4. I discuss this further in my Blog post regarding PgCert Workshop 4 and review of Nicholas Addison's article.

Reflecting on this, I will bring it in to my Adobe sessions at LCF.

Suggestion 2: you could consider extending your already very student-sensitive approach by speaking with them more directly about the fast pace of the sessions and the implications on important values within education and, later on, in industry; in today's context, it is appropriate to encourage students to question the (often) fast paced fashion and design

industries, especially in relation to wider but urgent issues that these industries have very significantly contributed to, such as the impact of production on climate change. Students could be encouraged to consider whether slower pacing / varied pacing at work can be realistically and ethically connected to improving industry values.

Relating the session to Industry and wider socio economic concerns is a very interesting approach, which I will endeavour to incorporate into my sessions. The students do a unit entitled ask sae

Suggestion 3: Given the 'open-space' situation you are working in, there is scope to take the idea of bodily movement in relation to drawing, and also small(er) group work further. For example, you could encourage students to work beyond the perceived boundaries of the 'room' that they are (arguably not) in, even to the extent of taking them out of the space entirely, or encouraging them to explore the surfaces and surrounding spaces in a purposeful way. Imaginative interaction with these spaces, or with different groups of three exploring different parts of the wider space (or even outside) could be good for encouraging an explorative approach and mark-making relative to architectural space.

I encourage students to stand and use their whole body when drawing, so to use the building as an extension of their working space is a very interesting idea. As detailed in my blog, when there was no internet available I put a long sheet of (WW / MW) paper on the wall and the students drew collaboratively on it. Tutors are not officially allowed to put anything on the wall, but I do, most memorably in a Drawing session in which we stood on tables to cover the large sheet of paper!

Suggestion 4: There is much scope to increase the amount and depth of verbal rewards given to students when they verbally input in response to your teaching. This will encourage students to say more, and to begin co-teaching with you, rather than only absorb transmitted information and learning.
For example, when you say (14.19) "...does anyone remember?" a student answers and you very fleetingly acknowledge this response. There are many other instances of this. During a class it can be very difficult to remember to pause when a student responds and take time – even a few seconds longer – to encourage and 'open out' more thought and more speech on their part and also from other students. Positively affirming something – anything – that a student contributes increases all students' sense of 'safe space' and can be wonderful for improving students' confidence and self esteem. The more that students see you pause, take longer to praise student input and longer to open this out to the class the more then will be inclined to co-teach with you, effectively distributing and producing knowledges across different group members and to and from tutor, rather than only receiving pre-produced knowledges. For example, you could say something like: "That's such a good idea / point / response and there's a lot we could say about that. Does anyone other than me have something to say about this great point that (name student) has just made?" You are already beginning to do this – but the very fast pace of the session means that you lose the opportunity to use verbal rewards as a form of 'soft structure' for shaping the class dynamic and knowledge exchange.

I am often keen to keep a fast pace so that students stay focussed, but I agree that 'opening out' will help to increase depth of learning, make a space where open discussion is encouraged, and increase student confidence. In particular I like the phrase 'co-teach with you, effectively distributing and producing knowledges across different group members and to and from tutor, rather than only receiving pre-produced knowledges'. I try to do this already, but I will expand my use of discussion.