

## **questionnaire Social Justice questions**

Analogue drawing can play a significant role in promoting social justice within an educational context focused on digital communication skills, this approach is valuable for advancing equity, inclusivity, and overall student well-being: 'social justice' by promoting equity, inclusion, and empowerment. It creates opportunities for diverse engagement, reduces barriers for underrepresented or marginalised groups, and supports emotional well-being. Integrating analogue methods alongside digital learning acknowledges that students come from various starting points and helps foster an educational environment where all can thrive.

### **1. Fostering Inclusive Learning Practices**

#### **Did the drawing activity help to encourage digital activity – were you nervous of using the computer?**

##### **Bridging the Digital Divide**

Not all students have equal levels of comfort or proficiency with digital tools, often due to varying access to technology in their educational or personal backgrounds. By incorporating analogue drawing – a more universally accessible practice – students who may struggle with digital platforms can still actively participate and engage with the learning process. This helps to level the playing field, especially for those from under-resourced schools or communities where technology access is limited.

#### **Do you work analogue or digital normally (sketchbook or ProCreate)**

##### **Appealing to Different Learning Styles**

Students have different learning styles..Analogue drawing allows for visual and kinesthetic learners to express ideas and engage with content in a way that aligns with their learning preferences. This inclusivity helps ensure that students who might be marginalised by traditional lecture-based methods can find a way to connect with the material.

### **2. Reducing Barriers to Participation**

#### **Did it help you to adapt to Digital tools, what is your level of Digital Literacy?**

##### **Low Entry Cost**

Analogue drawing typically requires only basic materials like paper and pencils, making it more accessible to students from different economic backgrounds. Unlike software or devices that require significant financial investment, analogue tools are inexpensive or readily provided by LCF, reducing barriers to entry..

##### **Ease of Adaptation**

Students with varying levels of digital literacy can find analogue drawing more approachable than immediately engaging with potentially complex digital tools. This practice ensures that students aren't excluded due to a lack of familiarity or comfort with technology, fostering an environment where everyone can contribute without fear of failure or judgment.

I could emphasise more the commonalities between analogue and digital realms in sessions

### **3. Empowering Expression and Creativity**

#### **Did you find it valuable to discuss your drawings afterwards? -**

##### **Encouraging Personal Narratives**

Analogue drawing provides a space for students to potentially express personal experiences, cultural backgrounds, and perspectives through art, not just their practical experience of making the drawing.. This form of expression can validate diverse identities and experiences, fostering a sense of belonging and allowing students to bring their full selves into the learning space. When students feel seen and heard, their engagement and investment in the learning process increases.

#### **Did you appreciate the drawing activity focus on process rather than result, did it make you feel less**

## **precious about Digital work which can often appear 'binary', perfect or imperfect?**

### **Minimising Performance Anxiety**

Digital work can often be associated with a level of precision and polish that may intimidate some students. Analogue drawing, on the other hand, is seen as more forgiving and process-oriented, encouraging experimentation without the pressure for perfection. This can particularly benefit students who may feel marginalised by competitive or more technologically experienced students, promoting a more inclusive environment.

## **4. Supporting Emotional and Psychological Well-being**

### **Did you feel more relaxed to take on new Digital learning?**

#### **Mindfulness and Stress Reduction**

Analogue drawing can serve as a calming, meditative activity that promotes mindfulness. In the context of higher education, where stress and burnout can be an issue, incorporating a practice that allows students to pause, reflect, and engage in a low-stakes creative process can contribute to better mental health and emotional well-being.

#### **Safe Space for Reflection**

The analogue process creates an opportunity for students to express thoughts or emotions that they might not feel comfortable verbalising. For marginalised students who may face additional stressors related to their identities, the act of drawing can be a tool for processing experiences and reducing anxiety. Although this does not happen often, it is important to offer this opportunity.

## **5. Building Community and Connection**

### **Did you feel the Drawing activity fostered a sense of community and bonding, which encouraged peer-to-peer learning and teaching?**

#### **Shared Experiences**

When students engage in analogue drawing before a learning session, they share a common experience that can act as an icebreaker and foster peer connections. This shared creative process can encourage students from different backgrounds to connect on a more personal level, creating a stronger and more inclusive classroom community.

### **Did you find it less intimidating to speak when doing the collaborative drawing than when in front of a computer?**

#### **Collaborative Opportunities**

I structure Drawing activities to promote collaboration and group discussion. This fosters a sense of teamwork and inclusivity, allowing students to contribute ideas in a way that may be less intimidating than speaking up in a formal lecture on digital content.

## **6. Promoting Critical Thinking and Innovation**

### **Did the drawing activity stimulate creative thinking for the rest of the session?**

#### **Visual Problem-Solving**

Engaging in analogue drawing can stimulate creative thinking and innovation, skills that are invaluable in digital communication. For students who come from backgrounds where traditional education has not emphasised creative problem-solving, this practice helps develop those skills in an approachable way.

#### **Translating Ideas into Action**

Drawing provides a method for students to conceptualise and visually map out ideas before transitioning to more technical digital tools. This can be particularly empowering for students who need an intermediary step to translate their ideas into digital formats, ensuring they are not disadvantaged by having to jump directly into software-based work.

## 7. Promoting Equity

**By doing the drawing activity, did you feel that Digital work was contextualised as equal to Analogue work?**

### Disrupting the Dominance of Digital-Only Education

The emphasis on digital tools and skills in education can reflect and reinforce societal inequalities, privileging students who have had more exposure and training with technology. By incorporating analogue drawing, I can create more equitable learning conditions that recognise multiple forms of intelligence and engagement.

### Accessibility for Students with Disabilities

While some students may have disabilities that make digital work challenging (e.g., visual impairments or fine motor skill difficulties), analogue drawing can offer alternative ways of engaging. Additionally, drawing tools and adaptations can be provided to ensure accessibility, further promoting an inclusive learning environment.

### **A list of suggested questionnaire questions based on the social justice elements associated with using analogue drawing before a session on digital communication skills:**

#### Access and Participation

1. 'Did you feel that you had the necessary resources to participate in the analogue drawing activity (e.g., paper, pencils)?'
2. 'Do you feel that incorporating analogue drawing made the learning experience more accessible for you? Why or why not?'

#### Inclusivity and Learning Styles

3. 'To what extent do you feel that the analogue drawing activity catered to your learning style (e.g., visual, kinesthetic)?'
4. 'Did the analogue drawing activity help you feel more included or connected to the session? Please explain your answer.'

#### Engagement and Empowerment

5. 'Did the analogue drawing activity help you feel more engaged in the teaching session? If so, how?'
6. 'Did you feel that you had enough choice and autonomy in how you participated in the drawing activity?'

#### Emotional and Psychological Well-being

7. 'How did the analogue drawing activity affect your stress levels before the digital communication session? (e.g., reduced stress, no change, increased stress)'
8. 'Did you find the drawing activity to be a calming and positive experience? Please elaborate.'

#### Community and Connection

9. 'Did the drawing activity help you connect with your peers? If so, in what ways?'
10. 'Do you feel that the shared experience of drawing before the session fostered a sense of community in the classroom?'

#### Reducing Barriers and Accessibility

11. 'Did the analogue drawing activity help you transition more easily into the digital communication portion of the session? Why or why not?'

12. 'Did you experience any challenges related to accessibility during the drawing activity? If yes, what could be improved?'

#### Critical Thinking and Creativity

13. 'Did the drawing activity help you think more creatively during the digital communication session?'

14. 'How useful was the drawing activity in helping you brainstorm or map out ideas before using digital tools?'

#### Overall Feedback and Equity

15. 'Did you feel that the analogue drawing activity helped make the learning environment more equitable? Please explain.'

16. 'What impact, if any, did the analogue drawing have on your overall confidence when engaging with the digital tools?'

These questions can be tailored to use a mix of quantitative (e.g., Likert scale) and qualitative (open-ended) formats.

<https://moodle.arts.ac.uk/mod/folder/view.php?id=1307708>