

Transcript

December 13, 2024, 11:00AM

JF started transcription



JF 0:03

Can do both.

Can you do both?

Tasha 0:04

We use the. Yeah, I think so.

JF 0:06

Oh yeah, you can. Alright, it's working.

Tasha 0:08

We do the transcription a lot for PhD supervisions for students, so yeah.

JF 0:12

Oh, that's good to know.

Tasha 0:14

Yeah.

JF 0:15

Alright yeah so.

I guess like.

What I kind of wanted to talk to you about was.

To get your kind of perspective on the sort of research issue, I'm kind of looking at and maybe just to get some feedback or kind of next steps around it, so I can quickly tell you what the research is a bit about and then I'll tell you what.

Tasha 0:34

Right.

2.

JF 0:44

I've done already.

So you kind of get.

Yeah, you get an idea of what I've been doing so.

The research is loosely framed around the question of how to make.

Students feel more confident and included in the community of the course to bring out more diverse voices and encourage more peer based learning and collaboration.

So it's a bit big.

And you know, I've kind of narrowed down a little bit through the.

Action that I've kinda done, yeah.

So what I've I've done is, as you know like in this last kind of unit.

Again, we don't really have a lot of time to do things, so I had to kind of look at the the year, the term and I was like, OK, I need to do some actions now what? When can I do them?

What kind of points can I do these in?

Tasha 1:40

Thank you.

JF 1:42

And I had this like two group tutorial sessions left and I was like OK.

Well, let's make use of these group tutorials to see if I can do something small here.

Right to bring a bit more.

Engagement out.

So I'll show you what I did.

I'm just gonna share my screen.

Can you see my screen?

Yeah. So I did two things.

The first thing was based on this methodology called the Story Cubes and what I did was I printed out like a cube template and then I had some prompts on it and.

I was using it in a group tutorial so they all answered these prompts on the cubes and I cut them out beforehand so they they wouldn't take a lot of time.

Tasha 2:33

Mm hmm.

JF 2:33

They kinda filled them out and then we use them in the tutorial so you know one of the observations that I notice in a sort of group tutorial set in is that sometimes, like the students are just kind of waiting for their tan tan and it just feels.

Like you know, a individual tutor and you just sit in there waiting for their turn.

Sometimes they they pitch in, but sometimes they don't, but.

Kind of using this, they're kind of explored each other.

'S cubes and they could understand a little bit more about each other's projects.

And then you know, there was a bit more curiosity around things, especially for people that you know, didn't like to talk so much. Like they're kind of peers, got to understand what they were doing and what they were thinking about. And then at the end, I got them.

To group them based on like clusters of like similar ideas and thoughts.

So you see, like images of drawings here, things like that.

Tasha 3:30

Mm hmm.

JF 3:30

So that's one thing I did.

Tasha 3:33

And then what did you do with these clusters?

JF 3:35

Oh, I I took photos of them. And you know that was more like an exercise to get students to think about where they might overlap on things and initiate conversation between them.

Tasha 3:39

Mm hmm.

JF 3:48

But yeah, I took photos of them, but I didn't really do anything else with it to be honest.

Tasha 3:53

OK.

JF 3:54

Yeah. So the next one I did was kind of a bit of an iteration of that and it was a bit inspired by the stuff we done on the Dutch design week, so.

This was another group tutorial session, but this was like looking at learning outcomes 'cause this was before their submission. I think it was like the day before the submission, so I wanted to talk to them about, you know, the learning outcomes. And then I created this map of a terrain and I got all these grades on here. And then I had these flags and they could write.

Their kind of project or draw a picture of their project on the flag.

And then we went through the learning outcomes and I talked to them about the submission requirements and then each one presented their.

Earlier in video and then they first put their flag on, like the grade they thought they had at the moment, and they presented their portfolio and video. And then based on that, are you asked everyone if they wanna, like, move the flags back or forward based on?

What they presented and what they needed to get that like higher grade. That kinda makes sense.

Tasha 5:06

Mm hmm.

JF 5:07

And then we use some other flags so so that like during the session we wrote down like some points that were kind of coming up in the session like, oh, how do I site things?

What do I use for transcribing?

You know that.

Lots of things about text size in the portfolio. What you found difficult like movie formats and then what I did was I shared this throughout the progression of the day. We got all these kind of prompts and flags and I took a picture and I shared it with.

The whole my whole tutorial group at the end so that they could kind of understand common things that people were kind of missing.

Basically, so that became more of like a resource that I could share with them.

Tasha 5:46

Mm hmm.

JF 5:51

You know things like. OK, everyone was using really small font, so we were saying 14 to 16.

Seemed like a big enough size.

People forgetting to annotate things, you know, they're forgetting to reference things.

Yeah. Don't forget to show pictures of their process.

Yeah. So I'm gonna stop sharing my screen now.

So that was what I did.

But.

I kind of just wanted to get your kind of perspective now on, you know, what you've kind of seen throughout the years.

Like student cohorts working together like collaborating.

Like Shya, students who are not really coming out much.

How have you kind of like, yeah, what's your perspective on that and what's your like experiences?

Tasha 6:40

So what?

I would say John is, you know you've got an advantage here that you've got a small sample group, smallish 10.

How many have you got, 10?

JF 6:47

Hmm.

It's about, yeah, 10.

Tasha 6:51

And you know them quite well by now. So I guess that if I were you, I would try and put them into some sort of anonymous table where you could show, you know, their background before joining biodesign.

Would you say that they're one of the active members or less active? And then you could include information in here about?

How you know, did they contribute in these sessions?

Yes or no.

Because what you want to do is show evidence that this intervention you've had has had a positive, positive impact.

JF 7:21

Yeah.

Yeah. Or I think as well they were saying that even if it doesn't work, you know, you still tried something and you understand why it doesn't work.

Tasha 7:36

Yeah.

JF 7:38

And then you can iterate through the next cycle in ways in which you can get it to kind of work.

Tasha 7:44

Yeah, definitely.

And I think this is where, you know, you've definitely done a lot.

I think that you've got plenty of data to include in here.

But what you what you want to bring in is some kind of evidence of of the review process.

So you know, and that's where having an understanding of the students, because we get to, you know, we spend a lot of time with the students. We do get to know them. And you're right on a one-on-one basis, they have to, you know, communicate with us.

JF 8:00

Yeah.

Tasha 8:13

But if they're given the option.

Not to in a group setting, they do often not join in, so I guess that that's a kind of unified acceptance and I, you know, I'm sure it's not just by design.

JF 8:19

Yeah.

Tasha 8:27

I'm sure it's all educational settings.

JF 8:30

Yeah.

Tasha 8:31

So I think what's really important is for you to show which students normally contribute and which don't, and then do you have evidence of them joining in in these activities because that's what you're wanting to demonstrate, isn't it?

JF 8:46

Yeah, some more, yeah.

Tasha 8:48

I guess for the what?

What could have been nice is you got them to group themselves in the first activity and then if those groups there could have been some kind of continuation.

JF 8:56

Hmm.

Yeah, yeah.

Tasha 9:01

And maybe if you're thinking about next year and you know it could be that they self group and then those groups do another activity the following week.

So there is this.

You know they they build.

They're building their littler networks within the bigger network.

And that you can use that to their advantage as a tutor by you know, you've created these groups. You find your similarities, you find your threads of common interest.

Use it you know.

JF 9:35

This is the thing, right?

Because also, you know, I'm more involved with year two and this could have been like really good for year one when they get in to know each other a little more like you know in the beginning where you don't know who where everyone's coming from or like.

Tasha 9:47

Mm hmm.

JF 9:52

You don't know like what their backgrounds are.

You know, we kind of did that a little bit with the sort of map exercise, you know, and the the welcome day.

Tasha 10:02

Yeah.

JF 10:02

Again, remember like some people just didn't talk.

They put their sort of.

Plant or species up and then when we were like, oh, who did this one? They didn't come forward.

Tasha 10:13

Yeah, I get that.

You know, it's first day lots going on.

One thing we did this year, you know, we didn't have as much.

JF 10:16

Yeah.

Tasha 10:21

The the term was less intense than previously, and the students had more time to meet their group and to share their experiences, so they before they were given the brief, they were given their group and they were told to, you know, informally wasn't structured, but they were told.

To share a bit about their background, why they're here, the sort of projects I've done before.

And some group, you know, all groups interpret it differently, but some groups, you know, they were there will doing PowerPoints to each other.

JF 10:46

Hmm.

Yeah, that's quite nice.

Tasha 10:54

But what you have in second you know 'cause, especially with the third the cohort 31 is they don't all know each other anyway. They form their cliques earlier on.

JF 11:02

Hmm.

Tasha 11:03

It have not worked in a group project with someone you know.

They don't really know them by second year as well. So I think that these types of activities can be done at any point really.

JF 11:15

That's true.

Yeah. And like I, you know, in the after the PG cert it would be good to kind of have this as a resource that we can use as staff to kind of, you know just implement whenever we we need to.

Tasha 11:24

Mm hmm.

JF 11:30

I'm gonna talk to some of the students as well and like, chat with them about their kind of feedback on these sessions, just to understand what they thought about it.

Tasha 11:37

Yeah, that'd be good.

Did you? You know, I think what you could also include is that we as part of the assessment of these self-assessment documents that the students do to a varying degree, you know some really input a lot of energy and a very honest and really you know GR.

Themselves, whereas other students don't.

And I wonder if your activity with the map had any influence on that, like I don't know if you've tracked the data from the day.

JF 11:59

Yeah.

Yeah, I can kind of have a look and cross it with the the submissions and see like if yeah, whoever graded what I did notice though was but this might just be down to the fact that I went through the learning outcomes and assessment criteria is that every.

Tasha 12:12

Yeah, it might be nice to do.

JF 12:25

Submitted relatively on time and everyone submitted like all the things you know, the three images.
The.
Self-assessment the video.
The portfolio, sometimes these things are missing.

Tasha 12:41

Mm hmm.

JF 12:41

Sometimes they only do like two things, you know, but like, sometimes. Also students submit three or four days late, sometimes, or we just have to kind of remind them to submit. But I don't.
I don't know.
Like that probably wasn't a part of it because there were like three other tutor groups as well. And I only like.

Tasha 13:00

I think that feels like a slightly different if you're looking at submission requirements. It's a slightly different action research topic, isn't it?

JF 13:08

Yeah, it is a little bit.

Tasha 13:10

And I think you just want to make sure it's streamline and very and specific you know otherwise.

JF 13:16

Yeah, that's true.

Tasha 13:18

Yeah, I think if you want to think about your aims, which is to get students, the quieter students joining in, you know, I think you should evaluate these activities.
And.
Yeah, I think it'd be helpful to speak to some students.
But again, feel like you've done quite a lot already.

JF 13:41

Yeah, it's just kind of pulling bits and kind of, you know, doing all the other things around it now.
That's why, like I thought it it was good to kind of talk to you based on your experiences of this in in previous cohorts as well, just as some background that I could.

Tasha 14:00

I guess the way I approach it in these group settings is I actively ask people which they don't like so and I can't imagine you doing that John.

JF 14:08

Hmm.

Tasha 14:11

You know, if someone's not spoken at all, I will say, what do you think about this?

JF 14:11

Hmm.
Yeah.

Tasha 14:17

To you know, and I'm sure that it's not the best way to do it, but it does mean that you know, if people know they're going to be asked to contribute, they kind of pay more attention.

JF 14:30

But do you not think it?

Kind of stresses people out and then that leaves them like not wanting to come to these tutorials.

Tasha 14:40

Because I think it depends on how you moderate these sessions.

You know, of course they're not doing it in a unfriendly way, but it's about encouraging this.

Input and explaining you know your peers are giving a giving. So part of this network is that we all want to contribute equally.

So if someone hasn't said much, I will say you know what are you thinking? What are your views today?

And I guess that.

You know, ideally, some students just want to sit quiet and do their thing.

But this is not what we want in a teaching environment. So I think you have to think about, you know, what are the, what are the aims of this and who is it for?

JF 15:17

Yeah.

Like.

Tasha 15:24

Like, not only does it help the students, having lots of different perspectives, it helps the tutor because otherwise it's really one-dimensional.

JF 15:24

Hmm.

Tasha 15:35

I always encourage students in my lecture series to put their hands up, you know, just put, shout out.

Talk whenever, and I prefer having conversations as we go along, but that's a personal preference because then the students met with another tutor and she said they kept butting in, and I was like, I like them to do that.

JF 15:47

Yeah, yeah.

Yeah.

Tasha 15:55

Otherwise it's just so you know you're just talking in One Direction.

JF 15:58

Exactly, yeah.

And you don't know who's paying attention or like, you know. But I found, like, when I did the cubes exercise, you know, that was helpful for me because I could pick up someone's cube, and then I could be like, OK.

Tasha 16:02

No, exactly.

JF 16:12

This is quite an interesting image you've drawn here and then I would pass it around to everyone and be like I pass it to one of the quietest students and be like what? What on this cube like, you know, intrigued you and you wanna know a bit more.

About and then they looked and they were like, oh, this is a this.

Interesting. What's this about?

And then the student who drew it would explain what it's about.

So it kind of became this sort of not mediation tool, but it kind of gave it a little bit of structure and it allowed.

Tasha 16:39

Yeah. And you they had a prompt because I think that's it.

JF 16:41

Exactly.

Tasha 16:42

Often people feel put on the spot and won't know what to say, and they'll either repeat something someone else has said.

JF 16:49

Hmm.

Tasha 16:50

Or they just, you know, it's definitely a confident thing.

So I think that it seems like it worked really well.

JF 16:56

Yeah, but yeah, I guess like I'm part of this situation as well. Sometimes in, like, reviews and whatnot.

I don't know what to say.

I feel a bit like OK.

What can I say here?

That's gonna be useful for you. And sometimes I don't say much, but like I find I'm I you know me. You know, I'm a bit quiet sometimes.

I'm not gonna be like, the loudest to speak out.

But yeah, there are situations where I have to be, but I'm kind of like originally like looking at this from my own kind of experiences as a student and my own perspective.

Tasha 17:32

OK.

JF 17:35

In a way.

Yeah, but yeah, yeah.

Tasha 17:40

That's insightful, because I guess you, you know, you've been through your own educational journey, probably known what you enjoyed and what made you feel uncomfortable.

And I think that you, you do have a very you know you approach things really sensitively and if if we could look like comparing our styles, I can be much more brash and like.

JF 18:05

Hmm.

Tasha 18:06

Probably make students feel more comfortable at times.

So I think it.

You know, I I really appreciate your insight there and I guess that could be almost be like.

Your introduction that you know you're now a tutor.

Maybe you could reflect on kind of how you were as a student and these are the sorts of things that would have helped you engage more.

JF 18:29

Yeah.

Yeah, I I find that like 'cause, you know, I did that. My bachelor's at Saint Martins and then I did my masters at Goldsmiths.

So my bachelor's there was like 110 students.

Tasha 18:47

Yeah.

JF 18:47

I think I was more quieter there.

I had my own group, but I didn't really like talk much.

There were some occasions where I did, but in the masters it was a smaller group.

It was like 12 of us and we all knew each other quite well and I found myself like, you know, speaking out a lot more and like contributing because it was a subject matter that I was also fascinated about at the time.

I know it was just a bit more engaged because I knew everyone else.

Was they all kind of contributed equally, which was quite a nice. It was that environment as well. In the end of the day that kind of built that sort of confidence in me. And again this is my perspective and it's not like it's not like it would work.

Tasha 19:25

Yeah.

JF 19:29

For any other student because they have like their own sort of needs and thoughts and ways of seeing things.

But it it's kind of sometimes it's hard to know what's going to work or not.

Tasha 19:41

Yeah.

JF 19:43

You know, but I guess that's why they're making us do this sort of action stuff.

Tasha 19:46

Yeah, 'cause also it's got to have some kind of social justice or inclusion diversity thing at the core.

JF 19:51

Exactly, yeah.

Tasha 19:55

So this is where I feel like having a table might be helpful because if you know if you have it anonymous of course it's confidential within your PG cert, but you could include in it information about, you know, student background where they're from.

What their first language is, so that then you start to, you know 'cause you'll start to see a correlation.

Between who?

The loudest students are.

And then you know that's giving you evidence for why this is needed, and then the fact that on the dice on the cubes, you know, it's not all written.

You've also got some kind of visual information and that they can draw things that for students whose first language isn't English.

You know this is a then a more inclusive way of teaching.

JF 20:47

OK.

Yeah, that makes a lot of sense.

So the the tape. Oh, sorry.

Tasha 20:49

But I think I think you need to yeah. Include in your table.

You know, just qualitative data.

JF 20:59

Yeah.

Tasha 20:59

About your view as a student, are they someone who normally contributes?

Are they not?

And then how did they partake in the tasks?

JF 21:11

Yeah, based on my observations of yeah, if I made this table and I shared it with you, would you be able to like 'cause, you know, the students a little bit from year one?

Tasha 21:20

Yeah.

JF 21:25

I guess it's kind of obvious who's like not contributing or not, but like, would you be able to like take a quick glance and be like, oh, this is quite interesting.

Tasha 21:34

Of course, I'll definitely have a look.

JF 21:36

Because it's good to get more.

Kind of eyes on it.

It's not just me. Kind of, you know, putting my own bias into it and kind of seeing what I see, even though you weren't at the session. But yeah.

Tasha 21:45

Yeah.

So what I think what I think.

You don't need to shy away from and this is where the the PG cert really encourages you to approach these things head on.

And sometimes I've drafted things like for my, for the promotion application. I'd written a bit about my PG cert in there and about how mine was specifically looking at how to.

Add 2 projects and one of them was about how to make the introduction.

Inclusive to Chinese students.

It's good because we had a high percentage of Chinese students who.

There is.

Who you know often.

Just eat together initially and did their own thing.

Her advice to me was maybe don't put Chinese students. Maybe put international students, but this is where, you know, I got taught in the PG cert that if there is a specific.

Minority group that you know you can include that.

So I guess it just depends on your data and what you get.

JF 23:03

OK.

Yeah, yeah.

Tasha 23:08

So how you want to interpret it?

But I feel like you've got a lot here because what the table does is it gives you the starting point and then you can then build on from that with evidence as to how your interventions chair, you know, change their input.

JF 23:25

Yeah. And then I can kind of assess that from different viewpoints, like with the end of year show and like how the present not that like again, some of the things might be assumptions I'm making, but like you can kind of track a few things.

Tasha 23:32

Yeah.

So I got. I read a really interesting.

JF 23:42

Yeah.

Tasha 23:46

I'm gonna going back now to my PG cert, but it was about there was something about how.

Personal experience is a really valid form of data and you have.

JF 23:58

OK.

Tasha 23:58

You know you have to.

State that this is from your personal experience.

But that is undermined often.

JF 24:11

OK.

Tasha 24:12

I'll see if I can find this reference. It was helpful.

JF 24:16

Oh yeah.

Tasha 24:17

Because a lot of this, you know, we know it because we've experienced it.
But trying to quantify it can be difficult.

JF 24:23

OK.

Yeah, that, that's that's really good. But thanks Tasha.
I'm gonna turn the recording off now.

Tasha 24:31

OK.

JF 24:32

Hold on a minute.

JF stopped transcription

