PgCert workshop #1: Pedagogies (B)

Your questions arising from the presentations

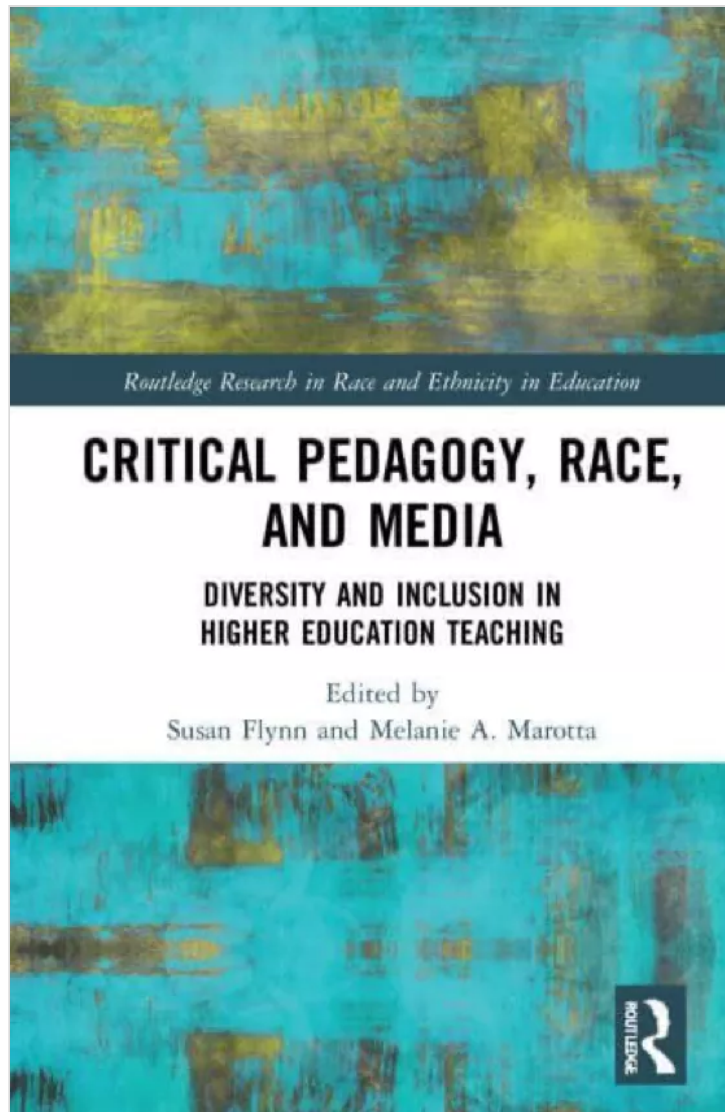**LINDSAY JORDAN**   JAN 11, 2023 09:49AM UTC

What is Diversity Pedagogy ?

What is a culturally/ ethnically "Inclusive" classroom?

What "Knowledge" do we need as art tutors to be culturally/ethnically inclusive teachers?

How can we introduce students' cultural/ethnically differences and skills
"positively" in the classroom?

We don't say "Cultural Difference" anymore. Then …. what?

Questions - Anna-Nicole - Digital and tangible learning, processes and outcomes

I struggle a lot with the rapid expansion of digital tools, processes and outcomes in my teaching and learning practice.

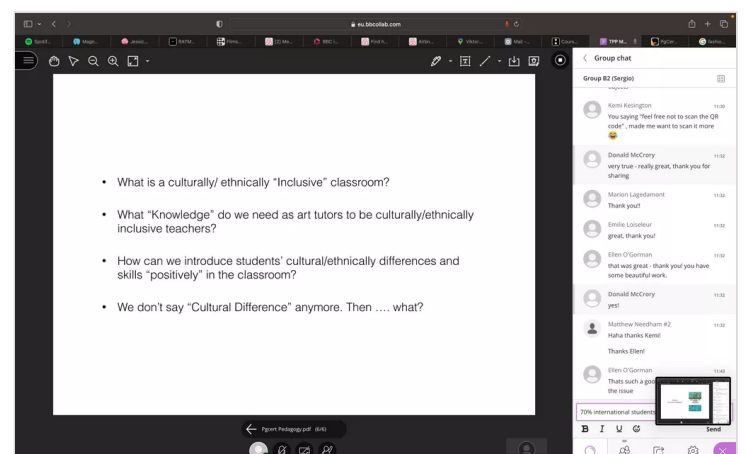My key word is 'active learning'.

Questions:
What does 'active learning' mean during a creative tangible process and what does it mean during a creative digital process?
What are the differences and is one more beneficial to us as human beings than the other

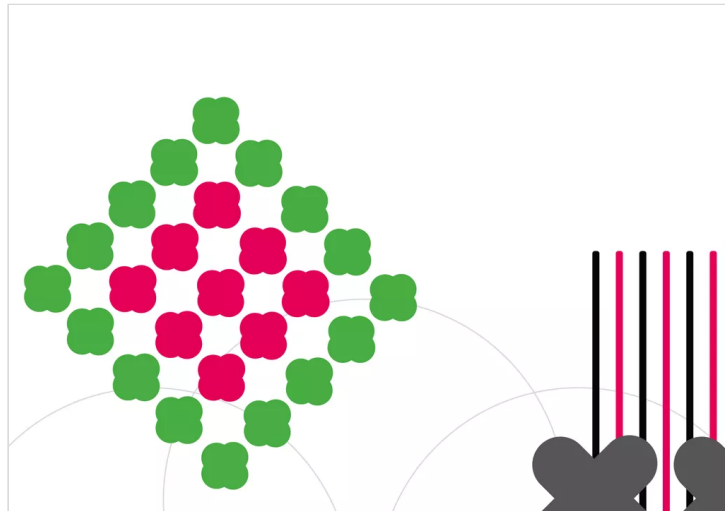How can we foster a sense of belonging for students from underrepresented backgrounds in HE?

I find this a particularly difficult facet of my job… as despite diversity in our teaching staff its not enough to just see faces that represent you in academic positions… there are other much less visible barriers that impact belonging.   — ELLEN O'GORMAN

-How do we implement engaged pedagogy in the context of an increasingly financialised arts education system?

-How do we create space for meaningful exchange between students and teachers around the need to fulfil the requirements of the course?

Reimagining-Conversations_FINAL.pdf
PDF document
WWW.ARTS.AC.UK

3 ways to speak English | Jamila Lyiscott
by TED
YOUTUBE

Food for thought from B1

How to engage with / reconceptualise silence in the context of multi-lingual learning spaces? Why are we scared of silence or hesitation?
How to facilitate student connections with industry as a form of empowerment?
How to use analogy as a tool for describing complex scientific methods?
How to consider the artist as a facilitator of social change, that itself feeds back into the learning context (after Beuys)?
How to consider the connections between facilitating community engagement spaces (in architectural practice) and learning spaces within the university?

Harris, K. (2022) 'Embracing the silence: introverted learning and the online classroom', Spark: UAL Creative Teaching and Learning Journal, (5)1, pp 101-104.

"The sheer demand to contribute on tap – to simultaneously process the question, conceptualise an intellectually coherent response, and find the vocabulary and syntactical structure with which to deliver that response – can simply be too great an ask." (Harris, 2022)

And also introverted teaching! — ANONYMOUS

How can we use phycology to aid teaching and learning practices?

Book Recommendation
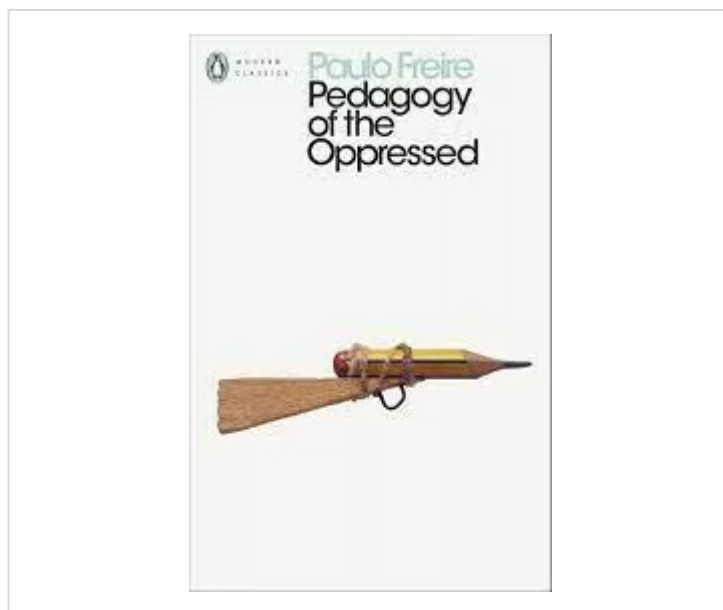
@Marion Lagedamont RE pedagogy choice - commercialisation of our courses resonates, is this inevitable?

How to address gaps in knowledge from a 'traditional' education knowledge and practice?

Joel's talk

Great stuff from Victoria Odeniyi about tutor voice, linguistics and interruptions

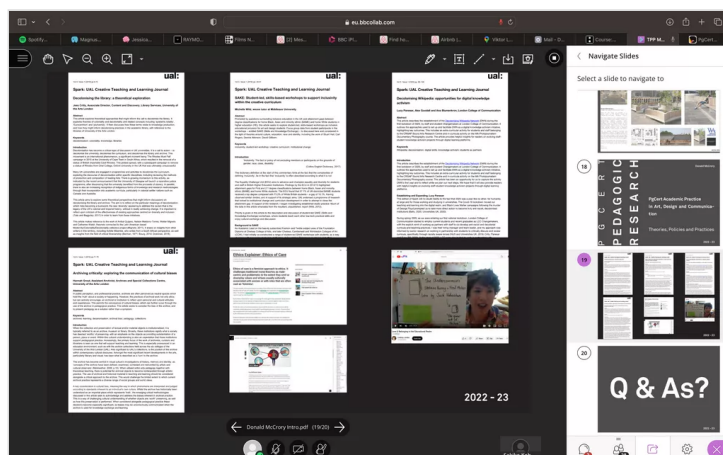Is it possible to encourage the radical change needed to tackle social and environmental injustice within a dominant structure such as a university?

E-Sinn's presentation

Some really interesting stuff about how we incorporate tacit knowledge into our teaching. My question is, do we value our tacit knowledge and expertise less because it's not "formalised" as pedagogical knowledge?

> *Hence the dense academic language ;)*   — ANONYMOUS

Question Kim Noce

How to bring happiness?

How to combine the many hat and selves with the real of the education setting and passing the knowledge to students?

Question born from other talks:

How to be truthful to the self and the experience?

How to create a different physical space?

Presentation Kim Noce 11 Jan 2023
PDF document

PADLET DRIVE

Ernesto's Presentation

Peer learning... how do we best facilitate that and arm our students with strategies that transfer to industry?

UAL offers students screenings and assessments for dyslexia and other Specific Learning Differences. Does it do this for tutors or guidance for tutors to identify with their students?

Questions - Ellen's presentation...

QUESTIONS:
•Are ISA's (in their current format) the best way to support students with learning differences?
•Why are Lecturers less well informed about students vs secondary level teachers?
•Could we have better impact if we helped to impart/lead individual learning strategies early in tertiary education?
•Are the generalised 'inclusive' teaching practices truly inclusive or just the absolute basics of good teaching?

PG CERT INTRO - ELLEN OGORMAN
Powerpoint presentation

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