

Intervention idea

- brief description of your (teaching/learning support) context for the intervention;
- brief explanation of the intervention/change, why you think it's needed, and how it relates to your academic practice;
- a brief rationale for the design of the intervention (including which readings/resources underpin your decisions);
- a brief account of any challenges you've encountered and consideration of any potential risks or barriers

I teach **illustration** at UAL Foundation course



For many students, it's the first time they enter UK education and are navigating new systems and have diverse backgrounds.

Printmaking is a key component of our curriculum.



Screenprinting, Relief printing, Intaglio,
Risography, cyanotype...

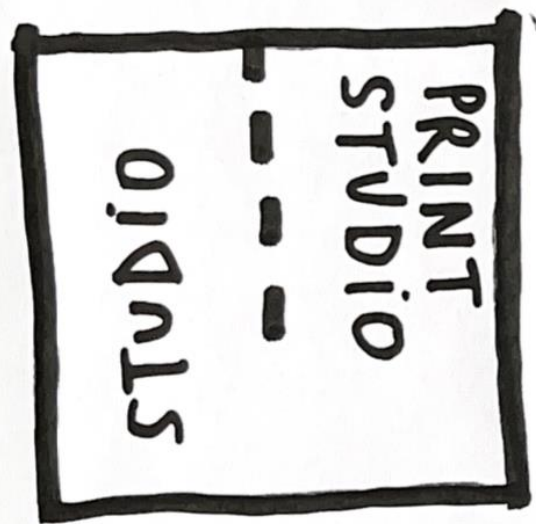
Why print?

- Image making is integral to the subject
- It has steps (sequence of learning is clear and supports students)
- Creates independence – knowledge of technical process
- Has collaboration – students support and feedback on each others work organically (peer to peer)
- Language barriers are not huge
- Students say “Its satisfying because I made something today” / physicality of the process allows students to embody the space and move around (embodied cognition: a theory that emphasizes how our physical body and interaction with the environment shape our cognitive processes, including thinking, learning, and understanding)

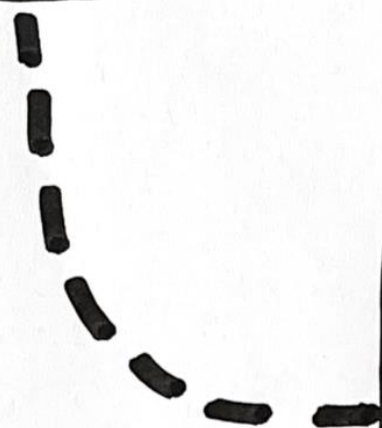


Inclusion:

- Print processes can be adapted to be accessed by students with disabilities (using “arms” to pull screenprints, risography uses digital files, use of 3D printing for plates etc)



BEFORE



AFTER

We Lost

- Collaboration / peer to peer learning
- The independence to use a process and build on their knowledge
- No visibility of print studio means students don't know what is available to them (Students don't know where the studio is, literally)
- They don't make the link between what happens in the studio and technical resources

But also

- Technical resources are difficult to access without an induction –students with previous knowledge feel confident to go and inquire (this is a barrier for learning) / students regress to things they know and learning does not progress
- They feel intimidated by unknown spaces / people
- The booking system is a mess
- The current setup favors 1 to 1 technical support rather than mass support

Communication between technical and academic staff

- Can be strained
- Roles not always clear (who does what)
- Co-authorship of projects

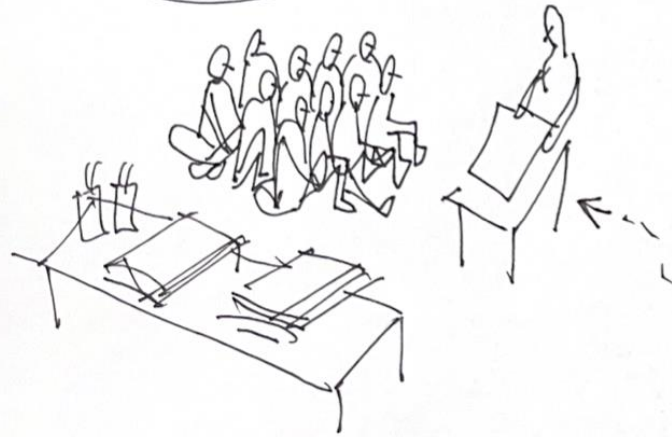
Intervention (Change I would like to make):

brief explanation of the intervention/change, why you think it's needed, and how it relates to your academic practice;

A MOVABLE PRINT STUDIO (something we want to trial next year)

- Decentralize this technical area by bringing them to other teaching spaces – branch off to reach more students simultaneously
- Adapt to the diverse needs by changing spaces and encouraging students taking ownership of space
- Visibility in college campus
- Flexibility of approaches: linking studio learning with print
- Visibility of technical staff to students
- Collaboration between technical and academic staff
- Usage of areas that are underused in college

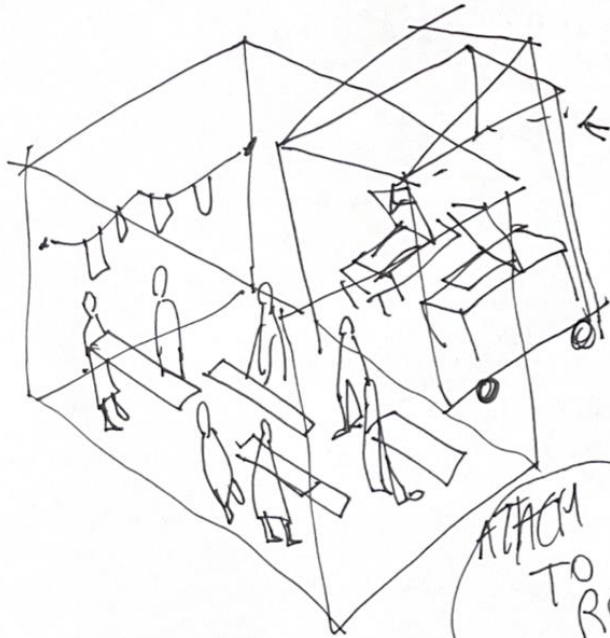
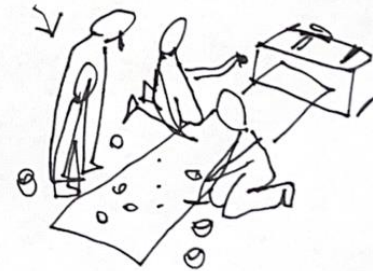
LARGE SCALE DEMO



heavy
equipment
(CANT
MOVE)



SMALL
SCALE
INDEPENDENT
STUDENT
PRINT.



ATTACH
TO
ROOM

Rationale

a brief rationale for the design of the intervention (including which readings/resources underpin your decisions);

The design intervention is a movable print studio that aims to encourage students to arrange space to their needs, take ownership, use collaboration to support each other, make print visible, make staff visible, make deeper connections between studio teaching and technical resources, make print accessible to more students, not less.

Readings / resources

- Hackathorn, J. (2011) 'Learning by Doing: An Empirical Study of Active Teaching Techniques', The Journal of Effective Teaching, pp. 45 – 60
- Bamber, V & Jones, A (2015), Enabling inclusive learning, ch 11, pp 154-168
- Embodied cognition theory

Challenges

a brief account of any challenges you've encountered and consideration of any potential risks or barriers

- Technical staff will kill me (they will make a mess, don't add to my workload, who's budget will this come from...)
- Students need some experience to use some processes alone
- How realistic is this?