Council for Higher Education in Art and Design
Membership Dissemination Event

Thursday 25ᵗʰ November 2021
9.45am – 13.00pm
Online via Microsoft Teams
#CHEADMEM

Inclusive learning, digital futures

Programme:

9.30   **Doors open**

9:45   **Introduction and welcome**
             Professor Sally Wade, Chair of CHEAD

9.50   **CHEAD Update**

10:00   **Belfast School of Art: Innovative and sector leading pedagogies**
             and approaches at Belfast School of Art
             Presenter: Louise O'Boyle, Head of School, Belfast School of Art,
             Ulster University

10:30   **Working through acculturative change: an inclusive, process-**
             led approach to online dialogic communication
             Presenters: Sian Lund, English for Academic Purposes
             Coordinator & Dr Sarah Blair, Royal College of Art

11:00   **DEAL and No DEAL: Adapting strategies for COVID in creative**
             subjects within regional restrictions
             Presenters: Dr Julie King, Deputy Dean & Huw Swayne, Head of
             Learning, Teaching and Student Experience, University of South
             Wales

11.30   Q&A & Discussion

11:50   **Break**

12.00   **From Intuition to Intention: Inclusion and Digital Learning Across Three Arts Schools**

Panel Presentation:
- Roshni Bhagotra, Camberwell, Chelsea and Wimbledon Colleges of Arts, Digital Learning Co-ordinator
- Dr Katie Gardner, Camberwell, Chelsea and Wimbledon Colleges of Arts, Digital Learning Producer
- Ania Udalowska, Camberwell, Chelsea and Wimbledon Colleges of Arts, Digital Learning Co-ordinator
- Richard Ward, Camberwell, Chelsea and Wimbledon Colleges of Arts, Senior Digital Co-ordinator
- Dr David Webster, Camberwell, Chelsea and Wimbledon Colleges of Arts, Associate Dean Learning and Teaching

12.30   **Plenary**

13.00   **Close**

Joining Instructions

This event will be held via **Microsoft Teams**. We suggest attendees join the meeting using the Microsoft Teams app.

Please click the link below to join the meeting:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_YWM1ODMxZDgtNzA4Mi00YzY4LTk4OGMtMjAxZGQwOTUxZDA4%40thread.v2/0?context=%7b%22Tid%22%3a%227f530dbc-4a95-4784-a834-5b299d838dd4%22%2c%22Oid%22%3a%22501f95fe-951f-497d-b4d1-fc937c8deac6%22%7d

We ask that attendees switch off their video and microphones during the presentations. Two sessions will be using video as part of their presentation, please ensure your internet connection is strong to ensure a non-interrupted stream.

About the event

Inclusive learning, digital futures

"There are ... a larger number of art and design students studying within higher education who have disclosed disabilities. The overall number is 9.5% of the entire student population and it is around 16.7% of students who study creative subjects".[1]

The pandemic has brought the challenges of creating equal access to higher education into sharp focus. Experiences of the digital divide vary widely, and acknowledging these differences is essential to informing interventions and support for both faculty and students. Armed with this experience and lessons learned, universities have a shared responsibility to apply what they have learnt amid the pivot to online learning, to address inequalities and advance access and inclusion wherever possible.[2]

The key publication *Inclusive Practices, Inclusive Pedagogies: Learning from Widening Participation Research in Art and Design Higher Education*, edited by Bhagat and O'Neil, argued that genuine widening participation in Art and Design required a radical change in culture in which all participants in HE will need to participate and show a lead.

- Are we reaching that point yet in HE? Can the sectors experience through the COVID-19 pandemic, with rapid advances in digital technology, be exploited to optimise improvements?
- Can we expect to see the culture of creative education change in response to the innovations as a result of the rapid shift to digital learning?
- What can we learn from CHEAD members responding to the inclusive and digital challenge?

Session Descriptions

Session 1

Belfast School of Art: Innovative and sector leading pedagogies and approaches at Belfast School of Art

Louise O'Boyle, Head of Belfast School of Art, will share practices & innovations as a result of the rapid shift to digital learning/engagement. This extraordinary

---

[1] (Equality Challenge Unit 2014b, p. 70, p. 90). Equality in Higher Education: Statistical Report 2014: Part 1: Staff. Equality Challenge Unit.
[2] How can we use digital technology to address inequalities in higher education? July 2021, The Association of Commonwealth Universities

global context has been met with innovative and sector leading pedagogies and approaches from Belfast School of Art staff, with the active involvement of their student groups throughout. This work has been passionately driven by a collective endeavour to sustain a meaningful and a high-quality student learning experience in the most difficult of circumstances. Through a nurtured staff peer learning environment and the creation of open forums for the sharing of ideas and experiences, many of those 'new' practices have been kept and others adapted. In the pursuit of ensuring inclusivity and digital literacy throughout this period the greatest change/impact has been to working relationships among staff and the role of the culture and leadership of the school in enabling a supportive environment in which this type of evolution can occur and thrive.

Session 2

Royal College of Art: Working through acculturative change: an inclusive, process-led approach to online dialogic communication

Sian Lund and Dr Sarah Blair will consider inclusive education from the perspective of social and experiential inclusivity through communicative and interactive learning. By highlighting the importance of dialogic and negotiated learning in Art and Design, they will consider how communicative skills have been affected by the move to online learning during the pandemic. They will demonstrate how discreet elements of all forms of communication can be identified and re-imagined in an online environment – from written group interaction to individual, asynchronous verbal contributions.

Alongside the transformational processes of dialogic learning, they will introduce an acculturation process of transformation in order to demonstrate what participants might be experiencing when they move between educational, cultural and professional contexts and what effects these might have on learning.

Session 3

University of South Wales: DEAL and No DEAL: Adapting strategies for COVID in creative subjects within regional restrictions

Huw Swayne and Julie King will consider how the University of South Wales developed Digitally Enhanced Active Learning (or DEAL for short) a framework,

training, and online resource to support staff in moving to an online learning environment. USW co-designed platforms and delivery mechanisms that would support learning, without compromising course learning outcomes and the demands of future employment landscape.This presentation will cover the strategies and operational transformation that arose from working with local factors in Wales, with a highly mixed economy of learners, to those subject to digital disadvantage / poverty. It will review the very real challenges and mitigations to pedagogies, technologies and practice at USW and will look at a current picture of recovery, transition, and further transformation.

Session 4

UAL - CCW: From Intuition to Intention: Inclusion and Digital Learning Across Three Arts Schools

Through a team panel discussion Camberwell, Chelsea, Wimbledon (CCW) Digital Learning (DL) team will discuss the role of digital learning in promoting inclusivity through fostering best practices, staff development, review and evaluation, consultancy and day-to-day supportive dialogue with Arts course teams.

CCW Digital Learning team will describe the response to the urgent move of all courses to online delivery, changes to curriculum practices, the challenges of this process and the resulting inclusive learning opportunities. The team will also consider the subsequent review and evaluation, the ambition to cultivate a collaborative network and the recommendation around a new set of frameworks that centre equity, accessibility, anti-racism and student agency.

Biographies for all presenters can be found on the event webpage:
https://chead.ac.uk/events/inclusive-learning-digital-futures/

We'll be using a padlet to record thoughts pre, during and post the event:
https://rca.padlet.org/sianlund1/vffjrqkjhv40i7ra