

## Focus Group 2 – 11 Dec

### PGCert – Action Research Kattriona Beales

Transcribed using Adobe Podcast Transcription software via UAL license.

To help my understanding of this text I have highlighted some relevant passages.

Highlight colour	Comments or discussion about...
Text	Live captioning
Text	Building Community
Text	Sharing Student work
Text	Affect
Text	Mentimeter – difficulty of anonymity
Text	Redacted student names as per the Ethical Action Plan and Participant consent forms.

#### Present:

Initially 3 students, with 2 later arrivals, all participants who volunteered from the larger student rep group and took part in Focus Group 1. All 5 signed consent forms. All participants are female and use she/her pronouns. 2 are international students with English as a second language. In alignment with the Consent form or student names have been removed from the transcription.

Transcription:

00:00:00

KB: Okay, so this is the second focus group just thinking about the, uh, year meetings and what we've done this term. And, uh, there's three, three of us, three students plus me present.

So, um, basically, I just wanted to I've got some initial responses from the questionnaire that I sent out, but I was hoping that I'd do it in the lecture in the year meeting on Monday, but we kind of ran out of time. It was a lot. We had a lot to get through, didn't we, in that meeting. So I've sent it out as a as a set of questions and there's been some responses. I've only had fourteen so far. So if you haven't done it [looking at computer] oh, there's been fifteen. If you haven't done it, if you could, that would be really helpful. Um, but so far, uh, what's quite interesting, there's some things that quite interesting that have come up. I'm just keeping this up [the laptop with teams meeting link] in case [redacted] joins online.

KB con: [sharing computer screen and feedback from questionnaire] But um, so in terms of like, do your meetings help develop a culture of inclusion and belonging community? So far, it's pretty evenly split between yes and unsure, but there's no one saying could do but don't. And no, which is what they were saying previously. If I go back to the other one, um, it's quite interesting. This for me. Oh, no. Could you. Yeah. So before the yes percentage is about the same, but the there were nos and could do not currently before showing. So that to me is kind of quite positive and interesting.

[talking about the size of the font on the screen] Um is it possible is it too small. It's like tiny. Absolutely minute.

Um, and then um, some of them wrote some thoughts on this.

um, “when there's a lot of practical things to get through there isn't much time to do anything else. But when there's a balance, more time elsewhere, seeing work is really nice and makes you want to share.” Um.

“Student events and sharing a group encouragement, short tasks, and group projects make it fun.”

Um, “At times, yes, they're often confusing because the unit requirement requirements might not be explained understandably.” So that's something for me to continue to think about.

Um. Ah, okay. So that's a nice point. “As well as the helpful briefing and sharing work of others, I get to see my friends from last year's tutor group, which I think is important, especially since I'm not good at maintaining friendships and connections.”

So “just having everyone in the same space, um, I find it very helpful to start every week together with everyone. Very accessible way of interacting with other people especially if you have a limited social battery provides a good structure to the course in my opinion. I like the fact that it's the same format and same time every week.”

Um. “I think it does these things for me as a social person, but individually I'm not sure since I know not everyone enjoys being active in a larger group.” That's a very thoughtful response.

Um, and then someone saying “maybe more additional UAL opportunities to foster community outside the course”. That's quite an interesting point.

Um, yeah.

And then this is quite interesting. So I went through the things that we have been trying out in the meeting.

KB con:

So live captioning regular; slot for sharing student work; having a strong visual identity; inviting guests to represent different facets of Chelsea; making time for questions; option to do plasticine modelling; using digital interactive tools and karaoke. And you can see here. So the dark brown is the very effective. So you can see that people like using mentimeter people like questions, people like guests slot for student work, and live captioning is probably the most popular, even though the transcription is a bit dodgy. [laughter] Throws up some interesting things. Sometimes I turn around and I'm like, hold on, I really didn't say that.

Um, yeah, I don't know. Is there anything on this that you want to comment on or any thoughts you have more generally on Year meetings and what's worked?

One thing that I kind of included as part of the sharing student work was the videos that [REDACTED] and [REDACTED] made. I thought that was really brilliant.

any have you got any.

J: Oh, I feel like, um, the sixth one, the having a plasticine modelling and like,

KB: it's like right in the middle split, isn't it? Yeah. Some people are really into it.

J: I had a friend right next to me who really liked the clay. Like. And she started making sculpture into your meeting, and, like, she was really into it, so she forgot all the info (laughter) that she had so much fun at the same time. So I think there is gain and loss.

Yeah.

KB: Yeah. And I think that's, that's really to do with different like, um, learning strategies. Like some people, if they're like a kinesthetic learner having something to fiddle with can really help them focus. But if you just get really sucked into the making and you're like, and you're in your own little bubble, then yeah, maybe I'll pass you by. And for some people it's like a bit meaningless because they're not. That's not how they work. Anyway. Um, so that doesn't surprise me that that one's sort of quite polarized, but it's very evenly split, isn't it? So far.

L: Um, I think a lot of people talked about the karaoke. I know it seems like a bit like not, but a lot of people are people like, enjoyed it in the sense of like they were talking about it and that was fun.

KB: Yeah. Do you think we should? I mean, [REDACTED] is hysterical and is sort of kind of been emailing me saying, can we do it every week? And then she was like, and I said to her, well,

it might be a bit much. She's like, what about every other week? And I'm thinking, yeah. Maybe once a month.

Yeah.

But I think there's something about levity for me, because there's a lot of some of what we're talking about kind of can feel serious or whatever. Um, and some of the logistics are tricky.

L: I have to say, like, I really did enjoy, like, [REDACTED], um, poem. Like, I just thought, like, also the other people that came up, I can't really remember or not, but I always like. It's really nice to see.

KB: That was amazing, wasn't it? That was really kind of a powerful moment. And she delivered it so well.

L: Yeah, yeah. I just think that's really, like, cool. Yeah.

KB: What do you think, Iris? You're nodding.

I: I'm thinking about, um, that, uh, building that thing and, um, what? You're doing that thing, even though, I don't know, I don't heard about that somebody. It was good because it's kind of like changing the atmosphere, um, through that way, and.

KB: Yeah. I mean, [REDACTED] is the only person who's come to me and said, I want to share my own work. Um, I would really like more students to do that.

[Students arriving late] Hey, [REDACTED]. No worries. It's so nice to see you. I'm very impressed you guys came. So thank you. [REDACTED] what an amazing outfit.

J: Thanks.

KB: So good.

J: I've been wearing it for three days now.

KB: Oh, really?

J: Yeah.

KB: Once you hit on a good one, it's hard to take it off, isn't it?

J: Yeah,

KB: well, it also looks very cozy, so I understand why.

J: Layers.

KB: Um, so we're just talking about the, like, reflections on the year meetings over this last term. And it'd be great to hear your perspectives on what's worked and what hasn't.

V: I think I filled in the, um, questionnaire.

KB: Oh, perfect. Thank you. We've been looking at that a little bit.

V: Yeah, yeah, I was on a video call just before I got here.

KB: Oh, where you?! Sorry. (laughter) I left it running in the background. Oh, there we are. Well, you're all here now. I didn't hear you join. That's very funny. Oh, just to say, I am recording this, but it will be anonymized your contributions, so hopefully you can speak freely. Um, yeah. So any thoughts? Or we would. Maybe it'd be good to talk a little bit more about the videos that you guys made.

J: Yes, I don't... The reaction was good, I think. I don't know, I couldn't make it in there in the morning because I was like trying to, I was literally editing it to the last minute. Um, it was fun to do. I just hope it helped people. Someone asked me if they could watch the full video, so I sent them a link to it. But yeah.

KB: Um, I thought it was one of the best introductions to student reps we've had. Like, it was very memorable. Um, it seemed like really, you know, dynamic and energetic and. Yeah. And you seem to have people, I'm comparing you to last year, but people are quite proactively contacting you about things.

Group: Yeah

KB: Um, so I think there's a sense that people know who you are, which is good.

V: True. I found that it's also good to, like, introduce yourself to people sometimes and just be like, "I'm a rep, by the way". Mhm. Um, just with people you already know because like, I mean not everyone goes to the meetings or you know they could, they could have missed it.

KB: Um, yeah.

V: But I found that like just introducing myself as a course. Right. Because I had people approach me.

KB: Yeah.

V: About issues like that.

KB: That's brilliant. Thank you. Um, [REDACTED]. I mean, they obviously take a lot of time making those films. The one here, that was a massive piece of work, wasn't it? It felt like an artwork as well. Thank you. Is that is that part of the language of your work as well?

J: Yeah. Yeah. For sure. Okay. Like caricature type stuff. Yeah. Mhm.

KB: Um, well we have a regular slot for sharing student work. If you would like to share one of your artwork films in the

J: okay

KB: in the year meeting, that would be lovely. I was just saying how, um, we were talking about [REDACTED] poem when she... Where you, if you were there for that year meeting? She performed a poem and it was very. It was quite powerful, really. But she's the only student who's sort of come forward about sharing their work. So just to put that out there, if you guys would like to share something you're in the process of making or have made, that would be lovely.

V: I'd really loved to but the issue is that a lot of my work isn't very, um, like it's not video based work. It's I do sometimes, but like really most of my work is like sculpture, painting, drawings, things like that. Just pictures of it.

KB: Yeah, pictures of it.

V: But then I feel like it's not as engaging...

L: I feel there is a variety of people. I feel like it's fine.

V: Yeah,

L: because I still would find that interesting to look at, you know, like I see it on Instagram a lot. So like that's good. But like if I wasn't on Instagram then like I would still want to see it.

V: Okay. Um, yeah.

L: Like you don't like, this is my work. Like, it's so cool just to see it, like.

KB: Yeah, I think it's thinking about how to stage it in that context. Maybe it's like you read a paragraph of something alongside the image,

V: like a mini orchestra, basically, or like like introducing a specific artwork. My whole practice.

KB: Yeah. Yeah, I think you'd have to... I was thinking about it more in terms of like a kind of maybe a text that by another writer that interests you, that speaks to you some things that you're interested in, which people can listen to whilst they look at your work, I don't know. Rather than it being kind of this is, you know, the artist talk format is going to be quite specific, can't it? Um, yeah, I don't know. Something to think about.

V: Yeah.

KB: But generally, are people positive about trying to encourage those kind of contributions? Do you think it's important?

Group: Yeah. Yeah.

The fact that, like someone's come forward to share their work is a really positive thing. Yeah. And that there's been, like, a range of different things. And so, um, I think overall for like for, like for the student, um, work is like possibly the best thing about year meetings or aside from the obvious, like the fact that it introduces and kind of sets the schedule for the week. Um, um, the most important thing, like academic wise.

KB: Yeah, I mean, it's that kind of function of it is essential, you know, like, um, and I don't underestimate how important that is in terms of, like, grounding people in a sense of what's going on. Um, so that kind of mechanism has to continue.

Um, but yeah, in terms of like inclusion or like I'm just thinking about that word a bit like how we develop like an inclusive community. Have you got any thoughts on that something things that have worked well. things that we could improve.

V: A thought I had is about sort of like discussions and things like turn to your partner and discussing them. I think, um, a lot of people tend to sit with people they know. Um, so the other thing I feel like is very positive is when people talk, like across rows, um, just with people like above and below, because that kind of I mean, it's a difficult thing, obviously. And you don't want to say, like, you have to do this because a lot of people like, aren't that sociable. Um, but like, I've found that when I have done that with people, it's really like introduced me to more people that way. Um, and I feel like that kind of encourages people.

KB: Yeah.

V: Um, so I think maybe it would be a good idea to sort of like saying, like, you know, talk to the person next to you, maybe like, talk to the people around you, kind of like, yeah. Opening up the option to do that.

KB: Yeah, sure.

J: Yeah. I feel like it's, um, on the individuals, like how they feel. And I feel like a lot of people can be antisocial, but just having it available, like the option.

KB: Yeah.

J: And, like, encouraging. That has helped.

KB: Um. What? I mean, it's really interesting to me, this kind of anti-social tendency. What what do you think that's about?

V: I don't know Just like in art school in general, it's like a lot of people just don't like talking up. And it's not that they're antisocial. It's not like they don't have friends or anything. It's just being in such a public space. A lot of people find it difficult to speak up. Yeah. Um, I don't know. It's like I see that in art school more than anywhere else. It's really weird. I don't really know what that's about.

L: In what sense like in the Lecture halls?

V: lecture halls and tutorials as well. And, um, like seminars, like a lot of the time within my tutor groups, even like across two groups last year. This year, even on my foundation course, it was just like I found that I was pretty much like the only person speaking up. Um, um, so I don't know how you could encourage people to talk more. Um, like, you can't force them into this room?

KB: Yeah. I mean, we sort of try and have, like, a non-oppressive pedagogy. So at any point people can leave, you know? So it's not like it's not school. We don't, we're not here to trap you. Trap you into learning. Um, yeah. But it is interesting because I think at the same time I get students coming to me, not they don't come, they don't set out to come to me and say, "I'm lonely", you know, but they'll come and talk to me about something else. And then quite often over the course of the conversation, there'll be a moment when they're like, "yeah, I'm a bit lonely". And I'm like, okay, like, that's kind of sad. Because you're in this environment where you have people around you all the time, but there's very high incidence of anxiety, social anxiety and loneliness. [group sounds of agreement] So like if we can provide some kind of context in the year meetings where there's like a little warm feeling that can overspill in some way, [group sounds of agreement] you know, but I feel like it's a kind of tacit intervention.

V: I think what I found as well is really good about like, like good spaces to socialize within. Chelsea has been like exhibition private views and like the like open studios, places like that, because they really do introduce me to more people that I wouldn't usually talk to just through, like being able to see their artwork.

Group: Yeah. Yeah.

V: Um, so I think maybe what, maybe a good thing to do as well, to be encourage people to share, like sketches and process works as well.

KB: Yeah,

V: because I think it's intimidating to show like final pieces. But yeah, maybe as well to create like a little compilation, like a collage of sketches and small works like that from a group of people.

KB: Yeah, that would be nice. Um, I'm still quite excited about this art fail idea that, you know, I think [REDACTED] was at you suggesting. I think it was. I think it might have been Joanna. [REDACTED]. Where you've suggested, you know, maybe we share the fails as well. And I think that would that is also really that could be really fun. But again, I suppose kind of intimidating. Maybe I need to be like, this is the shittest thing I ever made. And next week we're going to be showing your artwork. So send your submissions in. [lots of laughter]

V: Maybe an idea for like specifically after Christmas would be to encourage people to share like, like like Christmas art projects like maybe if people made, you know, gifts for people that are like on projects or if they.

KB: That's a nice idea. Best homemade Christmas present. (laughter)

Group: Yeah.

KB: That's cute.

J: Yeah. Um, I thought, um, during the private view, like, I feel like, um, there's still so many people that I still don't know in my course in my year. And, like, I feel like I only know half like, even their work and studio. And the fact that, like, from year two, like, our studios are kind of scattered, so we don't really get to like, see other's work and progress as well, like compared to last year because like we, I just like whenever I wanted to see other's work, I just like walk around the studio and I was able to see all of it.

KB: Yeah.

J: And and like, I met these like, new people and then like, approached and like, oh, how do you pick? Like, their work was so interesting and like, I wanted to say like, oh, I want to visit your studio, like, one day and like. But I couldn't because it was so crowded. So maybe like, we could have, like, just as in there's in UAL there's a buddy up program if you kind of like a little studio visit kind of network, you know, like have like profile, I don't know, profile, just like have a bit of a info like I work on this and like and then we can like ask like, oh, can I come to your studio like for like five minute, ten minute and then like we could go each other's.

KB: Yeah. I mean, that would be so lovely. And maybe we could like, like studio chats.

J: Yeah. Like we that's something that we could sort of. We'd be best if you organized it and I, I sort of say, Jean's got this new idea. If you want to do studio chats, email her, you know, like, and you can build a little group that's interested in it. That is like a kind of

J: yeah...

KB: I mean, shit crit is sort of around that idea, but obviously it's facilitated by a tutor. And I think that creates a different dynamic where if it's like peer led and it's like you're all on an equal footing, and also you don't have to sort of talk in a way that's there's like a member of staff listening, you know, you could have much more. You have different types of conversations. You can talk about whatever you want, you know. Um, um, yeah, that might be lovely. Yeah, yeah, I'll write that down.

J: I don't know if the, like having my email to contact you. Don't you know, I'm not sure about your email. No, no, I mean, like, if that's the best way to communicate. Okay. For like, body up and visit

L: I think a lot of people also just talk over social media to have like, yeah, like social media accounts can link that as well as your email. Um, it's a bit, sometimes it's a bit more like a like quick contact than email.

KB: Um, maybe we can think about it and sort of start something in January, like come back to it in January and see how you feel.

J: Yeah,

KB: maybe we can just start with, like a show of hands in the year meeting. Who's up for some studio chats this week? [REDACTED]'s going to be organizing a little rota and people just put their hand up.

J: So yeah (unsure laugh)

KB: I'm throwing this back to you, [REDACTED]. Do you see that? Um, well, the reason that I'm doing that is because I think, um, there's something dynamic about things that come from you, you know, that in a way, is not me doing something for you guys. Um, there's, like, a different dynamic at play then if I'm putting something on. Whereas if you're self-organizing something, it's got an energy that is more... peer.

V: It's a little bit more casual. Yeah. Yeah. It's less intimidating.

KB: Lovely. And then, um, this idea that. uh, was that home made Christmas presents?

V: Well, either that or just sharing, like a, like, art project that people made over winter.

KB: Yeah. Because it's really interesting to see what people do like after they, you know. Yeah. Some people are like amazing at knitting.

V: And I'd really love to see stuff that goes like outside of fine art, like. Mhm.

KB: There is no outside. Yes. (laughter) Yeah. Yeah I hear you. Um, [REDACTED], one of the techs has shown me these really beautiful leather journals that he's making for his, like

handmade books he's making as gifts for Christmas. And I was like, it just made me feel like. [REDACTED], it's so nice. Um, yeah. Okay. Amazing. Um. Uh.

Let me have a look. I had written some questions as well when thinking about today. Um. Hmm. Yeah. So these are the things we tried out. The live captioning, the regular slot for student work. Oh, I missed out the dancing. We did dancing, didn't we? That was kind of. What did people make of that? The movement?

V: People were a little bit reluctant at first, but

KB: yeah, I did get some post-it notes saying, this is cringey.

Group: Laughter

V: I did enjoy it. It's a little bit awkward at first, but...

KB: it is kind of like I'm kind of immune to cringe. Guys, you gotta you gotta realize this about me. I've been embarrassed so much in my life, I'm no longer embarrassed.

KB: Um, okay. Strong visual identity. All that I mean by that is somebody asked me what I meant by that is just that, you know, this kind of purple image being on the Moodle, being on the slides... It's like for me having, like some kind of grounding that is like, this is the Year Two space. It helps me make sense of information because I think very visually, but it doesn't always work...

V: I find it very helpful.

KB: ...It's not the way everyone communicates. So um, and then kind of having guests in. So, you know, it's not just a weird name on an email. You kind of know who I think there's certain people are in their college who are underutilized. Like Siobhan, the librarian, who is amazing. Um, yeah. And then the karaoke. We talked about the plasticine we've spoken about a bit. So just what your reflections are and what worked well, what do you think the most, you know, in terms of like developing this sense of like an inclusive community and and belonging? What do you think has worked the best? In the context it's a work in progress...

J: Students sharing work.

KB: Yeah. Students sharing work. Yeah. Any other thoughts?

V: I think the introduction of the student sharing is what really helps establishing who someone is and introducing them to their practice. But sometimes, you know, you see someone that you don't know who they are, and it's also just great for future projects to kind of keep in mind, like people who like, um, yeah. So I think just the introduction of

[REDACTED]. Obviously not like introducing her, but like, for example, like [REDACTED]'s um, poetry comes to mind. Like, you know, I'd seen her around, but I didn't know who she was until that particular.

KB: Yeah. Yeah. It was really gutsy as well, wasn't it?

V: Um, yeah.

J: I mean, I liked, um, [REDACTED] doing the introduction video for all of us because I feel like because we put ourselves out there, you know, and like everyone, it was kind of like that kind of made this space. It felt different, I guess. Um, because, yeah, I just I felt less embarrassed just being there, you know?

KB: Yeah. That's interesting to reflect a bit more on, um, would you generally feel embarrassed about being there?

J: Um, like, I, I'm usually like, before when I was here before or whatever. Um, I, I literally would not enter a lecture theatre if I was like five minutes late. I would literally just, like, stand out there and be like "pants" And then I'd leave. But, um, now I don't care. I'm just like, I can just walk in. It's fine, you know?

KB: (celebratory) Hey!

J: Finally.

KB: What do you think that's changed. What's changed for you?

J: Um, I think it's just because I grew up as well, but I just don't like. I don't do anxiety anymore, and it's just like anxiety. Bye bye, you know. Mhm. Mhm. Yeah.

KB: Yeah. And is there anything... Sorry you guys maybe if you want to answer the question as well because these guys have and the question was about what do you think has worked the best in terms of this developing a more inclusive community and a sense of belonging.

I: Um I think the better than the last thing you said. Yeah. And I do have an idea, but I think it will make people uncomfortable.

KB: So you have an idea for something to do?

I: Yeah, yeah, kind of, um, like, you can, like, uh, like movie theater. You know, we have got a lot of see, and maybe, like, each people can get like, a number and then they will know the people more.

KB: So move the seats around.

I: No, no. Move. Right. Kind of. You get a number and you will see the number. Maybe there's a number. Stick on the seat and they can go to see and maybe the sitting around. Yeah. It's yeah it's different with different people.

KB: Yeah. Because people kind of get a pew. Yeah don't they. This is my seat in the lecture theater. It's quiet. And then they kind of. Yeah, maybe there's something kind of reassuring about that as well,

I: True...

KB: but I've thought about that kind of something similar before about being like, come on everyone stand up, swap to the other side of the room, pick a new seat. (laughter)

I: But yeah, yeah, because people always feel like, um, very safe when they're sitting with someone they already know. And, um, I know it's very hard to jump that circle outside. Oh, yeah. Like a safety circle. Yeah.

KB: The safety circle is a lovely phrase. Yeah. And it's like, how do we keep the safety circle so people feel safe, but they still aren't, like, it's not like a safety bubble, you know, like where they don't. It's exclusive.

I: Yeah. True.

KB: Um, do you have any thoughts?

J: Um, I really like all these emojis and visuals that you use on your side image. I like and, like our very first, our very first meeting of Year meeting like you had this mental health page.

KB: (Laughter) the happy rainbow. Yeah, yeah yeah, yeah.

J: So fun and engaging. Like in a way that, like, it's we're not really giving a pressure for us to do anything like to make anything. But just like looking at it, it was like more comfortable fun.

KB: Yeah. I love that feedback. Ben hates my emojis. Whenever I give him slides he like strips them all out. He's like, this is deathly unserious. And I'm like, that's the point. (laughter)

Um, so we have this funny kind of stand off about, um, but also I'm interested in the kind of blurring the divide between high and low culture anyway. So it's like quite an intentional thing for me to do, to bring in these kind of like, yeah, let's talk about Deleuze and let's also have a little emoji cat, you know, like try and sort of problematize that a bit.

V: Mm. Like just engage in engagement. Um, maybe not serious, but like, you know, not everything must be serious. Mhm.

KB: Well, Deleuze is quite unserious as far as I'm concerned sometimes. Well it depends how you. I don't know. Yeah. I think sometimes we get into this sort of, uh, serious vacuum of like intensity and...

V: it's really intense enough, like, you know, it's like I'm paying so much money to be at university. I want to have fun.

KB: Yeah. And I think also kind of joy is the basis of courage as well. Like, everything's... lots of things are really difficult and grim. Um, so how do we navigate that? You know, do we have an obligation to just be miserable all the time. Or how do we, like, navigate? Kind of like being alive, in a space where things are difficult and they're horrendous. Horrendous things are happening. Like, how can we acknowledge that? And then also still have a space in our lives where there's some goodness or joy or fun or.

V: Yeah, if I'm honest, I think like within Chelsea, there's enough spaces for like criticality and like, I don't know what to do. You know, your thoughts and your life and your process and whatever. I think that like mundane electrician like maintain like an overall positive tone. Mhm. Because it's like, you know, I don't want to come in like first thing on Monday and be greeted with like grimness. That's that's quite demotivating. So I think yeah having like a, like a light hearted tone really like benefits.

KB: Yeah I feel I mean that's kind of how I feel like You've and also many of you are juggling a lot of pressure externally, like some of you have got huge responsibilities and you know, a lot of pressure pulling you in different directions. And like we have to kind of, I don't know, find a space where we can navigate that together. And I don't know that being all I don't know. Yeah, I think a bit positivity goes a long way.

Okay. So um, you've got some there's some ideas here about things to integrate into your meetings moving forwards. Um, one thing we haven't spoken about much is the live captioning, which is one of the things that people most positive about. Um, I know the transcription can be really dodgy. Is that my phone? Um. Uh, I think it might be yours. Um, are you getting - jeans popular she's got all the messages. Um, yeah. And, uh. but people seem to really appreciate that. Have you got any thoughts on that or?

V: I think they are like really positive. Um, even if they're slightly, like, inaccurate notes, it'd be better if it were really accurate. But, um, even when they're slightly inaccurate, like the visual stimuli can be combined. Sorry. Combines with you speaking like my brain can comprehend it a bit faster and, um, yeah, a bit more accurate. And it's also nice, like if you

say something, I immediately forget it. I can look back to the captions and remind myself, especially for making notes.

KB: Yeah. Do you like if you watch, like, Netflix or whatever with the subtitles on?

Some: Yeah.

L: No

KB: No you don't?

L: because otherwise I just read the subtitles and I don't actually look at the movie, but that's just like, I feel like that's a bit different because it's like cinema and cinema. Um. I like your serious voice, though.

KB: Um, yeah. Because I, I think it's also to do with different way different brains process information because I'm a visual thinker. For me, seeing the text like I always watch the telly with the subtitles on where I can and if it's live telling, they don't have subtitles. I'm like. It's pointless. (laughter)

J: Um, but yeah, I'm kind of interested in that. Yeah, I because I'm not a English like a native English speaker. Sometimes I even when I'm like talking to like people who are British and like have a dialect. I wish there is a subtitle when I'm talking to them, like casually and like having the whenever having a lecture or Year meeting, like having a subtitle really helped me a lot. Like I think it would apply the same for other like foreign study abroad students as well.

KB: Um, yeah, I think it's been because the motivation started off because we've got a deaf student on the cohort. Um, and that's something that to help as an access support thing for them. But actually I actually, I think there's been a lot of positivity coming about it from international students who've got English as a second language. And I think we'll definitely keep that. Yeah. And anything that hasn't been great or we need to improve on or. Yeah. And then we'll finish it used to just run out of the theater. Yeah. There's nothing we can do about that.

KB: We could just rip out all the chairs and go completely punk. (laughter) Just destroy the lecture theatre at the end...

J: that's the end of the research.

KB: Yeah. That's right. The conclusion of the research is we need to destroy the lecture theatre. (laughter) Excellent. Yeah. Yeah. No, I agree, the architecture of the space is tough, and it sets up a dialogue as well, where there's the expert and the audience, which is not that helpful.

V: But a lot of people just don't really like engage. And the conversations there are. Mm. But I, I don't know maybe, maybe there needs to be more things like handing out post-it notes. Like I remember when you handed out post-it notes, like, obviously you got a lot more responses than you had. Yeah. Maybe like, for questions or like things that require, like, a lot of audience participation, like, yeah, encourage other people to speak or to hand out post-it notes.

KB: Yeah. And they're Mentimeter thing, I mean, it kind of went way off piste in some ways. Um. I was a little bit like the thing that actually kind of really struck me about that was the person who put on there a joke about Epstein...

V: that was really out of order.

KB: I was like, this is deeply like offensive on numerous levels. Um, like, I don't mind institutional critique at all. I think a lot of it's really valid, but the idea that someone would make a joke about a sex offender was really not cool. I don't know, that sort of was like that point when I was like, okay, this needs to be moderated. And I didn't think that would be the case, but that that kind of raised, that raised a lot of questions for me about what people think is acceptable as well. I was like, okay,

V: I think it is the fact it is anonymous. Yeah. Obviously no one would raise their hand and say that out loud. So I think it's worth having post-it notes and like a physical, like there's a little bit more like thought put into that, you know. And also it's not to say it's traceable back to people because obviously no one's gonna trace it back to you. But the fact that it's handwritten,

KB: I think it's a measure of accountability, isn't it? And I think I'm going to keep using mentimeter. But what I'll do is make sure that it logs people's name because I think there's a measure of accountability.

V: Yeah.

KB: Then, you know, like where that and that's the same with like online trolls, you know, like it's enabled by this kind of mask of anonymity, which somehow it kind of enables different modes of behaviour, doesn't it?

Group: Yeah.

V: Um, like slightly unrelated, but sometimes I see people like being online trolls, but they do it on like their public accounts. And then someone goes and like their school and emails them like, this is what they're doing online.

KB: Yeah. I mean, people's thought processes sometimes are really extraordinary. Um, but also it's like the distance between like... Uh, I think sometimes things become kind of cartoonish through, like, being circulated. So Epstein's become some kind of joke figure. Epstein. But like, you know, um,

V: University lectures are not the place for those jokes.

KB: Well, it's like, uh, if you think about that being a real set of people that he was like one of the most prolific kind of sex offenders and targeted minors, you know, like the whole sort of parameters of it.

V: I mean, it was obviously like incredibly dehumanizing jokes that are just generally inappropriate to make.

KB: And the majority of the audience are female and the majority of women have experienced some kind of sexual assault. So you think there's some something like some wires going amiss here? (awkward laugh) But I think the, the, the thing about accountability and like, you know, we can set it up so that it's logged at source, but not on the screen. You know, like so you're still kind of giving people a space where they can speak freely. Because I think anonymity is actually really important in terms of enabling people to express what they really think. It's just sometimes what they really think is like, I'm like, oh, okay... I don't know. It's just quite interesting. Um, but yeah, that's the that's kind of one of the only things that I've, I don't know, it's interesting to talk about that with you.

Okay. Any last thoughts or anything we haven't covered?

On a personal level, I just want to really thank you for your input. It's really, really helpful for me. And I want to thank you for all the work you've been doing in student reps as well. It's amazing. So really appreciate that. Really appreciate you. Hope you have a brilliant winter break. It's very well deserved. So we love you guys. Um, and I'll stop recording now.