

Katriona Beales, 2nd Year Leader BA Fine Art, Chelsea

I am...

- intersectional feminist
- academic and insider in a position of authority
- artist and outsider
- student and learner
- mother
- trade unionist and community organizer
- neurodiverse – dyslexic
- emerging as a postqualitative researcher



Postqualitative “knowledge-making [is] an open, affirmative, joyful and political practice... a matter of response-ability to the world’s aliveness.”

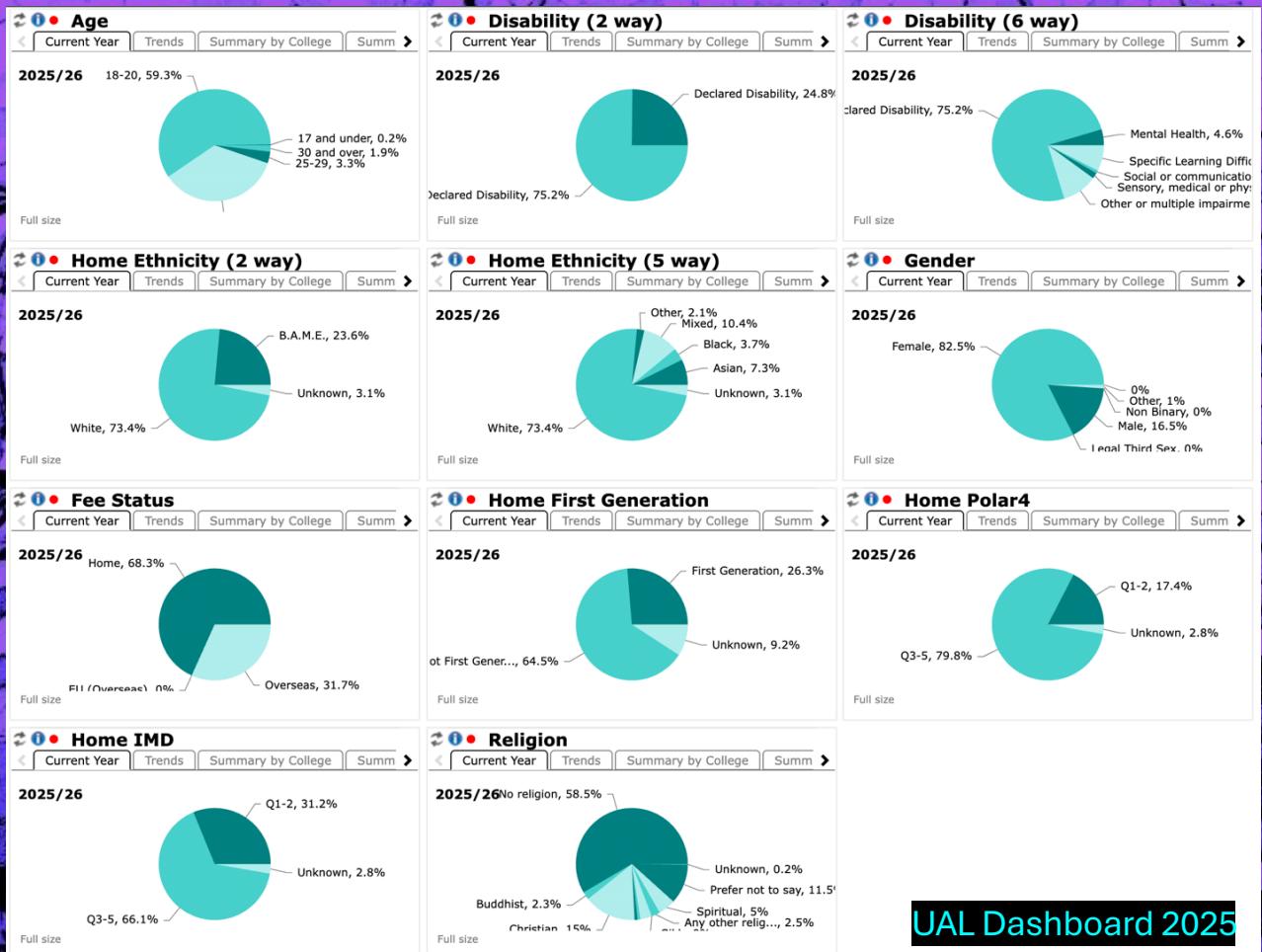
Murris (2021) p.39

Action Research Question:

How can a weekly Year meeting with a large cohort develop a culture of inclusion, belonging and community on Year 2 of the BA Fine Art at Chelsea?

See Blog post: ARP 1 and 2

Context: BA Fine Art Students at Chelsea



UAL Dashboard 2025

94% are under the age of 25
25% have a Declared Disability
32% are Overseas Students

Of our Home Students
26% are from the Global Majority
26% are the first generation studying at university

Large cohort: 172 students in 2nd Year

Whole cohort Year meetings in Lecture Theatre

See Blog post: ARP 2

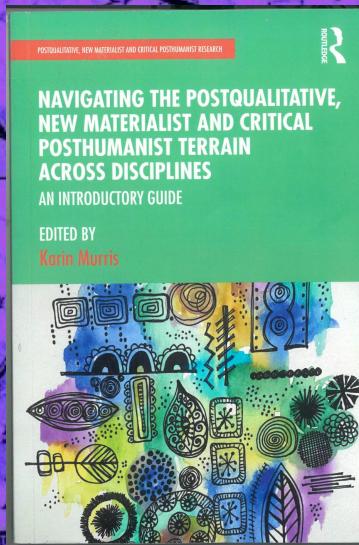
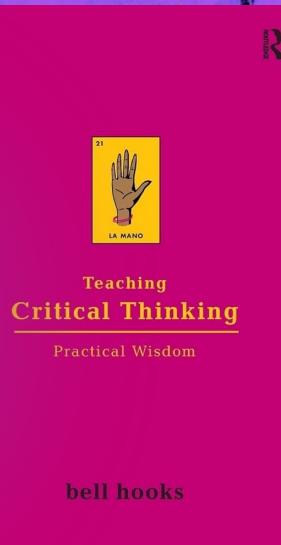
Why the Question?

How can a weekly Year meeting with a large cohort develop a culture of inclusion, belonging and community on Year 2 of the BA Fine Art at Chelsea?

Clear relationship between belonging and mental health in HE

“...the sense of belonging in higher education is an important determinant of both psychological wellbeing and academic success.”

Allen, K. et al (2024) p.3



Neo-liberal formulation of HE

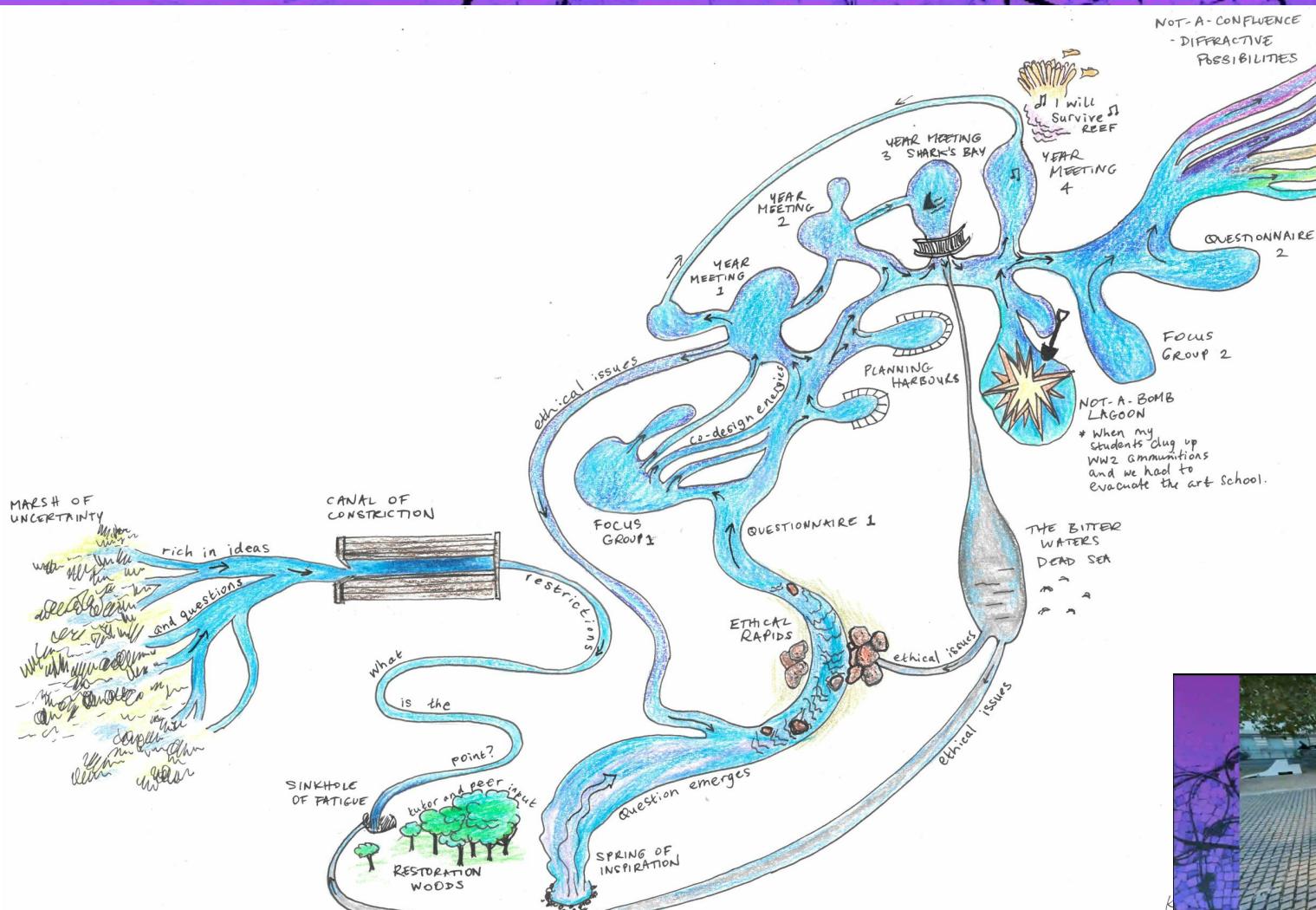
“The ideal type neoliberal subject is... orientated toward survivalist competition... This produces a space of hierarchy, competition and individualism through the eradication of spaces of solidarity, care and community.”

Motta (2013) p.27

“In all honesty if I wasn't on the course, I may avoid some of the community activities. Not because I'm mean spirited or undervalue others' contributions but I have shy tendencies with low self esteem and worry about being a burden. The ability to develop a community is important to me because as I do it, things become less intimidating, less stressful and to take this with me after my schooling is important...”

A student response to the Questionnaire 1

See Blog post: ARP 2



River of Experience Drawing of my ARP, after Iantaffi (2011) Denicolo (2016) and Howard (2024)

Summary: Methods and Non-Methods

- 2 x questionnaires
- 2 x focus groups
- Testing series of interventions in 4 x Year meetings: 3, 10, 17, 24 Nov

Ethical issues:

- unexpected methods: student video
- Use/misuse of Mentimeter

Also: World War 2 Munitions

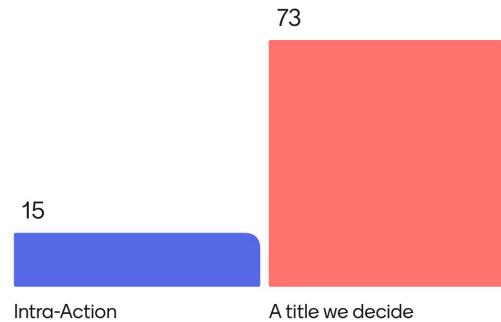


Still of student video

See
Blog
post:
ARP 3

17 Nov slide 1

What shall we call the Collective Exhibition?



Mentimeter

17 Nov slide 2

Ideas for titles for the Collective Exhibition:

and 30k version is amazing
dan and phil head launch da pro65 this is depressing
打卡就走谁会听闻啊 running out of time movements in space
chaotic, trump is gay, phan is real get me out of here
eclectically, turn off, i want to refund, billy budd, **the exhibition**
yippee art, release me, exhibitions
yippee art, shared grand exhibition, **yearning peep show**, **light**, **epstein**, **island**, **noise**, **willy willy**
chief kieff, tyranny, morbidity, forever 67, no, **united**, dih, **6730k tuition**, **date**, **epstein**, **island**, **no 67**, **tomato**, **ben dog**, **sechs sieben**
situationship, horro story, fih, forms, **i want a refund**, foh, **help**, **exhibiting**, **refundable**, **ul white party**
the sum of our masses, free john park, kai cenot, **you**, **espresso**, **etc etc**, **ja es ja**, **to be continued**
2poc never died, pilot episode, **бездаботица**, **exhibitionism**, **where we are now**, **bozo**, **ba ba ba**
can u leave please, vision, mr 3-0-5, is dead, **blind leading the blind**, **chaos**, **fat sweaty god**, **non arl**, **没人去**
what is 67, **potato**, **gummy chunge**, **michael jackson**, **everyone**, **godam phl**, **i like the refund version**
bob ross, **situationships**, **i want to a refund**, **john parkina**, **i been in the trap**, **person and people**, **the best show ever**
yassified john park, **the age of collaboration**, **pre degree show**, **the best is cow**, **anarchy is the key**
今晚上有冇人去winterwonderland, **вергини дениги**, **awwwwh hell noooooooohhwo**

Mentimeter in year meetings

Effective tool for mass engagement.

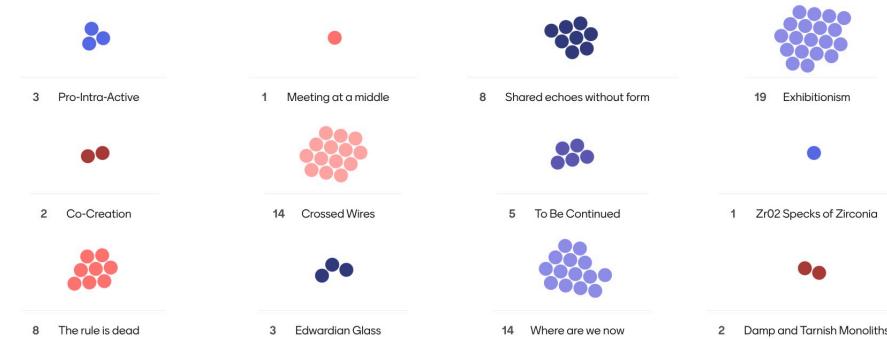
Consider:

- Careful framing of question
- Dynamics of anonymity
- Pre-moderating contributions or making them traceable

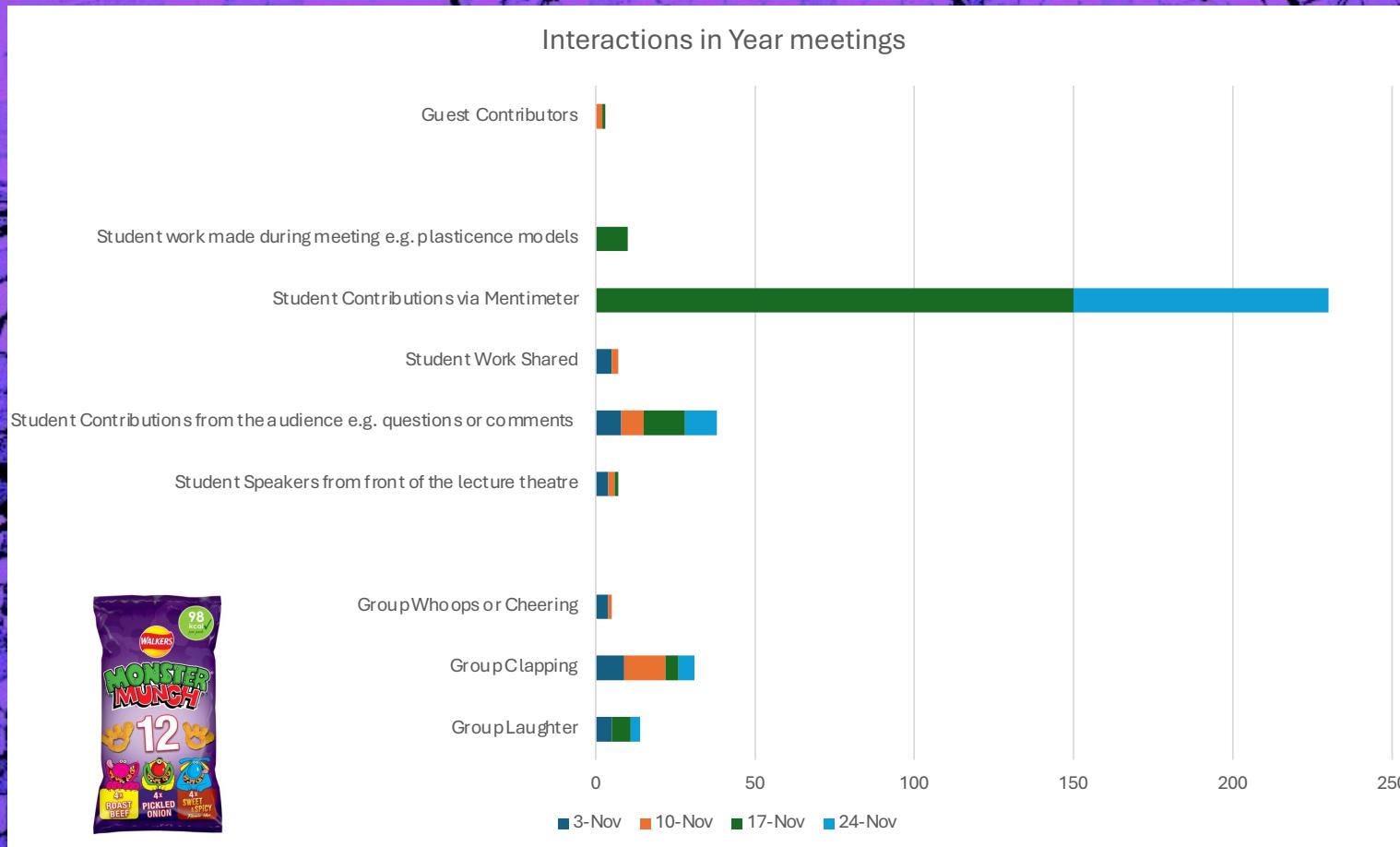
See Blog post: ARP 4 Humour cuts both ways

24 Nov slide 1

What shall we name the Collective Exhibition?



Observations of Interactions in Year meetings – analysis of Panopto Recordings



Rosi Braidotti –
Ethics of Joy

Decided to count
group whoops, claps
and laughter.



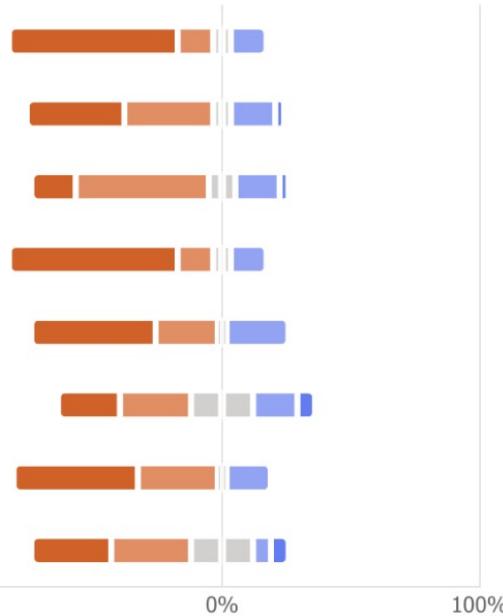
See Blog post: ARP 3

Questionnaire 2 Q3

3. Over the last term, I have trialled the following methods in the Year meetings (see list below). Please indicate how effective you feel each has been in terms of making positive contributions to developing an inclusive community: (0 point)

● Very effective ● Somewhat effective ● Neither effective nor ineffective ● Somewhat ineffective ● Very ineffective

Live Captioning



Regular slot for sharing student work



Strong visual identity



Invited guests representing different facets of Chelsea e.g. library staff



Making time for questions



Option to do plasticene modelling for those of us who think with our hands



Using digital interactive tools e.g. Mentimeter so lots of students can input



Karaoke



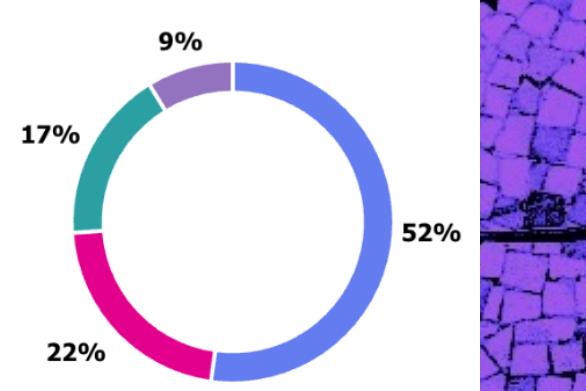
"Sometimes even when I'm talking to people who are British and have a dialect I wish there is a subtitle when I'm talking to them... like having a subtitle really helped me a lot."

See Blog post: ARP 3

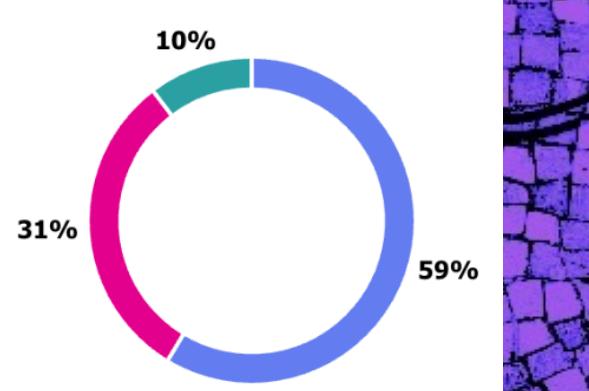
Overseas Student in Focus Group 2

Questionnaire: Comparing answers to the same question, Oct and Dec.

Q. Do Year meetings help develop a sense of community or belonging on the BA Fine Art?



Q1Q1 - Oct



Q2Q1 - Dec

- Yes
- Unsure
- Could do but don't currently
- No

Positively, the number of students who answered 'no' to the Q1 dropped from 9% to 0%, relating to a corresponding increase in 'yes' responses from 52 to 59%.

See Blog post: ARP 5

Emergent Themes and Diffractive possibilities

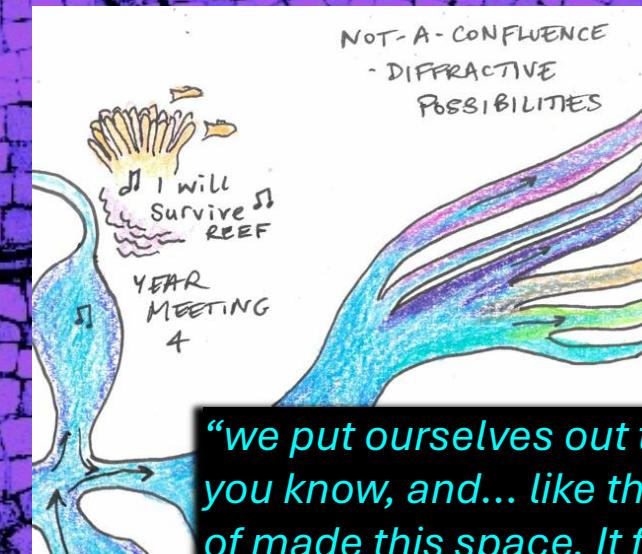
> Live Transcription

> Humour

> Students need support to share work

> Mentimeter (with care)

> Continuing to experiment e.g.
seat lottery to get out of the “safety circle”



“we put ourselves out there, you know, and... like that kind of made this space. It felt different... I just I felt less embarrassed just being there.”

Home Student in Focus Group 2

I care...	
	confidence
	beyond
	future.
anonymous	
	comfort
	to
	help
	feel seen
anonymous	awareness
	.
	I value knowing
	In all honesty
	I care

I care...	
anonymous	beyond
	my own boundaries.
	motivate
	stronger sense
anonymous	i can meet
	home
	learn
anonymous	less alone
	more a part
	rare
	community
	If we lose
	community
	how much more our humanness ?

Data Poem using student responses to Questionnaire 1, Q4. Complete the sentence: "Developing community on the course is important to me because...."

See Blog post: ARP 5

BIBLIOGRAPHY

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BLOG LINKS:

ARP 1-5

<https://kbealespgcert.myblog.arts.ac.uk>

Questionnaires

<https://kbealespgcert.myblog.arts.ac.uk/2026/01/15/arp-questionnaires/>

Observations from Year meetings

<https://kbealespgcert.myblog.arts.ac.uk/2026/01/15/arp-observations-from-year-meeting/>

Focus Groups

<https://kbealespgcert.myblog.arts.ac.uk/2026/01/15/arp-focus-groups/>

Mentimeter

<https://kbealespgcert.myblog.arts.ac.uk/2026/01/15/arp-mentimeter/>

River of Experience Drawing

<https://kbealespgcert.myblog.arts.ac.uk/2026/01/15/arp-river-of-experience-drawing/>