**Case Study 2 Planning and Teaching for Effective Learning**

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**Contextual Background**

How to provide teaching for a creative Art and Design subject which should be ideally studio based when there is no access to the studio is a constant challenge in BA Fashion design. Students in my pathway have certain projects which are not studio based due to issues with lack of space for student numbers, which means there are proportions of time when there is no studio access.

The challenges of creating a peer group community who can support and also question and learn from each other’s creative practice is a key element in art and design education.

**Evaluation**

Fashion design is a creative and technical 3D subject and also requires a constantly active conversation between 2D and 3D processes. Students feel part of a community where they can all share the excitement of the live creative process when in a studio environment. If students are only seen in individual tutorials, they are more in isolation hearing feedback only relating to them and they are missing the peer learning where they can see how other students are approaching the project brief, and also they don’t benefit from the opportunity to hear other student feedback which can also be really relevant and relatable to them. Being in a tutorial group allows the student to receive a more varied tutorial session. ‘Maximising Student Learning Gain’ by Graham Gibbs, a chapter on Improving How Students Learn, there is a relevant point made, stating, if a whole cohort works harder, then whole cohorts learn more and gain higher marks. The use of group tutorials to generate higher quality work and class contact and student engagement are closely linked.

**Moving Forwards**

Following a workshop exploring the Aims of Education, we explored categories within the educational process on the Miro interactive board. My group decided on exploring areas around Thinking - Doing - Emotional and we discussed the many aspects within these key areas of focus.

The diverse similarities and meanings attached to Education are all relevant and varied but can be attached to different interpretations according to the context of how education is seen to be beneficial in different viewpoints and when applied to a specific set of criteria. Self Expression, Community Engagement, Self Actualisation, Freedom, Communication Skills were some of the key points within the categories. This discussion was really valuable in affirming the positive effect of small peer group tutorials and how this can create a positive learning experience.

We also examined 2 documents and compared them.

UNESCO Futures of Higher Education Project 2021 and QAA Subject Benchmark Statement: Art and Design 2019. The similarities we agreed were teaching and learning concerned the ability to communicate in a range of formats and that staff and students create a community of practice as partners.

The key areas of focus from the documents were Empowers/ Informs /Creates Better Futures/ Promotes Autonomy and Critical Thinking/Addresses the Interconnectedness of all Entities on Earth/Contributing to Better Futures for all by 2050/Focusing on Connectivity Improvement and Critical Reflection / The Capacity to be Creative/Intellectual Enquiry/ An Ability to Conduct Research in a Variety of Modes/The Capacity to Work Independently, Encouraging Resilience and Self Determination/Skills in Team Working/An Appreciation of Quality and Detail

The importance of inclusivity and community spirit in a learning environment is one of the main areas everyone agreed on. The environment within the PG Cert workshops is a great example of how this works. I feel fully supported by students and tutors which creates a strong feeling of a like minded community coming together in each session.

My aim is to continue to build create supportive peer groups who can present work outside of the studio environment and feel part of a dynamic creative learning experience.

I will explore further the challenge of non studio learning and consider mixing the students in tutorial groups differently with each project to allow for students to experience more diversity in their learning opportunities and to be able to gain more knowledge from the creative process of the varied group collective and individual presentation skills.

References

Maximising Student Learning Gain , Graham Gibbs 2015

QAA Subject Benchmark Statement: Art and Design (2019)

UNESCO : Futures of Higher Education Project, 21st February, 2021