**Case Study 01 – Knowing and Meeting the Needs of Diverse Learners // Creating Aspirational Learning and Inclusivity**

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**Contextual Background**

**I have 2 roles within my practice. I am a Pathway Leader and also aTutor.**

**As Pathway Leader and tutor, I do not teach first year when students arrive on the course, as they have designated first year tutors. I only teach students from second year, so I set a project in the Summer term in between first and second year to introduce students to the structure and expectations of second year, and which also entirely represents themselves and their creative intentions.**

**Introducing expectations and the required Learning Outcomes also encouraging the freedom, openness and innovation required to answer the questions within the brief is a challenge to constantly evaluate and address.**

**Evaluation:**

**When students arrive in 2nd year, it can be a shock to learn how the course content is quite different to first year, with more demanding projects, Industry collaborations, visiting tutors from Industry and high the expectations of attainment leading to portfolio building and presentations.**

**Second year projects are demanding and challenging to reflect the levels of ambition and achievement that students need to reach before internship year. The aim is to allow each student to build their own personal identity to achieve individuality and strong personal branding. I send out a holiday project brief during the Summer holidays to the BA Fashion Design:Communication students before they return to their second year of study.**

**As I have very little knowledge of the student achievements in first year, this gives an opportunity for each student to introduce themselves and present their individual responses to the brief.**

**This brief demands a visualisation of personal obsessions, creative activism and intentions within the design process. It aims to highlight the importance of self expression, student background and history, heritage and personal stories, that is both original, unique and personal while creating a strong focus on the importance of sustainable approaches.**

**Aiming for more inclusivity, project brief structures follow the  5 assessment criteria of UAL which are Enquiry, Knowledge, Process, Communication, and Realisation and which in turn relate directly to the Learning Outcomes. I also set out to allow complete creative abandonment and forward thinking as well as considering carefully planetary boundaries, sustainable approaches and re-using, non waste of materials.  Students are from diverse backgrounds and varied learning experiences so bringing students together in groups helps them build a supportive community and allows them to learn from each other.**

**Moving forward:**

**Considering inclusivity and relatability of the project brief and how it might be perceived and realised by a diverse learning community, we need to focus on many aspects. Where there are no known prescribed or factual outcomes envisaged at the start of the learning journey, the engagement in learning is a process of discovery and spontaneous creation by all individuals.**

**The brief has several aims:**

**1.     Identifying the contemporary issues that influence design.**

**2.     Considering a new, original, and innovative idea that challenges opinion and promotes self expression.**

**3.     Asking why do we continue to design fashion in a world where we don’t need any more clothes.**

**When planning the brief, I consider contemporary issues and events, and how this could impact fashion narratives, because fashion pre-empts, follows and embodies possible creative developments in the future.**

**The students spend some time out of the studio and not working in a group environment, so this can create a non realistic situation which does not reflect how the Fashion design industry usually works within a team structure. The studio environment remains the ideal social space in which to work and learn. Students working on problem solving as a small community encourages peer learning and team building.**

**Thinking about what I have learned on the PG Cert so far with group workshops, discussions and interactions, which are really informative, supportive  and insightful, the brief would be more beneficial and more inclusive for students of varied skill sets and diverse learning experiences, if a part of the requirements created an opportunity for group interaction and shared problem solving in a supportive environment, to produce work as a collective that had mutual learning opportunities for the whole group.**

**I will consider developing a targeted group workshop relating directly to the questions set out in project brief around original thinking, creativity activism, social justice and sustainable approaches. This would encourage supportive and aspirational values within the group working environment where everyone is inspired to achieve an outcome from a series of shared responses.**

Orr, S, & Shreeve, A 2017, Art and Design Pedagogy in Higher Education : Knowledge, Values and Ambiguity in the Creative Curriculum, Taylor & Francis Group, Milton. Available from: ProQuest Ebook Central.

https://canvas.arts.ac.uk/News/98397/embedding-climate-justice-in-the-curriculum