

Exploring online Teaching & Learning Spaces (an audio enquiry)

John Jackson
Educational Developer
Teaching and Learning Exchange

ual:

Digital Learning Spaces - an audio enquiry with academic practitioners.

Rationale

Academics respond well to being inspired by examples of 'real' 'Teaching Enhanced Learning' (TeL) practice. Collecting short case studies of use and posting them openly will provide a pool of inspiration which will help to move practice into digital spaces where appropriate.

The case studies are designed to elicit the 'learning design' thinking behind the use of 'Teaching Enhanced Learning' (TeL) and to contextualise the value of the incorporation of digital spaces. In this way they are design-first, tech-second in emphasis. The case studies will be organised to highlight the modes of use or learning-design rather than the discipline to encourage cross-disciplinary inspiration.

Why an 'audio enquiry'?

Immediacy

Interviewee ease

Straight forward

Flexible

Discussing Digital Learning Spaces

Teaching & Learning @ UAL

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Developing Research as an Academic Practice

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In conversation with:

[James Swinson](#), Course Leader for Research Pathway in the [MA Academic Practice in Art Design and Communication](#) & [CSM Research Students Tutor PhD Supervision](#).

Teaching and learning themes: research; developing a research profile; developing a research portfolio; communities of practice.

Course name; level: [MA Academic Practice](#); Research as an Academic Practice Unit (now - [Introduction to Practice as Research - Elective Unit](#)).

PAGES

[Context](#)

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[Developing Research Skills](#)

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Digital Learning Case Studies

[Case Study: Sharing & Showcasing Work](#)

[Case Study: Developing Research Skills](#)

[Case Study: Research & Reflective Practice](#)

Digital Learning Case Studies



An advertisement for SoundCloud Go. It features a woman in a black jacket and white pants jumping over a silver car. The background is a city street with a sign that says "BROADWAY JEWELRY ART". The SoundCloud logo is in the top left. Text on the left says "SoundCloud Go From Top 40 to the Underground. On the Tube or off the beaten path. Get an expanded catalog offline and ad-free, for 30 days on the house and £9.99/month after." There are buttons for "Sign in", "Create account", "Try it free for 30 days", and "Learn more". A "Restrictions apply" note is at the bottom right.

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Question 1

“What are your aspirations
for your course?”

Question 2

“How does the course design support these aspirations?”

Question 3

“What benefits have come from taking this approach?”

Question 4

“Any other thoughts / reflections?”

Interviewees:

Criteria

Preparations

Logistics

Examples

Foundation Diploma in Art & Design



Degree preparation courses

As well as the Foundation Diploma in Art and Design, we offer other short courses and preparation programmes including some designed specifically for international students.

Browse our [Course Finder](#) to learn more.

Foundation Diplomas in Art and Design are a route into practice-based undergraduate study at University of the Arts London (UAL).

To be considered for a practice-based undergraduate course at UAL, you usually need to have a strong portfolio. Our preparatory courses are one way for you to develop the skills, experience and body of work needed for further study.

The Foundation Diploma in Art and Design is a year-long course giving you the opportunity to explore various art and design disciplines, experiment with a range of materials, methods and approaches, and build a portfolio of work.



[Direct link to podcast.](#)

In conversation with:

Georgia Steele, Programme Leader; Tim Meara Curriculum Co-ordinator

Teaching and learning themes: research skills, reflective practice.

Course name, level – [Foundation](#)

College – Central Saint Martins

Student numbers – 600

Digital Space(s) used and discussed: [Workflow](#)

Key quotes: *“we quickly recognised the potential (of Workflow) as a space for critical practice and writing ...”* *“now pretty strong evidence to support more international students getting higher grades now because of the ways in which they are now working ...”*

POSTGRADUATE DIPLOMA DESIGN FOR VISUAL COMMUNICATION

Gain practical skills and expand your knowledge of design principles, research methodologies and theory with this postgraduate diploma. Explore visual language, typography, colour and information design through set and self-initiated projects. This full-time course offers an intensive vocational route into the graphic design profession and can provide a portfolio for further study at postgraduate level.

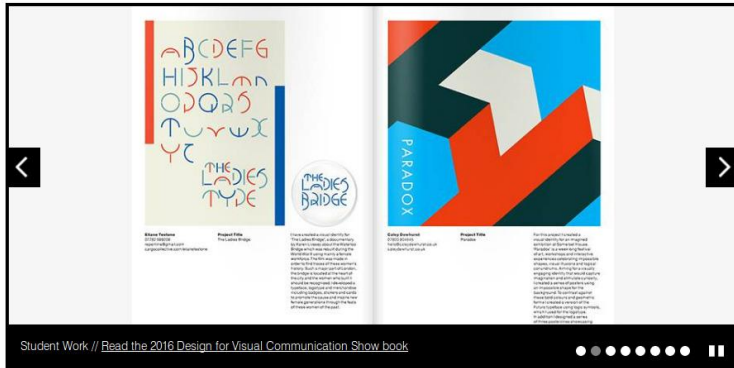
Open Evenings

The next Open Evening for this course will be on **Wednesday 3 May**. Book your place [here](#).

Course Links

[2014 Course Publication](#)

[2013 Course Publication](#)



[Direct link to podcast.](#)

In conversation with:

[Tony Pritchard, Course Leader](#), Postgraduate Design for Visual Communication

Teaching and learning themes: collaboration; internationalisation; graphicology; enterprise

Course name, level - [2015 Postgraduate Certificate in Design for Visual Communication](#); [2015 Postgraduate Diploma in Design for Visual Communication](#); [2016 Postgraduate Certificate in Design for Visual Communication](#); [2016 Postgraduate Diploma in Design for Visual Communication](#).

College - [London College of Communication \(LCC\)](#)

Student numbers - 75 per year

Digital Space(s) used and discussed: Moodle; myblog.arts; Twitter; Facebook; Pinterest; Instagram; Issuu; Vimeo; YouTube

Additional links:

- [ISSUU Publication 2016](#)
- [2016 Showreel](#)
- [Design Museum Font Sunday](#)

Key quotes: *"I'm a firm believer that you are not constrained by the walls of the traditional studio ... "* *"... one should engage carefully with social media ... these means of communicating what we do to the outside world that allows us to connect to people ... from different subject backgrounds";* *"our cohort has grown from a largely female participation between seventy percent up to ninety five percent in a couple of years";* *"most people speak between two to four languages on the course"*

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MA ARTS AND CULTURAL ENTERPRISE

Apply now for entry in January 2018.

Any questions? Please email the Course Leader Charlotte Bonham-Carter, c.bonhamcarter@csm.arts.ac.uk

MA Arts and Cultural Enterprise acknowledges the need for multi-skilled individuals who can both generate the ideas for original arts and cultural events, and provide leadership for the teams that realise them. The course is aimed at graduates with some work experience who wish to challenge themselves by developing innovative approaches to arts management and cultural production.

Two study routes are available, a two year part-time option, and a Flexible Learning option which is a unit-by-unit approach that allows candidates up to five years to complete. Both routes are low-residency and combine online learning and intensive face-to-face sessions.

Open days:

The next round of open days will take place between May to early December 2017 for the course starting January 2018. Please check back here by mid April 2017 to book a place online.

Any questions?

Please email the Course Leader, Charlotte Bonham-Carter, ✉

- Content
- General Course Resources
- Unit 1
- Unit 2
- Live Classroom & Schedule
- Hong Kong Online Sessions:
 - Link: Hong Kong online guest link
 - Recorded Session:
 - Link: UNIT 1 recordings
 - Schedule:
 - Link: Schedule

16/17 MA Arts and Cultural Enterprise - London

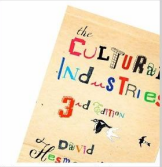
General Course Resources



Welcome to MA ACE

General Course Resources

- MA ACE course reading list



Link: MA ACE course reading list

Unit 1



Researching arts and cultural enterprise

Unit 1 Resources

Delivering a low residency post graduate course to international students

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[Direct link to podcast.](#)

In conversation with:

Tim Morgan, Learning Technologist

Teaching and learning themes: low residency; synchronous and asynchronous online learning; international collaboration

Course name, level – [MA Arts and Cultural Enterprise – Level 7](#)

College – Central Saint Martins

Student numbers – 50 (35 in Hong Kong; 15 in London)

Digital Space(s) used and discussed: Moodle +

Additional links:

[Prezi overview](#)

[Tim Morgan presents at MUGGL](#) (Moodle User Group Greater London)

Key quotes: *“We’re very keen on the human contact and in creating a sense of community”; “This Masters Course is much more about business, theory; the art world – you are not tied to a particular building or space”; “This course is the interface between us and the students – it has to be a great experience; there’s been a lot of effort put in to meet that!”; “This is an expanding area for the university”.*

BA (Hons) Photography at LCC is a rigorous and robust programme which takes a conceptual approach to the study of photography. This involves researching and studying photography theoretically, as well as practically, and it's this combination which enables students to produce a conceptually strong practice and increasingly find their own voice within it.

Open Days

The next Open Day for this course will be announced soon.



Developing Research Skills

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[Direct link to podcast.](#)

In conversation with:

Matthew Hawkins, Senior Lecturer

Teaching and learning theme - Developing research skills.

Course name, level - [BA \(Hons\) Photography](#)

College - LCC

Student numbers - 278

Digital space(s) used and discussed - [Workflow](#)

Key quotes: *"The practice of uploading research and experimentation into Workflow by individual students enabling them to share it in tutorial groups with their peer group has been exciting in a way of promoting peer learning, debate and discussion about individuals' ideas ..."*

BA (HONS) CORDWAINERS FOOTWEAR: PRODUCT DESIGN AND INNOVATION

This footwear design course prepares you for a successful career as a product designer and developer in the exciting field of fashion footwear.



Sharing and showcasing work

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[Direct link to podcast.](#)

In conversation with:

Sarah Day, Acting Course Leader

Teaching and learning themes: sharing and showcasing work, including securely with industry partners.

Course – [BA \(Hons\) Footwear](#)

College – London College of Fashion (LCF) Cordwainers

Student numbers – 155

Digital space(s) used and discussed – [Workflow](#)

Key quotes: *“When you’re working with an industry partner it’s very difficult for them to come to the college on a regular basis and provide feedback to students – to have a live link that they can login to , see the work and keep up to speed with what the students are doing is endlessly useful”*

| | |
|---|--|
| 3D design and product design | Accessories, footwear and jewellery |
| Animation, interactive, film and sound | Architecture and spatial design |
| Business & management, and science | Communication and graphic design |
| Curation and culture | Fashion |
| Fine art | Illustration |
| Journalism, PR, media and publishing | Make up and styling |
| Photography | Textiles and materials |
| Theatre, screen and performance | |

Teaching online and inspiring others to explore TEL

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[Direct link to podcast.](#)

In conversation with:

Jennifer Williams-Baffoe, Online Fashion Tutor and CSM's Technology Enhanced Learning (TEL) Coordinator
 Teaching and learning themes: pure online courses; the differences between face-to-face and online teaching; preparing for online teaching; online methodologies and technologies; TEL within an Art and Design University.
 Course name, level – Online Short Courses: 'Fashion Marketing'; 'Fashion Manufacturing'; 'Starting your own Fashion Label'; 'How to start your own pop-up shop' plus 'Fashion Business Practice' (Summer Course).
 College – [Central Saint Martins \(CSM\)](#)
 Student numbers – each 8 week online short course has 12-20 students
 Digital Space(s) used and discussed: 'Workflow' ePortfolio (Mahara based); BB Collaborate; [Moodle](#); [Process Arts](#)

Additional links:

- [UAL Short Courses](#)
- [CSM Short Courses](#)

Key quotes: "It's very different working and teaching online – you have to have a different way of thinking" ... "In terms of the material, you need to be able to break it down; you need to have differentiation in the lesson" ... "It's bite sized teaching and can reach a wider audience" ... "as technology enhanced learning coordinator, I have to look at the pedagogical side of learning and teaching in a digital way – and how we marry that with what's going on at Central Saint Martins" ... "I'm not what you would call a techie person – I'm one of these people that like to experiment – I'm as comfortable in front of a computer as I am in a classroom working on a mannequin and can happily switch from one to the other" ...

Professional Development



Whether you want to develop specific skills or deepen your educational knowledge, the Teaching and Learning Exchange offers a flexible approach to getting an accredited teaching qualification. You can also enhance your professional practice or researcher development skills.

With several years to build towards a qualification, the programme is designed to fit around your existing teaching and work commitments.

Our courses help you develop your teaching and learning skills for higher education. You can take individual units, or follow a specific pathway to build towards a qualification. For more information download our [Study Pathways Diagram \(PDF 279KB\)](#).

Developing Research as an Academic Practice

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Teaching and learning themes: research; developing a research profile; developing a research portfolio; communities of practice.

Course name; level: [MA Academic Practice](#); Research as an Academic Practice Unit (now – [Introduction to Practice as Research – Elective Unit](#)).

College: [Central Saint Martins \(CSM\)](#) & [Teaching & Learning Exchange](#).

Student Numbers: 24 (on Elective Unit).

Digital Space(s) used and discussed: [Workflow](#) (ePortfolio / eStudio Platform).

Key quotes: *"they were really proactive people and really engaged in the face to face sessions and this was also reflected in the portfolios" ... "the enthusiasm or how coherent the portfolios have been reflect how the cohorts work socially" ... "effectively they are producing a sort of website" ... "by using it (Workflow) for their own purposes they (academics) see how they can apply it to the way they work with students" ... "many want to retain a copy (of the ePortfolio) and use it - and they get very excited about that" ... "you realise what a powerful research tool it is".*



Online Classroom

Weekly Pages

Assignment Pages

Discussion Forum

Members

Support



Ana Stankovic-Fitzgerald

Ana Stankovic-Fitzgerald has been teaching on a variety of drawing courses at LCF since 2003. Originally, she studied drawing, painting, print-making and sculpture in the Faculty of Fine Art at the University of Visual & Performing Arts in Belgrade, specialising in painting. She is a member of the Association of Illustrators and has had freelance commissions published online, in magazines, books, as advertisements and in corporate literature.

Ana's work was selected for the 'Best of British Illustration' in 2001 and exhibited at numerous venues abroad and in the UK including exhibitions at the Royal College of Art, AMV BDDQ, Graduate Fashion Week and the Association of Illustrators Exhibition.

Ana is passionate about the craft of drawing and teaching drawing and she has a vast knowledge and expertise in utilising & experimenting with various media including charcoal, ink, watercolours, collage, markers, pastels, acrylics, oils, Adobe Photoshop, Adobe Illustrator, Lectra Kaleido Style and various iPad applications.

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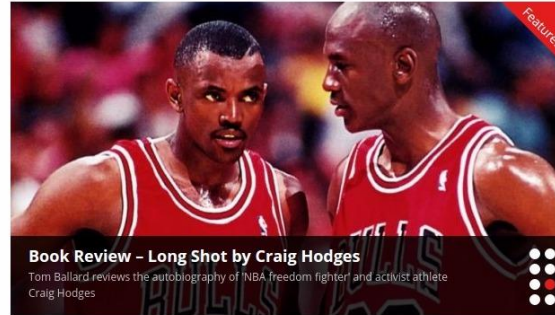
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March 20th | by [Lukasz Chomicki](#)



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March 19th | by [Lukasz Chomicki](#)

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Themes

Use of eStudios / ePortfolios within our context
Critical Reflection / Research / Collaboration
Merging & cross-pollination of digital & organic
Growth of short 'pure online' courses
Emergence of post graduate 'hybrid' courses
The importance of thoughtful pedagogy

More to come ...

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Links

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John Jackson
j.d.jackson@arts.ac.uk